Executive Limitation #3: Relationships with Families and Community Members

The Superintendent shall not fail to maintain an organizational culture that facilitates collaborative, trusting, and responsive partnerships with its diverse community members. The Superintendent shall not fail to treat families (parents, guardians, and/or caregivers), students, volunteers, community partners, and community residents with respect, honesty, and transparency and maintain strong links with the public to ensure they are well informed.

The Superintendent shall:

1. *Provide a welcoming, supportive, and inclusive organizational culture that:*
    a. *Fosters an environment free of any form of discrimination;*
    b. *Focuses on the common achievement of the Division's Strategic Plan goals;*
    c. *Takes steps to effectively inform students, families, and the community of division policies, procedures, and opportunities for students within the Division;*
    d. *Values and considers individual differences of opinion and diverse perspectives;*
    e. *Provides open and honest communication in all written and interpersonal interaction;*
    f. *Delivers the timely flow of accurate and meaningful information in multiple languages and modalities to support engagement opportunities within the community;*
    g. *Provides for effective handling of grievances and complaints.*
2. *Encourage family involvement and meaningful two-way engagement, ensuring they receive regular updates on the direction and actions of the Division, including thorough consistent and complete information sharing via websites, school-home communications, and the learning management system used by students; and particularly in secondary grades through to graduation, communicates in a timely and accessible manner about academic course selection, enrichment opportunities, and planning the pathway for success after high school.*
3. *Provide defined and appropriate processes for gathering feedback that informs the Division's decision-making.*
4. *Establish and maintain collaborative partnerships with the community leaders, as well as the community at-large, to advance the mission and goals of FCPS assuring appropriate input and ongoing, two-way, strategic, and meaningful dialogue.*
5. *Engage students, parents, and guardians to fairly address community conflicts and ensure equitable inclusion.*
6. *Provide meaningful and timely responses to concerns raised by students, parents, and community members, and inform the Board of any serious or repeated concerns.*
7. *Prepare and publish clear and easily accessible reports, on behalf of the Board, to the public that include information regarding Board directed work, the Division's Strategic Plan, and a review of the Division's financial condition.*

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to establish and maintain a culture that treats all people with respect, courtesy, and dignity and to encourage family and community engagement, and open communication.

I interpret this to mean that the Superintendent is called upon to ensure that all families and community members feel welcome and engaged in the Division's work and mission. It is also necessary that I provide timely, relevant, and detailed communications with families and community members, and maintain open, two-way dialogues. Further, I am expected to prepare and publish reports that are accessible to the public to ensure transparency of the work of the Division as well as the financial condition of the Division. The credibility of our Division is critical to our partnerships with stakeholders, and it is my responsibility to maintain our positive public image and reputation as a school Division.

Evidence of Compliance:

Certification:

I hereby present my monitoring report on Executive Limitation #3: Relationships with Families and Community Stakeholders (EL - 3) in accordance with the reporting schedule set forth in the Board calendar. I certify that the information contained in the report is true as of January 8, 2026 to the best of my knowledge, information, and belief.

Evidence of Compliance: January 8, 2026

At the time of this report, to the best of my knowledge, information, and belief, I have gathered information and evidence that supports compliance with the Board's Executive Limitation associated with this topic. In particular, I share with the Board the following information and indicators, which I believe meets Executive Limitation #3.

Indicators Include:

NEW OR NEWLY ADDED EVIDENCE

- Each middle and high school website includes consistent information about course selection for the school, including the course catalog, graduation requirements, important dates, and general academic advising information. On the school website, the information is located by clicking on the tile with a computer icon titled "Choosing Courses for Next School Year 2026-27". This ensures that the information for each school is readily available and easy to find. (indicator 2)
- During the course selection process in spring 2026 (for SY 2026-27) a new feature will be added to SIS ParentVUE for parents to sign off on student course requests. (indicator 2)
- FCPS is developing and implementing a framework which identifies the expected knowledge and skills that parents and students should have at the elementary, middle, and high school levels as it relates to academic and career planning. This will include guidelines, tools, and a checklist for schools in order to enhance consistency across schools and school levels. Full implementation is expected in SY 2026-27. (indicator 2)
- A Goal Innovation Team is currently working on programs that will improve and create opportunities for students as they transition schools. (indicator 2)
    - Middle and high schools are hosting transition events in Spring 2026 whereby rising students will visit their next-year's school in order to meet key staff and acclimate to their future school environment.
    - Guidance and resources are being developed to support common transition processes for students who arrive after the school year has started.
- To help students and families monitor credit accrual, FCPS launched a new Graduation Status feature in ParentVue and StudentVue in SY 2025-26. The Graduation Status is a tool that helps parents and students monitor their progress in meeting graduation requirements. This feature includes progress towards the Standard or Advanced Studies Diploma for high school students and middle school students who have enrolled in one or more high school courses. This visual representation will help provide increased transparency and awareness to students and their families about progress towards graduation. (indicator 2)
- Expectations for Schoology usage were shared with principals at Leaders Need to Know in July 2025. Principals then worked with staff to implement these expectations. Expectations are in alignment with Regulation 3207: Instructional Technology, Classroom Use of Schoology (last revised August 18, 2021; recently revised and is in routing process). (indicator 2)
    - An interdepartmental effort is underway to focus on clarity and consistency.
    - Training sessions on Schoology have been provided to School Based Technology Specialists (SBTS) and Family Liaisons to ensure effective support for teachers and families.
    - A Schoology Families Resource Folder has been added to each school's Parent/Guardian Schoology course. This folder provides resources to help families use Schoology to actively support their child's learning.
- Special Education and Section 504 information is communicated to families throughout the school year through various public-facing communication channels, including the quarterly Special Education and Section 504 newsletter and the Office of Communications' Principals Toolkit. This information may include updates to Special Education and Section 504 services, important dates, and upcoming events. The Department of Special Services (DSS) and the Office of Communications used best practices in communication to effectively deliver this information and increase family engagement. (indicator 2)
- DSS has updated and translated key resources to better support families of students with an IEP and/or Section 504 Plan. These resources facilitate family and staff understanding of procedures, rights, and processes. Resources include the Section 504 Procedures Manual, Special Education Handbook for

Parents, and Special Education Glossary. All school websites link to the Special Education instruction public page which houses these resources. (indicator 1)

- FCPS now publishes official forms related to Special Education in 14 different languages (previously 8) to increase family access. (indicator 1)
- Family and School Partnerships (FSP) publishes a Family Engagement Month Toolkit featuring activities, ideas, and resources for schools and families to explore together. (indicator 2)
- The Office of Communications offers an annual summer Comms Camp training session for principals, designed to help them reset and refine their communication strategies and skills for the upcoming school year. The second annual Comms Camp in July 2025 hosted 124 principals and school communications staff, and built upon school storytelling and narratives training that was offered at Leadership Kickoff earlier in the month. School leaders also heard from a principal panel about effective communications, and attended breakout sessions on topics such as parent engagement, school webpages, multilingual communications, and attracting positive news media coverage. (indicator 4)
- The Office of Communications supports school leaders and staff in creating clear, engaging communication for families through the year-round School Communicators Program. This includes introductory training, weekly toolkits with sample content and tips, monthly webinars, a Communications Compass handbook, one-on-one support, and an annual in-person Communicators Conference. (indicator 2)
- Each school has a Top 10 list showcasing the things that make their community proud of being a part of their school. (indicator 1)
- FSP collaborated with Blue Star Families to host a Back-to-School Military Fair at Edison High School on August 2, 2025. With 122 students and 77 parents attending, this event was specifically for military families with secondary students to help them prepare for the upcoming school year. The fair offered families an opportunity to connect with a variety of valuable resources from 17 community organizations and programs. Additionally, FSP hosted an inaugural welcome Bar-B-Que for new and returning military-connected families on August 13, 2025, at Mount Vernon High School. The event provided military-connected families with the opportunity to connect with other families from across FCPS. Over 260 military-connected family members attended. (indicator 4)
- The Chief Equity Office has updated the Discrimination, Racial Slurs, and Hate Speech protocol to guide schools in addressing incidents in a timely and transparent manner. (indicator 1)
- FCPS hosts a Strategic Plan Advisory Group for community groups who actively participated in the development of the Strategic Plan. These quarterly meetings maintain and strengthen community engagement and partnership in the implementation of the Strategic Plan by providing regular updates, seeking feedback, and identifying partnership opportunities. (indicator 3)
- In October 2025, the FCPS Mobile App was launched. The app is designed to be the central, unified tool for connecting and informing FCPS families, staff, and students and includes automatic translation into over 100 languages. Users can follow specific schools for targeted updates, with the app organizing information into Division and school-level feeds. (indicator 2)
- Through intentional outreach to our diverse community, FCPS accomplished a 70% bond approval in November 2025 (up 3% from 2023). A collaborative approach between senior leadership, School Board members, the volunteer Yes committee, PTAs, teams from community relations, communications, facilities, and finance, among others resulted in increased engagement. Teams have identified outreach steps that should be replicated in 2027, including but not limited to: integrated messaging that amplifies reach, leveraging of community partnerships, and focusing on human-centered stories, all paired with direct information and facts. (indicator 4)

- As of Fall of 2025, Tandem is the official external-facing calendar platform for school websites and in the new app. The following shows data as of mid-October 2025 for school and central calendars. (indicator 2)
    - 83% of FCPS schools have created events in Tandem
    - All school websites are successfully displaying Tandem-powered calendars

ONGOING EVIDENCE

REGULATIONS/POLICIES

- Regulation 4953: Prohibition Against Discrimination, Harassment, and Retaliation – Students, Parents, and Others (adopted July 10, 2024) establishes procedures for reporting, responding to, and resolving complaints of discrimination and harassment based on a protected class reported by students or parents against school personnel.(indicator 1)
- Numerous structures and processes are in place across the Division to gather feedback that informs decision-making. These include but are not limited to: (indicator 3)
    - Parent and community involvement for adoption of Basal instructional materials (Regulation 3004: Adopted Basal Instructional Materials [last revised January 17, 2020; currently under review]).
    - Parent and family involvement on Challenged Library and Instructional Materials (Regulation 3009: Challenged Library and Instructional Materials [last revised June 9, 2023]).
    - Community meetings, surveys, and interview panel participation include community members during the principal hiring process.

PRACTICES

- FCPS provides divisionwide professional development to facilitate positive relationships with students and families focused on the knowledge and skills to minimize discrimination and conditions that might impact belonging and well-being, to increase student academic performance. (indicator 1)
    - Example topics include: Neurodiversity, Universal Design for Learning, Social Emotional Learning, Nurturing Inclusive Spaces, Learner Variability, and Recognizing and Overcoming Bias
- FCPS has developed a multi-year plan to support all schools in earning the Purple Star Designation, which encompasses creating a welcoming, supportive, and inclusive environment for military-connected families. FCPS offers application workshops and student ambassador trainings for both students and sponsors, produced toolkits for meaningful military-connected celebrations, and recognized schools earning the Purple Star designation. (indicator 1)
    - In SY 2024-25, 27 schools earned new Purple Star designation and in SY 2025-26, 149 schools earned the new designation. FCPS now has 149 Purple Star Schools, approximately 74.5% of schools in FCPS.
- Currently, 15 Military Family Life Counselors (MFLC) are supporting 20 FCPS schools: 10 elementary, 3 middle, 4 high, and 3 secondary schools. This support is provided in collaboration with Family and School Partnerships, Intervention and Prevention Services, and Fort Belvoir through a grant from the Department of Defense. These counselors support mental health wellness at their assigned schools through small group instruction with military and non-military peers. (indicator 4)
- A Student Registration Welcome Center workflow has been developed in the Guardian platform, a centralized case management tool. This new system automates many existing manual processes, creates a single source for managing registration intake, and improves overall efficiency and communication with families and schools to facilitate timely enrollment. School Student Information Assistants (SIAs) and Registrars began using the new tool in early November 2025 to refer families

who needed Welcome Center services. Office hours were provided for staff who needed assistance with using the new referral form process. To date, over 2,500 student registration cases have been processed through Guardian. (indicator 1)

- The goal of Volunteer FCPS is to centralize and manage all volunteers and volunteer opportunities in a way that ensures equitable access for everyone. According to the vendor, Samaritan, the adoption rate of Volunteer FCPS (volunteers completing applications and schools and departments posting volunteer opportunities), was the highest among school divisions of our size or larger. As of December 17, 2025, more than 28,000 volunteers have registered in the new system, and FCPS schools and departments have posted nearly 1,000 volunteer opportunities. Since the launch, updates have been made to better support our volunteer community. FCPS streamlined the process while continuing to prioritize the safety of our students. (indicator 1)
- In alignment with the Enhancement Plan for Students with Disabilities, FCPS publishes a quarterly Special Education and 504 Newsletter. This newsletter is distributed to over 58,000 parents/guardians and over 39,000 students. (indicator 1)
- The Office of Communications offers a calendar toolkit in multiple languages to allow schools to celebrate and/or acknowledge key cultural and religious holidays and observances. (indicator 1)
- The Superintendent has regular meetings with the County Executive to engage in conversations around current initiatives and collaborative partnerships. (indicator 4)
- To keep the Board informed of repeated or serious concerns, the Superintendent uses a combination of a weekly email communication to the Board and weekly check-ins with Board Members. The Board is informed of confidential or time sensitive matters with more immediate communications and/or in Closed sessions of the Board, as appropriate. (indicator 6)

PUBLIC

Registration/Welcoming Families

- Multilingual registrars at FCPS Student Registration Welcome Centers welcome and partner with newcomer families to complete student registrations. Staff at the Welcome Centers provide families with the linguistic and cultural support needed to complete registration paperwork and access resources necessary to facilitate timely enrollment for the diverse community of students and families in FCPS. (indicator 1)

Student Registrations at FCPS Welcome Centers			
	SY 2022-23	**SY 2023-24**	**SY 2024-25**
Student Registrations	5,221	6,759	3,862
International Transcript Evaluations	1,593	1,684	1,447

- FCPS has established a permanent online registration system (in addition to in-person registration options) for new, returning, and re-enrolling K-12 students. This removes barriers for families, especially our military-connected families. (indicator 1)

Students Registered via Online Registration		
	SY 2024-25	**SY 2025-26** (as of November 17, 2025)
High Schools	2,284	1,454
Middle Schools	383	569
Elementary Schools	2,730	5,499
Total	**5,395**	**7,522**

Family Academy

- Launched in August 2024, the FCPS Family Academy is a one-stop site where families can connect, engage, learn, and get support in person and virtually. It compiles classes, webinars, workshops, programs, resources, and tools to empower families in supporting their children at home and beyond. Some examples include: (indicator 2)
    - This school year, during Family Engagement Month, the Family Cafe Series was launched. The cafe offers the opportunity for families to participate in two workshop learning opportunities in the community in all six regions through the Family Academy. Topics included, *Introduction to Career Pathways for Students* and *The Connected Family: Navigating the Digital World Together.*
    - Through a series of workshops titled *Mind in the Making: The Science of Early Learning* families learn the research behind the Seven Essential Life Skills Every Child Needs. Families learn strategies for improving these skills, the importance of them in children's lives, and activities to promote these evidence-based executive functioning skills.
    - *Loving Solutions* ® (for parents of children 5-10) and *Parent Project* ® (for parents of children 10-18) are 10-week workshop series where parents and caretakers learn strategies to address behaviors at home and at school, improve communication with their children, and build positive routines and stronger family relationships.

FCPS Family Academy Offerings		
	SY 2024-25	**SY 2025-26** (Aug 1 -Nov 14)
In-Person Sessions Offered	135	115
Virtual Sessions Offered	84	37
Hybrid Sessions Offered	6	3
Number of Participants	3,661	1,308

Family Resource Center

- The Family Resource Center (FRC) provides resources, family education opportunities and free consultations for all families in FCPS. Interpreters are secured as needed and all materials are provided in eight different languages. (indicator 1)

Family Resource Center Webinars for Families, Staff, and FCPS Community			
SY 2022-23	**SY 2023-24**	**SY 2024-25**	**SY 2025-26** (Sept 1- Nov 14)
54	54	52	23

- The FRC also curates a YouTube Channel that houses around 300 webinars and workshops. There are webinars in English, Spanish, and Arabic. There were 60,319 views in SY 2024-25.

Partnerships

- The Office of Community Relations leads an intentional outreach and engagement approach that prioritizes building strong connections with diverse communities. By ensuring information and resources are accessible and tailored to community needs, the office fosters meaningful engagement across the district. In addition, these initiatives strengthen the capacity of local community partners by equipping them with the tools, training, and resources needed to serve as effective liaisons and advocates within the communities they represent. (indicator 4)
- The Office of Family and School Partnerships provides support and collaboration to implement all five Opportunity Neighborhoods initiatives with community-based partners and Fairfax County Government. Opportunity Neighborhoods is a Fairfax County Government initiative that brings together residents, service providers, schools, and other supporters in defined communities to create a shared vision to address needs and achieve equitable results for youth and their caregivers. (indicator 4)
- There are multiple pathways for businesses, community groups, and governmental entities to engage the district and support students. Examples include: Business and Community Partnerships, Family and School Partnerships, and Educate Fairfax (501c3). (indicator 4)
  - The primary functions of the Business and Community Partnerships program is to cultivate and expand partnerships that support workforce development, need-based donations, tutoring, career awareness, health and wellness initiatives, and STEM resources. The program also serves as a liaison to local Chambers of Commerce and other community organizations, manages the FCPS Donations Portal for donated goods, and promotes partnerships through a monthly Partnership Update newsletter that reaches over 6,000 recipients. These efforts collectively foster a strong sense of community support for all students.
  - Additional outreach involving the Business and Community Partnerships team includes collaboration with a six to eight member Business and Community Partnerships Advisory Council, liaising with Educate Fairfax and FATE, liaising with any citizen's committee connected to FCPS Bond Referenda, and supporting the Community Relations and Communications teams related to events and media relations, respectively. (indicator 4)
- Recognizing the significant role faith leaders play in our community, the Superintendent began meeting with them on a quarterly basis. The Chief Experience and Engagement Office supports these meetings during which faith leaders share concerns coming from their communities and the Superintendent keeps the group informed on the Division's work as aligned with strategic plan goals. (indicator 4)

Community Engagement Events

- The Office of Community Relations organized 121 community meetings in SY 2024-25 and, as of December 2025, 50 in SY 2025-26, including Superintendent Community and Employees Conversations, Superintendent's Family Vision Group, and meetings on specific topics such as Comprehensive School Boundary Review, Superintendent Boundary Review Advisory Committee

Meeting, including the 2025 State of Our Schools, a signature event that provides an in-depth look at the health of our school system, highlighting student success, funding priorities and strategic direction. The event shares a forward-looking vision and explores innovative approaches to teaching and learning. Accessibility options were provided for all meetings, including language interpretation, childcare, and American Sign Language interpretation. Invitations, registration materials, meeting handouts, and resources were translated. The program and presentation materials were shared in English, Korean, and Spanish during and after the events, utilizing diverse communication platforms to reach and engage all families effectively. (indicator 1)

- For SY 2025–26, a series of 12 Superintendent Community Conversations are planned, one in each region during both the fall and spring, to engage families and gather community input across Fairfax County. (indicator 1)
- For SY 2025–26, a total of 12 Superintendent Employee Conversations are scheduled. These conversations will be held across the district's six regions, with four meetings conducted in the fall and four in the spring. While not every region will host a meeting in both seasons, the overall schedule ensures that all regions are engaged over the course of the school year. Information about these events is sent in multiple modalities and languages. (indicator 1)
- FCPS hosted the FCPS Summer Extravaganza in May 2024, a strategically designed and high-impact event that welcomed more than 1,000 students, families, staff, and community partners. This districtwide celebration of learning beyond the classroom successfully connected FCPS families with engaging summer activities, community resources, and student-led opportunities. The event would not have been possible without the support of 78 dedicated volunteers—18 adults and 60 middle and high school students—that contributed approximately 560 service hours. The Extravaganza showcased the strength of community collaboration, featuring nearly 50 community and business partners and 20 FCPS offices and departments. This year also introduced a new Student Marketplace, highlighting student innovation and entrepreneurship. The FCPS Summer Extravaganza was awarded the 2025 Event of the Year by the Celebrate Fairfax Awards, which honor events and initiatives that strengthen community engagement and advance Fairfax County's commitment to creating a place of belonging for everyone. The next FCPS Summer Extravaganza is scheduled for Saturday, April 25, 2026. (indicator 1)
- FCPS facilitates an annual Family Summit. As an extension of the Special Education Conference, this event is aimed at empowering and assisting FCPS by providing practical applications of available supports and resources. Each year, the Family Summit features sessions facilitated by experts and thought leaders within the field of Special Education instruction, procedural, and inclusive practices. (indicator 4)
- In partnership with Fort Belvoir, National Museum of the Army, and Fairfax County Economic Development Authority, the Bridges to Success Career Pathways event hosted approximately 50 high school students in March 2024 and 90 high school students in March 2025. This event offers the opportunity to connect with local area employers offering paid internships, fellowships, apprenticeships, and jobs. FCPS assisted in planning the event, promoting the event to schools, and supporting schools during the event. (indicator 4)
- FCPS, in collaboration with a host of internal and external community partners, will host the 2026 Special Education Family Conference: Stronger Together- Connecting Families & Schools on Saturday, March 21, 2026, at George C. Marshall HS. Families will have the opportunity to hear a keynote address from internationally renowned educator and advocate, Dr. Shelley Moore, connect to resources, and participate in several breakout sessions on a variety of topics relevant to families and educators of students with disabilities. (indicator 1)

Focused Outreach and Support

- In alignment with the Enhancement Plan for Students with Disabilities, the Family Academy webpages for Special Education and Section 504 Content were developed, including Resources to Support Special Education and Section 504 Plans and Family Academy Catalog: Learn with Us!. (indicator 2)
- Through the FCPS Family Academy, workshops specifically for military-connected families are offered, including workshops on Advanced Academic Programs, Special Education, navigating the deployment cycle, and secondary transitions. (indicator 1)
- FCPS has dedicated resources and support for military-connected families entering FCPS or already part of FCPS through Family and School Partnerships and the Fort Belvoir School Liaison Officer. Family and School Partnerships builds relationships and access to resources with military-connected families with resources and support through events like the annual Back-to-School Military Fair with Blue Star Families and Military Resource night. (indicator 1)
- FCPS also supports Blue Star Welcome Week and the Month of the Military Child to welcome and celebrate military families. Toolkits are provided to schools to assist in planning meaningful opportunities to engage with their military-connected students and families. (indicator 1)
- A new Military Families Advisory Council meets quarterly to provide feedback on transitioning into FCPS and specific topics affecting our over 12,700 military-connected students and families. (indicator 3)
- The Superintendent participates in a quarterly Military-Connected Family Advisory Council (MCFAC) to ensure military-connected families have a positive experience with FCPS. Families receive updates regarding actions within the Division. Three meetings were scheduled during SY 2025-26. (indicator 2)
- The Superintendent hosts a Military-Connected Youth Advisory, which includes two military-connected students from each high school who are invited to participate. Three meetings have been scheduled for the SY 2025-26. (indicator 2)
- Regular meetings are held between the Superintendent and the Garrison Commander of Fort Belvoir. (indicator 4)

Communications

- The Division website receives 35.4 million page views annually and school websites receive approximately 64.1 million page views. Regular training is provided to all central office and school web curators and includes topics such as ADA compliance. (indicator 1)
- The FCPS public website includes reliable and time sensitive information about the Division's Strategic Plan. This is accessible to all stakeholders, is ADA compliant, can be translated into multiple languages, and includes text, graphics, and videos. (indicator 7)
- FCPS works to ensure the stories of our students, staff, and Division are told through proactive media outreach. These stories are first posted to our own channels and then shared with the broader community. A weekly positive media report is shared with the School Board and Senior Leadership Team. (indicator 1)
- The Division newsletter *FCPS This Week* is distributed to more than 320,000 families and community members weekly. (indicator 1)
- FCPS uses a variety of social media platforms to keep the community, staff, and students informed. In SY 2025-26, the Office of Communications began utilizing the new FCPS app for critical messaging as well as links to a variety of critical tools used by parents. The app currently has 6,250 subscribers with more being added as promotion of the tool continues. (indicator 1)
    - The FCPS Instagram account grew from 25,721 followers in August 2024 to 40,560 followers in August 2025, and the Facebook page climbed to more than 117,000 followers.

    - Schools have shifted their social media focus to platforms most frequented by families, students, and staff, with 152 schools on Facebook and 178 on Instagram in December 2025.
    - FCPS posts on Nextdoor to expand its reach to Fairfax County residents without children in our schools.
    - In SY 2024-25, the FCPS YouTube channel saw a 14.5% increase in video watch time, yielding 26,000 hours of watch time and a net gain of 1,700 subscribers. The monthly audience increased 20.7% on the FCPS Multilingual YouTube channel yielding 24,100 video views of informational content by our multilingual communities.
    - FCPS has a video podcast OUR VOICES, OUR FUTURE - Conversations with Superintendent Reid.
- The intercultural engagement team from the Office of Community Relations fosters equitable, enhanced outreach opportunities and engagement. *FCPS This Week* is emailed and texted to 40,735 multilingual families at the same time the English version is published and a culturally responsive reminder is sent over the weekend. Additionally, weekly toolkits are translated for content sharing/distribution in multiple languages to school communities. (indicator 1)
- All divisionwide newsletters are translated into 8 languages (English, Amharic, Arabic, Chinese, Korean, Spanish, Urdu, and Vietnamese) and sent the same day. (indicator 1)
    - All schools have access to training in how to provide translations in these 8 languages when sending eNotify messages (platform used for urgent or emergency messaging).
    - Voice recordings are delivered for important messages and announcements from FCPS to families whose primary language is not English. At this time, Spanish recording is routinely available and Korean recording may be available depending on staff availability.
- The Office of Community Relations launched a multilingual playlist titled "Informative Voice Recordings" on the FCPS en Español YouTube channel to organize and share important information with families. This curated playlist serves as an effective tool for reaching multilingual communities. In some cases, AI voiceover technology is used to increase both efficiency and accessibility, helping to meet the diverse language needs of our families. The Spanish-language recording alone reached over 3,000 people within the first 24 hours of release. This technology has also been utilized to deliver critical information to multilingual families, supporting their engagement and facilitating participation in processes such as the Comprehensive Boundary Review Process. (indicator 1)
- Essential documents such as student handbooks, enrollment forms, and policy documents are translated into the identified languages. This ensures accuracy, accessibility, and cultural sensitivity in translations. (indicator 2)
- Interpretation services are used to provide real-time access to opportunities such as parent-teacher meetings, School Board meetings, employee meetings, and community gatherings where language barriers may exist. Webinars are also dubbed over in languages requested for each specific webinar; audio is recorded from interpretation rooms. (indicator 2)
- FCPS has eight Family Information Phone Lines that are used to provide general information and support to families whose first language is not English, and the Family Resource Center provides direct support to English-speaking families. (indicator 2)

Contacts Made Through the Family Information Phone Lines			
SY 2022-23	**SY 2023-24**	**SY 2024-25**	**SY 2025-26** (as of 11/14/25)
Over 22,000	27,752	37,886	2,678

- The FCPS Multilingual Podcast "In A Few Words" is available in English, Spanish, Korean, and Arabic which provides timely information to families and the community. Eight episodes were delivered in SY 2024-25 and in SY 2025-26. (indicator 2)
- TalkingPoints is a free, easy, and safe way families can communicate through text messages in their home languages with their child's teachers and other staff members at their school. (indicator 4)

TalkingPoints Usage Over Time			
	SY 2022-23	**SY 2023-24**	**SY 2024-25**
Families who sent at least one message to a teacher	58,612	108,002	129,055
Teachers and administrators who sent at least one message to a family	5,378	9,699	12,564

- Let's Talk resources were implemented as the Division's primary communication tool to address concerns raised by students, parents, and community members. This platform is more accessible to families than our existing platforms, can measure responsiveness, improves customer service, and allows us to measure outcomes of communication. (indicator 6)
- Propio Analytics language service (formerly United Language Group) is used as a way for teachers and other staff members to communicate with families over the phone with the assistance of a live interpreter. (indicator 4)
- The Wellness Newsletter to the FCPS community is published once each quarter. This newsletter features articles provided by FCPS and community partners highlighting local and national resources, strategies, and guidance specific to student well-being. The newsletter reaches over 14,000 parents/guardians, staff, and students. (indicator 1)
- Regular updates are provided at School Board meetings on the implementation of the Division's Strategic Plan and other key initiatives. (indicator 7)
- Regular communication from the Superintendent and the Division is provided to the community when timely issues arise. These messages are emailed and posted to the FCPS public website. (indicator 5)
- The Division publishes clear and easily accessible reports to the Board and public that include: (indicator 7)
    - Divisionwide Strategic Plan
    - FY 2026 Proposed Budget, FY 2025 Approved Budget, and Budget Development Documents.
        - FCPS budget documents have received awards from both the Association of School Business Officials International (ASBO) and the Government Finance Officers Association (GFOA).

    - Adopted Capital Improvement Program for Fiscal Years 2026-30
    - Superintendent's Weekly Reflections and Messages
- Human Resources (HR) creates a monthly separation report that is presented to the School Board. These updates improve visibility and transparency regarding separation data. Enhancements include usage of diagrams, the data break-out into employee groups, and the provision of comparisons of separations to our active population. (indicator 7)

Engagement Surveys/Input

- Direct engagement with FCPS families is provided through School Board advisory committees and other community groups. FCPS supports these monthly meetings by providing pertinent Division updates and supporting the organization's charge and key priorities. (indicator 2)
- Family panels provide a platform for the school community to share their perspectives, insights, and suggestions as we work together to enhance student success. The goal is to elevate the voices of our families and strengthen authentic partnerships between home and school. There were five panels in SY 2024-25, and four have occurred thus far in SY 2025-26 (with three additional panels scheduled). (indicator 2)
- The FCPS Family Vision Group, which is composed of two parent/caregiver representatives from each school in the Division, is a thriving collaboration and communication between home and school. This group is divided into quadrants to ensure deeper engagement and the Superintendent meets with each quadrant quarterly. The quadrants develop a list of topics they wish to cover during the year and topics discussed are based on commonalities across the quadrants. (indicator 3)
    - In addition, the Superintendent brings in subject-matter-experts to present information and answer questions so those representatives can then go back to their schools to share what they've learned and bring questions back to the superintendent.
- The Office of the Ombuds follows the principles of the International Ombuds Association (which are reviewed during conversations with visitors: Confidentiality, Informality, Impartiality, Independence). The Office of the Ombuds responds to inquiries and reports annual data to county Leadership. (indicator 5)
    - The Office of the Ombuds shares information regarding rights, options, grievance and/or appeal procedures.
- FCPS regularly administers the FCPS Family Engagement Survey to gather feedback from families about their engagement with their child's school. The 2026 Family Engagement Survey is planned for the spring. (indicator 3)
- FCPS uses structured methods to collect feedback on major Division initiatives to ensure informed decision-making. Some of these initiatives include: (indicator 3)
    - Western HS: Keeping families in the five western pyramids informed and engaged is essential to building a strong foundation for the new high school's success.
        - In partnership with the Office of Research and Program Evaluation (ORPE), the Office of Communications and Office of Community Relations have supported the school naming process, administering two targeted surveys to families, staff, and students in grades 7-12 primarily through email and text. The first survey generated more than 14,700 name suggestions, from more than 5,100 participants. The second survey gathered feedback on 10 names recommended by the superintendent As of December 16, 2025 there were more than 6,100 responses (54% from students).
        - This work was reinforced through four community meetings (two virtual and two in person) collaboratively planned by staff from community relations, communications, equity, and region offices. In addition, the Office of Communications developed student recruitment and informational materials, including flyers, community presentation slides, and a recruitment

video. FCPS also launched a comprehensive web presence for the new school, generating more than 55,000 page views since mid-October.

- Middle School Start Times: In October 2025, a motion was passed stating the following: *I move that the School Board direct the Superintendent to postpone any divisionwide implementation of changes to school start times until no earlier than the 2027–28 school year to allow for the full implementation of the new transportation routing software and consideration of potential updates to school boundaries. I further move that the School Board direct the Superintendent to present to the Board, no later than December 2026, a plan outlining viable options for healthy school start times that, where possible, are budget-neutral and minimize impacts on staff.*
  - Prior to this, various communications and surveys were implemented from September 2024 through spring 2025 to gather community input on potential changes to start times. Ongoing updates have been shared through employee and community newsletters.
- Comprehensive School Boundary Review
  - The Superintendent's Boundary Review Advisory Committee includes parents, caregivers and/or community members from each of FCPS' 24 high school pyramids, together with school-based and Division administrators, teachers, operational staff, and other community representatives. Additionally, community boundary review meetings were conducted in a hybrid format across all FCPS pyramids in SY 2025-26. Accessibility options were provided at every session, including language interpretation, childcare, and American Sign Language services. All communications, registration materials, meeting handouts, and resources were translated. Program and presentation materials were offered in FCPS' eight primary languages to ensure meaningful, intentional engagement with families. A satellite meeting was also piloted during Phase 2, Part 1 to further strengthen community engagement and broaden access for families.
- Student Rights & Responsibilities (SR&R) and Cell Phone policy
  - FCPS engaged in a multi-month data collection and analysis process with internal and external community partners throughout SY 2024-25. These efforts yielded 55,434 touch points across a variety of data collection strategies including, but not limited to, principal feedback survey (SR&R and Cell Phone Policy), SR&R focus groups, Cell Phone Policy and Cell Phone Storage pilot focus groups, community forums, Cell Storage Pilot principal office hours, and SR&R office hours. Surveys for SR&R and cell phone policy and storage were available in multiple languages and interpretation was available at every focus group (18 in all) and community forum available to the FCPS community.

- Basal instructional materials under consideration were made available for public review. (indicator 3)