Fairfax County PUBLIC SCHOOLS
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School Health Advisory Committee

SY2025-26 END OF YEAR REPORT

Presentation to FCPS School Board

May 30, 2026

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Annual Charge

The School Health Advisory Committee (SHAC) SY2025-26 charge is to:

1) Address rising mental health concerns among Fairfax County students and the connections to sleep deprivation and the use of screen-based technology in our classrooms and schools; and
2) Examine Fairfax County Youth Survey data to monitor trends in consideration of sleep hygiene awareness and healthy use guidelines for technologies.

Strategic Plan Alignment

FCPS Strategic Plan[i] Elements Addressed in SHAC SY2025-26 Recommendations
Goal 2: Safe, Supported, Included, and Empowered – Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered. ❖ Measure B: Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust) ❖ Measure C: Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school ❖ Measure E: Student participation in extracurricular, co-curricular, or leadership activities
Goal 4: Equitable Access and Opportunity – Every student will have access to high-quality academic programming and resources to support their success. ❖ Measure E: Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities
Goal 5: Leading for Tomorrow's Innovation – Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future. ❖ Measure B: Attainment of FCPS Portrait of a Graduate competencies and digital and financial literacy ❖ Measure H: Students innovating and preparing for the future

Executive Summary

In exploring its charge, SHAC committee members delved into the connection between education and technology, and the roles that staff, parents, caregivers, communities, and students play in sustaining a strong school system. After examining relevant data and hearing from key stakeholders, the committee hypothesized that *supportive community assets* – the caregivers, educators, and community members that serve as protective factors to counter risk factors in students' lives – play a critical role in student health and well-being. **As a uniting and centralized supportive community asset, Fairfax County Public Schools (FCPS) is uniquely situated to provide the settings, tools, and resources to create and amplify protective factors.**

Recommendations are organized by topic: sleep hygiene, mental health, and technology use within FCPS. All recommendations attempt to either build upon current efforts at the system- and/or school-levels, or provide specific direction on how to close critical gaps. In some instances, SHAC alerts FCPS and the Fairfax County School Board of areas, such as artificial intelligence (AI), where more careful consideration is needed before any further steps are taken. Each recommendation also identifies the FCPS Strategic Plan goal(s) it supports.

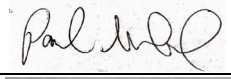
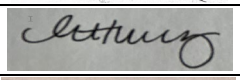
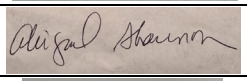
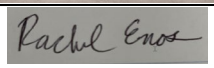
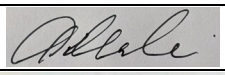
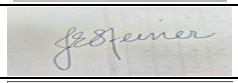
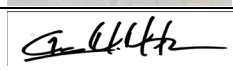
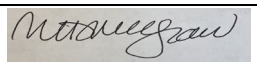
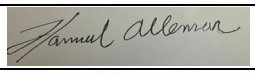
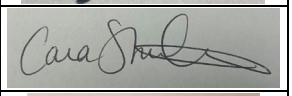
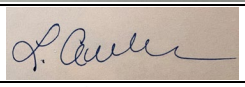
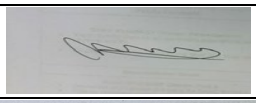
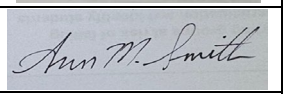
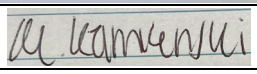
Summary of SHAC SY2025-26 Recommendations

Part 1: Sleep Hygiene Recommendations
1.1 – SHAC recommends schools avoid scheduling major athletic events and arts programs around the end of quarters and test windows to help minimize student stress and support academic focus.
1.2 – SHAC recommends FCPS continue to promote and track healthy sleep habits by posting grade-level appropriate content on multiple different platforms, such as Wellness Hub and Schoology.
1.3 – SHAC recommends that FCPS centralize Sleep Health curriculum within the Physical Education curriculum.

Part 2: Mental Health Recommendations
2.1 – SHAC recommends enhancing student device monitoring and educating staff, parents, families, and caregivers regarding monitoring and alert capabilities.
2.2 – SHAC recommends FCPS enhance the communication, dissemination, and evaluation of mental wellness strategies and mental health resources for students, families, caregivers, and staff.
2.3 – SHAC recommends FCPS implement options informed by Youth Survey data to enhance student access to FCPS and community-based services.
2.4 – SHAC recommends monitoring the effects of AI use, particularly limited memory AI, on youth and student mental health and wellness.

Part 3: Technology Use within FCPS Recommendation
3.1 – SHAC recommends the Fairfax County School Board establish a Technology Advisory Committee.

Approval

Member Name	District	Appointed By	Date SB Approval	Eligible to Vote	Approve	Oppose	Abstain	Signature
Paul Michel	At-Large – McElveen	Kyle McElveen	9/11/25	Yes	N/A			
Li-Hui Ueng	At-Large – Moon	Ilyong Moon	7/11/25	Yes	N/A			
Abigail Shannon	At-Large – McDaniel	Kyle McDaniel	12/24/25	Yes	*			
Rachel Enos	Braddock District	Tom Dannan	7/17/25	Yes	*			
Anisha Reddy	Hunter Mill District	Melanie Meren	7/17/25	Yes	*			
Jennifer Steiner	Franconia District	Marci St. John-Cunning	10/1/21	Yes	*			
Gregory Martin	Mason District	Ricardy Anderson	9/25/25	Yes	*			
Marina McGraw	Mt. Vernon District	Mateo Dunne	8/28/25	Yes	*			
Tom Cotter	Providence District	Karl Frisch	7/17/25	Yes	*			
Hannah Alleman	Springfield District	Sandy Anderson	7/17/25	Yes	*			
Marija Mladenovic	Sully District	Seema Dixit	7/17/25	Yes	*			
Kyra Ranakusuma	FCPS Student – Mekonen	Faith Mekonen	8/28/25	Yes	*			
Cara Shirley	FCCPTA	Committee Appointed	8/28/25	Yes	N/A			
Leslie Cullen	Fairfax City School Board	Committee Appointed	12/19/25	Yes	N/A			
Ori Udenyi	FCPS Student – Mekonen	Faith Mekonen	8/28/25	Yes	*			
Amanda Khu	School Based – Public Health Nurse	Staff Appointed	9/25/25	Yes	*			
Ann Smith	MS Principals Association	Staff Appointed	9/3/20	Yes	*			
Maisha Kamienski	Fairfax County Health Dept	Committee Appointed	9/25/25	Yes	*			

N/A= Absent

Background Information

The committee's work was primarily informed by data from the annual Fairfax County Youth Survey, discussion with the various technology-relevant FCPS divisions, expertise from committee membership, and other key sources detailed within the report (see Appendix A).

SHAC SY2025-26 Recommendations

PART 1: SLEEP HYGIENE

A school system that promotes Sleep Health and educates community members about protective sleep hygiene assets "supports growth and development, fosters resiliency and [recognizes sleep] as a priority for the health, well-being and learning of students."[ii] Over the course of the 2025-2026 tenure, SHAC reviewed Fairfax County Youth Survey[iii] data to monitor trends in consideration of sleep hygiene awareness, as well as reviewed FCPS' current Sleep Health programmatic initiatives. FCPS' sleep-related curriculum, which includes recognizing March as "Sleep Month", takes excellent steps toward combating the effects of insufficient sleep, which the American Academy of Pediatrics recognizes as a public-health issue related to "attention, behavior, and learning problems."[iv]

SHAC Sleep Hygiene Recommendation 1.1

Schools should avoid scheduling major athletic events and arts programs around the end of quarters and test windows to help minimize student stress and support academic focus.

1.1.1 – Whenever possible, particularly with future athletic and arts programming, create sufficient space between activities outside of school hours to both:

- promote sufficient rest and recuperation on the part of students; and
- provide adequate time for home-based assignments so as not to interfere with students getting the recommended hours of quality sleep per night.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

The American Academy of Sleep Medicine recommends that children ages 6-12 receive 9-12 hours of sleep, and ages 13-18 attain 8-10 hours of sleep.[v] The middle school start time is 7:30 a.m. and the high school start time is 8:10 a.m. In order to get at least 8 hours of sleep and then catch the bus before school in the morning, a high school student would need to be asleep no later than 10:30 p.m. and a middle school student would need to be asleep no later than 9:45 p.m. for a student aged 13 (and even earlier (8:45 a.m.) for a student aged 12). SHAC strongly suggests that the FCPS Board build on its extensive work to date to investigate ideal school start times, and prioritize this matter for discussion early in the 2026-27 school year.

As adolescents are still learning to manage their own time, FCPS can support this effort by constructing the academic and extracurricular calendars to avoid scheduling conflicts between academic grading quarter end periods, sports seasonal events, and other extracurricular events as much as possible. Creating a strategic calendar that offers protected, 'blackout' periods will help alleviate some of the conflict between academic, extracurricular, and athletic priorities.

SHAC Sleep Hygiene Recommendation 1.2

FCPS should continue to promote and track healthy sleep habits by posting grade-level appropriate content on multiple platforms, such as Wellness Hub[vi] and Schoology[vii].

1.2.1 – Drawing from current Wellness practices and programming, expand opportunities for student wellness beyond the classroom to include shared/common spaces through school grounds. For example, as many elementary classrooms offer a "calming corner", identify and provide similar spaces throughout the school for students to access.

1.2.2 – Create and launch age-appropriate content specific to sleep hygiene directly to Schoology where students and parents can readily access it.

1.2.3 – Continue with current sleep-related curriculum county-wide, including promoting March as "Sleep Month".

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

SHAC recommends FCPS examine shared/common spaces throughout school grounds (i.e., student lounges, cafeteria, and other common areas) to expand opportunities for student wellness beyond the classroom. This may include, for example, providing 'calming places' (similar to elementary school 'calming corners') that include messaging on Sleep Health.

To make Sleep Health information even more accessible for students, SHAC recommends FCPS create and post age-appropriate content specific to sleep hygiene directly to Schoology. Finally, FCPS should continue with current sleep-related curriculum county-wide, including promoting March as "Sleep Month". It may consider finding ways to expand upon how it integrates content from its other mental health-related initiatives into Sleep Month.

SHAC Sleep Hygiene Recommendation 1.3

FCPS should centralize its Sleep Health curriculum within the Physical Education curriculum.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

To provide students with consistent Sleep Health education, SHAC recommends Physical Education (P.E.)/Health instructors provide Sleep Health instruction as part of the P.E. curriculum. Currently, students receive grade-level appropriate Sleep Health instruction in their Homerooms, or in Health classes. Centralizing the sleep health curriculum within P.E. departments will help create a consistent learning experience for students.

PART 2: MENTAL HEALTH

From the outset, SHAC wishes to acknowledge success. SHAC's review of Youth Survey data revealed many strengths shown by FCPS students. Several indicators of mental health have not only returned to, but have *exceeded*, pre-pandemic levels. SHAC commends FCPS for its thoughtful, careful work to support students, families, and caregivers through a difficult period for our community.

SHAC Mental Health Recommendation 2.1

FCPS should enhance student device monitoring and educate staff, parents, families, and caregivers regarding monitoring and alert capabilities.

2.1.1 — Add keyword search monitoring, and a complementary process for addressing searches of concern, to the suite of monitoring capabilities to identify and offer timely intervention to students in need.

2.1.2 — Add monitoring and reporting on use of all Google suite applications provided on FCPS-issued technology.

2.1.3 — Explore ability and options to monitor and report on non-FCPS device use ("bring-your-own-device") for school activities.

2.1.4 — Retain "bell-to-bell" cell phone policy.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

SHAC recognizes and appreciates the student device monitoring service presently provided through Lightspeed. However, over 40% of students indicated on the Fairfax County Youth Survey that they spend 3 or more hours a day on their device playing games or engaging in non-school related tasks.[viii] In an evolving digital ecosystem, several monitoring enhancements would be beneficial for staff, parents, families, and caregivers to support early awareness, intervention, and disruption of harmful or potentially harmful use of devices during FCPS-related activities. SHAC noted critical gaps in current student device monitoring that are important to address.[ix]

Keyword Search Monitoring

Keyword search monitoring, and a complementary process for addressing searches of concerns, is presently absent. For example, reviewing student device usage through current monitoring requires deciphering student searches through reading lengthy search URLs or clicking through each link to uncover what was accessed. SHAC members noted other neighboring school districts have employed solutions for keyword search monitoring and may provide useful points of reference for FCPS on implementation and intervention.

Google Suite Monitoring

SHAC members identified Google Suite as a helpful resource in which students may work independently or collaboratively. However, SHAC members also noted significant anecdotal evidence of FCPS' Google Suite being used for purposes deleterious to student mental health, such as for bullying and using Gmail as a texting tool during school and out of school, replacing cell phone usage.[x] What used to happen on paper is now happening through FCPS-provided apps.[xi] Current student device monitoring does not allow parents, families, and caregivers, who are outside the FCPS digital ecosystem, to view Google Suite files their students are using and accessing. Monitoring of Google Suite apps would provide valuable lens for early intervention to support student mental health.

Inclusion of "Bring-Your-Own-Device" Policy

Some parents, families, and caregivers whose students supply their own device under the "bring-your-own-device" policy may not be benefiting from student device monitoring. SHAC believes that, concordant with the above recommendations, expansion of such monitoring to non-FCPS devices would benefit students, families, and staff.

Maintenance of Bell-to-Bell Restrictions

SHAC commends FCPS for its early adoption of the bell-to-bell policy restricting student cell phone and smart device usage during school hours. SHAC recommends FCPS review and update its policy, as necessary, to align with recently signed Virginia legislation with all due speed. SHAC is further heartened by the School Board's recent adoption of the "Wait Until 8th" resolution encouraging parents to wait until the start of 8th grade before giving their child a smartphone.

SHAC Mental Health Recommendation 2.2

FCPS should enhance the communication, dissemination, and evaluation of mental wellness strategies and mental health resources for students, families, caregivers, and staff.

2.2.1 — Supplement current offerings to students with clear and regular communication about evidence-based resources, such as Hazel Health, as well as enhanced access to such resources through the FCPS website and apps, such as Schoology. National recognition months may serve as convenient and helpful cues for FCPS communication and dissemination activities.

2.2.2 – Enhance FCPS staff professional development to include training and coaching on providing students specific, positive, genuine feedback on student performance, as well as communicating positive feedback to parents, families, and caregivers.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

FCPS Strategic Plan Goal 4: Equitable Access and Opportunity

Clear and Regular Communication

SHAC notes and commends FCPS for its provision of a broad range of services to support student mental health. SHAC noted, though, that awareness across the FCPS community of the breadth of resources is spotty; the community would benefit from a more cohesive communication and dissemination strategy. SHAC members noted that existing FCPS digital platforms regularly accessed by students from their devices throughout the day, such as Schoology, may be a reasonable, practical means for enhancing student awareness of resources while also providing more-discreet accessibility of resources such as Hazel Health.

SHAC members encourage FCPS, in alignment recommendation 2.1.1, to adopt dissemination strategies to support timely delivery of information regarding FCPS-provided and community resources to staff, students, families, and caregivers when such resources may be appropriate or helpful. Existing recognition months provide reasonable cadence for sharing the breadth of resources and supporting general awareness.

Positive Feedback

SHAC notes that, per the Youth Survey and concordant with a growing body of literature, classroom staff remain one of the strongest protective factors for student mental health. Youth Survey data shows that 60.4% of students indicated on the Fairfax County Youth Survey that their teachers do not share positive feedback with their parents.[xii] SHAC notes that student receipt of specific, positive feedback on performance and behavior, especially when shared with parents, families, and caregivers, correlates to better mental health and classroom performance. SHAC believes that enhancing staff professional development on this subject will benefit our students' mental health.

SHAC Mental Health Recommendation 2.3

FCPS should implement options informed by Youth Survey data to enhance student access to FCPS and community-based services.

2.3.1 — Ensure that all schools prioritize Tier 1 instruction related to student wellness through Social and Emotional Learning (SEL), counseling, and health lessons, ensuring school-

based mental health professionals are integrated to increase awareness of school-based mental health supports.

2.3.2 — Explore options for enhanced or expanded student services and clinical staffing, including counselors (1:250), social workers, psychologists, and substance use prevention specialists.

2.3.3 — Review the feasibility of signs of suicide and associated screening occurring during or before 6th grade due to growing concerns reported at that grade level. Support staff awareness of emerging need for monitoring and responding to mental wellness concerns raised or shown by 6th grade students.

2.3.4 – Explore enhanced, focused supports and activities for students, including those provided through FCPS and the community, in response to growing mental wellness concerns among Latinx, multiracial, and LGBTQIA+ students.

2.3.5 — Utilize Youth Survey data to identify schools in need of additional or enhanced community partnerships to increase access to after school activities and mentoring.

2.3.6 — Explore opportunities to enhance access to during and after-school opportunities to increase student exercise, sense of engagement with the school community, and improve social assets of peers, family, carers, and trustworthy adults.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

FCPS Strategic Plan Goal 4: Equitable Access and Opportunity

SHAC finds encouraging the improving trends in mental health and wellness as reported by students via the Youth Survey. However, SHAC recommends several actions to FCPS to address specific student populations that merit additional support.

Tier 1 Wellness Instruction

SHAC recommends that foundational support for students through enhanced integration of student mental health professionals in Social and Emotional Learning (SEL) lessons; doing so may serve to raise awareness of available services, build trustworthiness with school-based mental health professionals, and destigmatize mental health supports, among other benefits.

Mental Health Workforce Expansion

Building on this, and following anecdotal data and member observations, SHAC recommends FCPS explore options for enhancing and expanding the available school-based mental health workforce. Such options may include enhanced partnership with local, county, and community resources, as well as increasing the counselor workforce to meet the American School Counselor Association recommended ratio.[xiii]

Vulnerable Population Focus

SHAC noted with concern four cohorts that, per Youth Survey data, appear to lag the general student population. In particular, interventions tailored to address identified concerns among 6th grade, Latinx, multiracial, and LGBTQIA+ students are needed, such as implementing signs of suicide and associated screening during or before 6th grade. Specifically, from 2015 to 2019, the rates of feeling sad or hopeless among female 6th grade students had been rising and peaked in 2021 (39.5%). Since 2022, the rates had gone down but were still higher than the pre-pandemic rate at 33 to 34%. Additionally, among 6th graders, 36% of Hispanic students reported feeling sad or hopeless in the past year. One in four 8th, 10th, and 12th grade Hispanic students also reported this feeling. In both younger and older groups, Hispanic students' rates were the highest.[xiv]

Youth Survey-guided Focus

SHAC finds the Youth Survey data valuable and enlightening. As such, SHAC notes opportunity for FCPS to delve further into the data to identify schools, pyramids, and regions that may benefit from enhanced assistance and support.

Community Partnerships and Physical Activity Programming

SHAC recommends FCPS explore partnerships to increase opportunities for students to disconnect from screens and engage more fulsomely in community and physical activity. Such opportunities are evidence-based for improving mental health and sleep health, as well as improving connections to peers and community.[xv] [xvi]

SHAC Mental Health Recommendation 2.4

FCPS should monitor the effects of AI use, particularly limited memory AI, on youth and student mental health and wellness.

2.4.1 — Follow the Brookings Institution recommendations of January 2026 that school systems restrict deployment of AI system-wide as an interim step.

2.4.2 — Prohibit student use on all FCPS-issued technology of limited memory AI, such as generative AI, virtual assistants, and chatbots.

2.4.3 — Investigate and report on use of AI by apps, websites, online learning platforms, and other student- and educator-facing technology currently deployed in FCPS.

FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered

FCPS Strategic Plan Goal 4: Equitable Access and Opportunity

FCPS Strategic Plan Goal 5: Leading for Tomorrow's Innovation

SHAC notes the equal parts of enthusiasm and concern in the community for the use of AI in educational settings. Studies suggest AI may support learning by providing timely feedback and additional practice opportunities, but may also present challenges when use is unstructured or excessive, including overreliance on technology, reduced independent problem-solving, and concerns related to academic integrity and student well-being.[xvii] [xviii] [xix]

To this end, FCPS should follow the Brookings Institution recommendations of January 2026[xx] that school systems restrict deployment of AI system-wide as an interim step. In a rapidly evolving environment, some experts posit the effects of AI may be dependent on how these tools are implemented and supported in educational environments[xxi], and there is not sufficient information publicly available or discussed thoughtfully and thoroughly to allow all stakeholders to feel comfortable with AI deployment within FCPS. SHAC expresses concern at mounting reports and growing evidence regarding deleterious effects of overenthusiastic and unrestrained implementation of AI. These effects include cognitive offloading[xxii] [xxiii] [xxiv], deskilling[xxv] [xxvi] [xxvii] [xxviii], psychosis[xxix] [xxx] [xxxi] [xxxii] [xxxiii] [xxxiv], encouragement to self-harm and suicide[xxxv] [xxxvi] [xxxvii] [xxxviii] [xxxix], and child sexual exploitation and abuse[xl] [xli] [xlii] [xliii] [xliv].

In accordance with recommendations 2.1, 2.2, and 2.3, which emphasize strengthening monitoring, communication, and student supports related to technology use, SHAC recommends that FCPS take a measured and proactive approach to AI. This includes establishing clear expectations for responsible use, promoting AI literacy among students and staff, and monitoring implementation across student- and educator-facing.[xlv]

SHAC recommends FCPS prohibit student use of limited memory AI until such time as a thorough investigation of AI integration into student- and educator-facing technology can be completed. Examples of limited memory AI include generative AI (such as ChatGPT, Claude, Grok), virtual assistants, and chatbots. Additionally, FCPS should investigate and report on the use of AI in apps, websites, online learning platforms, and other technologies currently deployed, or under consideration for deployment, across the system. In developing this approach, FCPS may wish to consider national and international guidance, including recommendations from organizations such as the Brookings Institution, which highlight the importance of thoughtful governance and phased implementation of AI in education.[xlvi] [xlvii] [xlviii]

PART 3: TECHNOLOGY USE WITHIN FCPS

Through its meetings and discussions, SHAC committee members often expressed concern about not being able to properly address the committee charge without fully understanding the breadth and depth of the role that technology plays throughout FCPS. Furthermore, the committee craved data to explain the impact of FCPS-issued devices and software on the health and well-being of students and staff. The committee also found that the direct impact of FCPS-issued technology on sleep and mental health was quite unclear, and at times not at all examined by FCPS. Having a clear understanding of the impact of technology on all stakeholders within the school system could help prioritize efforts to best support staff and students alike.

SHAC Technology Use within FCPS Recommendation 3.1
The Fairfax County School Board should establish a Technology Advisory Committee. ***FCPS Strategic Plan Goal 2: Safe, Supported, Included, and Empowered*** ***FCPS Strategic Plan Goal 4: Equitable Access and Opportunity*** ***FCPS Strategic Plan Goal 5: Leading for Tomorrow's Innovation***

SHAC recognizes the potential benefits and harms of current and emerging technology in educational settings. The committee proposed the creation of a new Technology Advisory Committee to:

1) protect the scope of work that is intended for future SHAC convenings;
2) ensure a more complete examination and analysis of topics related to the use of technology within FCPS settings; and
3) suggest an avenue for timely and consistent feedback to FCPS as it weighs the potential benefits and harms of current and emerging technology in educational settings.

Following the vote to approve this recommendation, the School Board directed the FCPS Superintendent to establish the Educational Technology Review Committee. Whether through this effort or what is proposed within this report, future SHAC convenings would benefit from collaboration with cross-referral from such a committee, as appropriate, on school health matters. It is also strongly recommended that such a committee include not less than one representative of the mental health community. Furthermore, SHAC strongly suggests the FCPS Board revisit the SHAC SY2022-23 End of Year Annual Report[xlix] for explicit recommendations that both align with recommendations within this report and provide potential direction for the scope of work of the Educational Technology Review Committee.

Finally, should a community advisory committee on educational technology, SHAC's proposed Technology Advisory Committee, not be implemented, SHAC strongly recommends that the FCPS Educational Technology Review Committee meetings be held publicly and provide opportunity for public comment.

Follow Up from Previous Year

Recommendation 1: FCPS will Address the Impacts of Childhood Sleep Deprivation on Student Health and Academic Performance (Recommendations 1.1 - 1.5)

1.1. FCPS staff who are part of the Fairfax County Youth Survey (FCYS) team will collaborate to generate data regarding sleep habits for 6th graders (as they do for 8th, 10th, and 12th graders).

1.2. FCPS instructional teams will engage student groups to develop student-friendly materials (posters, announcements) that highlight the impact of technology use on sleep.

1.3. FCPS will provide families with easily accessible, evidence-based healthy sleep strategies to promote healthy sleep patterns at home.

1.4. FCPS will work with teachers, counselors, and coaches to embed practical sleep education in the context of classes, student activities (sports, clubs), morning meetings, and responsive advisory in addition to current curricular sleep topics. The idea that sleep is a "competitive advantage" should be emphasized for both academics and athletics. Resource school counselors could create a sleep lesson to include, with resources, for counseling team members to use in their buildings.

1.5. FCPS will organize activities and discussions (perhaps student-led) during Sleep Awareness Week (March) to educate students on the effects of sleep on self-regulation, focus, and stress management.

FCPS Actions	Previous Year Updates (as of May 2026)
1.1 FCPS staff who are part of the FCYS team will collaborate to generate data regarding sleep habits for 6th graders. FCPS will collaborate with the interagency team to propose inclusion of a sleep question on the 6th grade FCYS; conduct the 2025-2026 FCYS and obtain and analyze data.	**Department of Special Services (DSS) Intervention and Prevention Services (IPS)** IPS included a sleep question for 6th grade students in the SY25-26 FCYS. During the November 2025 SHAC meeting, the committee was updated on the status of all three actions connected to Recommendation 1.1. The 2025-26 FCYS data will be available in Fall 2026 for review.
1.2 The Educational Technology team will work with the team developing Sleep Awareness	**Instructional Services Department (ISD) Educational Technology/Office of Communications (OC)** Cross departmental teams collaborated to provide Sleep Awareness

FCPS Actions	Previous Year Updates (as of May 2026)
Week (SAW) activities to develop materials/processes to encourage students to develop student friendly materials and incorporate into SAW.	Week (SAW) activities during March 2026. The Office of Communications (OC) collaborated with Instructional Services Department-Health and Physical Education (ISD-HPE) to update the Sleep Health webpage with family activities by school level. The OC promoted SAW via Social Media on 3/9, 3/11, and 3/13. OC also included SAW materials in the 3/5/2026 Principals Toolkit, which included newsletter copy and social media. Following the toolkit, 79 FCPS schools featured SAW between 3/6 and 3/16.
1.3 Home Connection letters were developed during the first semester (including translations) for health education lessons in grades 1, 5, 7, and 9. School Health Services included an article in the Spring Wellness Newsletter in March 2026 to align with SAW.	**ISD Health and Physical Education (HPE)** ISD-HPE Home Connection letters were aligned with the student sleep lessons; shared with parents and caregivers when instruction occurred; and will be posted to the website. DSS School Health Services (SHS) worked with HPE to align sleep health instruction throughout the year and to promote SAW in March.
1.4 FCPS will work with teachers, counselors, and coaches to embed practical sleep education in the context of classes, student activities (sports, clubs), morning meeting, and responsive advisory in addition to current curricular sleep topics.	**ISD- HPE** Sleep education is already embedded in FCPS health education per the Virginia Standards of Learning (SOL) curriculum. No additional action is needed to address sleep in health classes.
1.5 Collaborate with Our Minds Matter (OMM) Leadership to create a strategy to highlight sleep awareness activities and campaigns. Highlight OMM sleep awareness activities with OMM clubs.	**ISD/DSS** Counseling, College and Career Readiness (CCCR)/School Counseling Services (SCS) has discussed opportunities to highlight existing Our Minds Matter (OMM) sleep and healthy habits resources. OMM has activities related to sleep and healthy habits. These activities and resources were highlighted for clubs, beginning in January 2026, but particularly during sleep awareness week in

FCPS Actions	Previous Year Updates (as of May 2026)
Support the planning and implementation of SAW Activities. Develop and share key messaging through FCPS channels. Amplify activities and media coverage of SAW activities.	March 2026. SHS shared information in the Spring Wellness Newsletter. OC shared via social media and FCPS This Week. OC collaborated with ISD-HPE to update the Sleep Health webpage with family activities by school level. OC promoted SAW via Social Media on 3/9, 3/11, and 3/13. OC also included SAW Materials in the 3/5/2026 Principals Toolkit, which included newsletter copy and social media. Following the toolkit, 79 FCPS schools featured SAW between 3/6 and 3/16.

Recommendation 2: Develop an Intentional and Age-Appropriate Technology Use Framework (Recommendations 2.1 - 2.3)

2.1 FCPS will provide technology use guidelines for teachers of all grades, emphasizing intentional, targeted use.

2.2 FCPS school staff will use school/classroom newsletters to promote and share proven support strategies for school and home use of technology (both school and personal).

2.3 Introduce SHAC recommendation to Lewis Leadership students as a community action project.

FCPS Actions	Previous Year Updates (as of May 2026)
2.1. Review and update materials to promote technology use framework.	**ISD Educational Technology:** Analysis is in progress to update materials. A summer project is planned to finish this work.
2.2 Disseminate evidence-based messaging about sleep and technology. Develop turn-key products and messages for easy dissemination to students and families. Sustain ongoing promotion	**ISD Educational Technology/Office of Communications (OC)** This work was integrated into 3.4.

FCPS Actions	Previous Year Updates (as of May 2026)
through editorial planning and including in reoccurring opportunities such as *Healthy Minds.*	
2.3. Students research the impact of technology and strategies that can support it. Students build out an overall action plan. Students develop activities and test out education activities with Lewis pyramid students. Students reflect on experience and share feedback for improvements to programming.	**ISD Educational Technology** Students met within the Leadership Lab course to learn more about SHAC recommendations. On November 6, 2025, students publicly exhibited their project plans to bring wellness programming to advisory. They are currently working with their Leadership Lab 1-2 teacher and other teacher mentors to implement that programming in January and February 2026.

Recommendation 3: Create a FCPS Division-Wide Culture of Respect for and Awareness of Brain Health - Policy, Strategy & Communications (Recommendations 3.1 - 3.6)

3.1 Implement bell-to-bell phone-free school days for all grade levels.

3.2 FCPS should remove Common Sense Media Digital Citizenship Curriculum from its toolbox and replace it with other resources (i.e., Kids, Brains and Screens from Screen Strong) that are aligned with evidence-based technology use recommendations and are more accessible to the FCPS community (see access metrics below). FCPS instructional staff can promote technology use/brain health concepts during morning meetings and responsive advisory periods and share resources with parents. (Screen Strong, Protect Young Eyes, The Anxious Generation).

3.3 FCPS Instructional staff should incorporate Social Emotional Learning programming in morning meeting/advisory sessions with fidelity, promoting equitable access.

3.4: FCPS will distribute messaging that supports foundational concepts of brain health re: sleep and technology.

3.5: Wellness Survey - Add a statement to the survey about implementation/enforcement of technology guidelines/personal device use policy.

3.6: To the FCPS Student Experience Survey, add “technology use in classroom” and “sleep habit” questions for ES/MS/HS.

FCPS Actions	Previous Year Updates (as of May 2026)
3.1 The School Board adopted an updated Student Rights & Responsibility (SR&R) policy that establishes bell-to-bell cell phone-free school days for all students with guidance for students with documented IEP, Section 504, Individualized health care, or limited English proficiency plans, and designated allowances for high school students during lunch.	**Chief Equity Office (CEO)/Equity and Student Relations (ESR):** In accordance with the updates to Regulation 2601, the team created a formal definition of "bell-to-bell" that was included in the SR&R as well as created a companion document to help support schools in the implementation of bell-to-bell cell phone free school days. ESR developed revised SR&R student lessons focused on the impact of cell phone use on student learning and wellness. ESR provided administrators with supportive sentence starters to guide conversations with students and families when addressing violations of the bell-to-bell policy that are designed to maintain positive relationships, support students who may be struggling with technology use, and encourage healthy technology habits at home. The implementation oversight of the FCPS bell-to-bell cell phone policy in schools will be ongoing.
3.2: Draft updated Digital Citizenship Website.	**ISD Educational Technology Office:** ISD Educational Technology Office reviewed materials for Screen Strong, Protect Young Eyes, The Anxious Generation and identified any needed updates for the Digital Citizenship website. The team will continue to update the Digital Citizenship website if needed. This has been completed.
3.3. Continue to provide professional learning and high-quality instructional content resources for teachers.	**DSS IPS** FCPS continues to require high leverage Social and Emotional Learning (SEL) practices of 'Morning Meeting' in all elementary schools and 'Responsive Advisory Meetings' in all middle and high schools. The SEL and Multi-Tiered System of Supports (MTSS) teams provide associated professional learning, consultative support, and instructional resources.

FCPS Actions	Previous Year Updates (as of May 2026)
3.4 Integrate brain health and technology key messaging across communications to students and families. Develop and distribute supplemental and turn-key products that support brain health and responsible technology use. Expand digital promotion of healthy sleep and technology use habits. Incorporate messages of brain health, including sleep and technology, in coordination with content experts and share with families via the FCPS Wellness Newsletter.	**OC and DSS SHS** OC and SHS collaborated to provide articles in both newsletter format and posting to the FCPS website including sleep, brain health, and technology as listed below: ● Fall Wellness Newsletter (September 2025) ● FCPS News ● News articles on 12/4/2025 and 1/5/2026 ● December 3 FCPS This Week promoted 'Learn How to Navigate the Digital World' family workshop at Chantilly HS (December 2025) ● OC promoted the brain health article on 12/9/2025, and the sleep strategies article through an interactive social post on 1/14/2026 ● Fall Wellness Newsletter (September 2025) ● Winter Wellness Newsletter (December 2025) ● Spring Wellness Newsletter (March 2026)
3.5: Wellness Survey Add a statement to the survey about implementation/enforcement of technology guidelines/personal device use policy.	**CEO, ESR and DSS SHS** In collaboration with the CEO, DSS SHS added two questions to the FCPS Wellness Survey/Reporting Tool addressing the implementation and enforcement of technology guidelines/personal device use policy effective beginning in SY25-26. The Wellness Reporting Tool was distributed to all FCPS schools on April 6, 2026. Data will be available in Fall 2026.
3.6 To the FCPS Student Experience Survey, add "technology use in classroom" and "sleep habit" questions for ES/MS/HS.	**Chief of Staff (Strategy, Planning and Learning):** There is no action recommended.

Future Annual Charge for SHAC SY2026-27

In its service to inform FCPS and the School Board on how best to support the health and well-being of all individuals within the school system, SHAC members propose the following charge for the SY2026-27 SHAC Committee:

Promote wellness within the FCPS community. Explore data and programs to identify potential initiatives.

This charge aligns with all 4 pillars and all 5 goals of the FCPS Strategic Plan.

Appendix A: Data Sources Used in Reaching the Recommendations

[i] https://www.fcps.edu/strategic-plan
[ii] https://www.fcps.edu/sleep
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[vi] https://www.fcps.edu/student-and-staff-health-and-wellness
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[ix] https://www.judiciary.senate.gov/press/rep/releases/grassley-releases-new-and-disturbing-information-on-online-child-exploitation-presses-tech-giants-for-answers
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[xiv] https://www.fairfaxcounty.gov/data/youth-survey
[xv] Systematic Umbrella Review and Meta-Meta-Analysis: Effectiveness of Physical Activity in Improving Depression and Anxiety in Children and Adolescents, https://www.sciencedirect.com/science/article/pii/S0890856725002084
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[xxiii] Barcaui, A. (2025). *Social Sciences and Humanities Open*. ChatGPT as cognitive crutch: Evidence from a randomized controlled trial on knowledge retention.
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Appendix B: Experts Consulted in Reaching the Recommendations

Month	Speaker(s)	Topic
September 2025	None	None
October 2025	Bethany Demers, Student Mental Health and Wellness	Youth Survey
November 2025	Bethany Demers	Youth Survey Deep Dive Discussion
December 2025	Jason Covey, EdTech John Belyea, IT Support Services Derek Kelley, EdTech	Summary of Use of FCPS-Issued Tech Outside of School Hours
January 2026	None	None
February 2026	None	None
March 2026	None	None
April 2026	None	None
May 2026	Bethany Demers Dr. Grace Page, Office of Benefit Services	Youth Survey Data re: a) vulnerable populations and b) physical activity Employee Wellness: What FCPS Staff Say They Need

Appendix C: SHAC SY2025-26 Attendance Summary

Committee Member	Representing	Date Appointed	17 Sep	15 Oct	19 Nov	17 Dec	21 Jan	11 Feb	18 Mar	15 Apr	20 May
Paul Michel*	At-Large – McElveen	9/11/25	P	P	P	A	A	P	P	A	VP
Li-Hui Ueng*	At-Large – Moon	7/11/25	P	P	A	P	A	A	P	A	A
Abigail Shannon*	At-Large – McDaniel	12/24/25	N/A	N/A	N/A	N/A	N/A	N/A	P	P	A
Rachel Enos*	Braddock District	7/17/25	P	P	P	A	P	A	P	P	P
Dr. Chaitanya Puri*	Dranesville District	7/17/25	P	P	P	P	P	P	A	N/A	N/A
Anisha Reddy*	Hunter Mill District	7/17/25	P	P	P	A	P	A	P	P	P
Jennifer Steiner*	Franconia District	10/1/21	P	A	P	P	P	P	P	P	P
Gregory Martin*	Mason District	9/25/25	P	A	P	P	P	P	P	P	P
Marina McGraw*	Mt. Vernon District	8/28/25	A	P	P	A	P	P	A	P	P
Tom Cotter*	Providence District	7/17/25	P	A	A	P	P	A	P	P	P
Hannah Alleman*	Springfield District	7/17/25	P	A	P	VP	A	VP	P	VP	P
Marija Mladenovic*	Sully District	7/17/25	A	P	A	P	A	P	P	P	P
Kyra Ranakusuma*	FCPS Student – Mekonen	8/28/25	A	P	A	P	P	A	A	P	A
Cara Shirley*	FCCPTA	8/28/25	A	P	P	A	A	P	P	P	P
Shannon Cothran*	Fairfax City School Board	8/28/25	A	P	A	P	N/A	N/A	N/A	N/A	N/A
Leslie Cullen*	Fairfax City School Board	12/19/25	N/A	N/A	N/A	N/A	N/A	P	A	P	A
Ori Udenyi*	FCPS Student – Mekonen	8/28/25	A	P	P	P	P	A	P	P	P
Amanda Khu*	School Based – Public Health Nurse	9/25/25	P	A	P	P	P	P	P	P	P
Jessica Peterson	ES Principals Association	1/2/23	A	P	P	A	P	P	P	P	P
Ann Smith*	MS Principals Association	9/3/20	P	P	A	P	P	P	P	P	P
Ryan McElveen	School Board Member	8/1/25	A	A	A	P	P	P	A	A	P
Lea Skurpski	FCPS Associate Member, DSS	9/16/15	P	P	P	P	P	P	P	P	P
Dr. Terri Edmunds-Heard	FCPS Associate Member, DSS	7/13/23	P	P	A	A	A	A	A	A	A
Dr. Grace Ingram	FCPS Associate Member, HR	2/6/25	P	A	A	A	A	A	A	P	P
Carrie Reynolds	FCPS Associate Member, ISD	7/13/23	P	A	A	A	P	P	P	P	P
Bethany Demers	FCPS Associate Member, DSS	9/3/20	P	P	P	A	A	VP	P	P	P
Jason Covey	FCPS, Educational Technology, Special Services	8/28/25	P	P	P	P	P	P	A	P	P
Saray Hanson	FCPS Associate Member, Student Wellness	9/1/22	P	P	P	P	P	A	P	A	A
Maisha Kamienski*	Fairfax County Health Department	9/25/25	P	P	P	P	A	P	P	P	A
Shaun Sawko	Executive Director, Food and Nutrition Services	9/25/25	P	P	A	A	A	A	A	A	A

P = Present VP= Virtually Present A= Absent N/A= Not applicable/meeting cancelled *Indicates voting members

Appendix D: SHAC SY2025-26 Summary of Public Comment

Month	Speaker	Topic
September 2025	None	None
October 2025	Janice Choudhury, Rev Your Bev Campaign Manager	Revising the wellness policy to promote increased water intake for students
November 2025	None	None
December 2025	None	None
January 2026	None	None
February 2026	None	None
March 2026	Michelle Durst, Fort Hunt Elementary School Parent	Written comment shared with committee to address concerns about rapid adoption of AI in the classroom
April 2026	None	None
May 2026	Aimee Liu, Student FCPS, McLean HS	Written comment shared urging FCPS and County leadership to implement comprehensive reforms addressing eating disorder prevention, intervention, education, and support through mandatory and more regularly integrated screening tests. Surveys should be integrated in after school sports, formal partnerships with screening, prevention and awareness programs