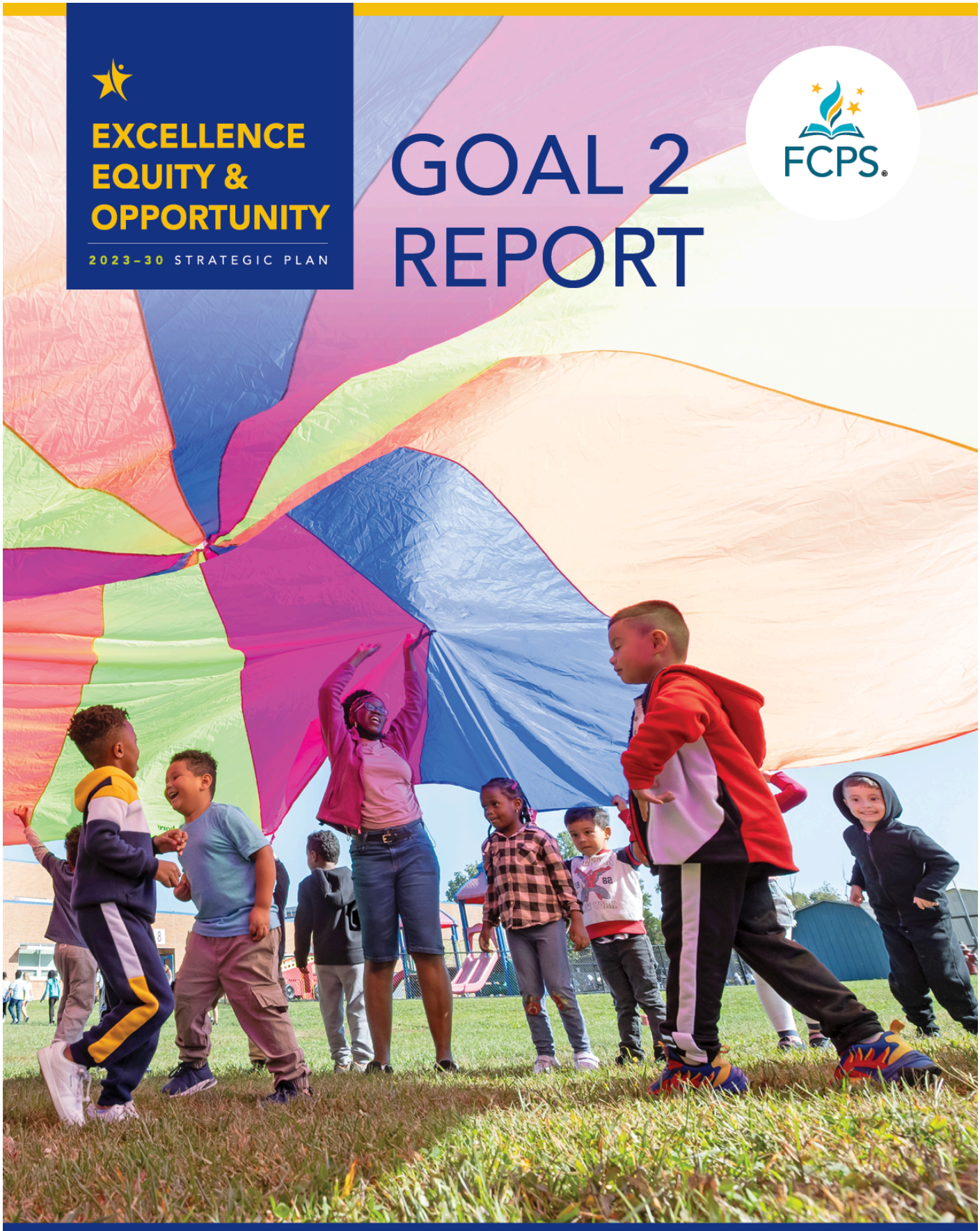
EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

GOAL 2 REPORT

FCPS



2025–26

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Executive Summary

In June 2023, the Fairfax County Public Schools (FCPS) School Board approved the Division's Strategic Plan 2023-30, which represented a year-long effort to bring together the diverse perspectives of more than 117,000 parents/caregivers, staff, students, and community members. The approved plan contains five goals, each with a set of measures that the Division is using to gauge progress and an equity commitment that articulates what FCPS will do to ensure excellence, equity, and opportunity for all students. The Strategic Plan charts a seven-year journey for the Division to accomplish five student-focused strategic goals:

- **Goal 1: Strong Start: Pre-K-12.** Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th grade.
- **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.
- **Goal 3: Academic Growth and Excellence.** Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.
- **Goal 4: Equitable Access and Opportunity.** Every student will have access to high-quality academic programming and resources to support their success.
- **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.

This annual report examines progress on Goal 2, and includes data on the 6 associated measures:

- **2A:** Student academic inclusion and engagement
- **2B:** Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)
- **2C:** Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school
- **2D:** Student attendance and absenteeism rates
- **2E:** Student participation in extracurricular, co-curricular, or leadership activities
- **2F:** Disciplinary disproportionality

This report presents these measures under four overarching themes centered on a positive school climate, including (1) School Connectedness and Belonging, (2) Regular School Attendance, (3) Limited, Consistent Use of Suspension, and (4) Academic Inclusion of Students with Disabilities. See Figure 1. Additional data can be found in Appendix A.

Figure 1: *Summary of Goal 2 Strategic Priorities*

	School Connectedness and Belonging	Regular School Attendance
What this measure is and why it is important	Positive relationships and interactions at school – with peers, teachers, and adults in the building – can have powerful effects on achievement and wellbeing. Beyond their ties to individuals, students' sense of belonging and connection to the school (such as participating in activities) are important factors in school climate that can influence wellbeing and achievement.	Students who attend school regularly (i.e., missing less than ten percent of school days) are more likely to be engaged in school and to succeed academically, including higher test scores, increased odds of high school graduation and college enrollment, and to have closer ties with peers and other adults in the building.
How FCPS did in SY 2024-25	In SY 2024-25, student voice data suggest that the majority of students feel a sense of belonging (81%) and being valued by their school (77%), with strong levels of teacher trust (84%) and feeling cared for (88%). Sentiment about peers was slightly lower, with about two-thirds of students reporting other students are friendly and supportive (71%) and respectful (65%).	In SY 2024-25, most students attended school regularly and were not chronically absent (11.9%), a four percentage point improvement from the baseline.
How student groups are impacted	Asian students had consistently higher sentiment across measures. Students who were Economically Disadvantaged, Students with Disabilities, Students with a 504 plan, and Black and Hispanic students generally had lower rates. Students in early elementary school and late high school report a more positive school climate than those in late elementary and middle school, with the lowest peer sentiments noted among 5th graders.	Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students had above average rates of chronic absenteeism but saw improvement from the baseline. Students with a 504 plan also saw improvement. Students classified as grade 12 have substantially higher rates of chronic absenteeism than the Division average.
What FCPS is doing	**Strategy 1. Strengthen students' social and emotional skills** ● Regularly expose students to social and emotional learning (SEL) practices ● Use SEL screener insights to develop responsive resources ● Engage students and families in developing solutions **Strategy 2. Encourage positive interactions outside the classroom** ● Pair new students with peer ambassadors ● Offer a variety of school-based activities ● Create safe spaces for students to connect on issues of identity and wellness ● Connect students with a trusted adult **Strategy 3. Prevent and respond to incidents of bullying, harassment, and hate speech** ● Provide core instruction to all students in bullying prevention and response ● Intervene with students exhibiting risk factors or engaged in low-level bullying violations ● Respond effectively to incidents to support individual and school healing	**Strategy 1: Encourage regular school attendance** ● Communicate consistent attendance expectations to students and families ● Regularly reinforce the importance of attendance with students and families **Strategy 2. Address student barriers to attendance** ● Develop student and school plans to support future attendance ● Coordinate with community partners to improve student wellness ● Connect families to resources to remove student attendance barriers **Strategy 3. Help students catch up following frequent or extended absences** ● Develop student plans following extended absences ● Create opportunities for students to recover lost instruction time

	Limited, Consistent Use of Suspension	Academic Inclusion of Students with Disabilities
What this measure is and why it is important	Suspension– the temporary removal of a student from a learning environment following a behavior violation–can have lasting negative effects on the suspended student (test scores, attendance, behavior) and school climate.	Inclusive experiences create a sense of belonging, support positive relationships, and help all students reach their full potential. One marker of inclusion is the extent to which Students with Disabilities spend their school day in a general education setting.
How FCPS did in SY 2024-25	In SY 2024-25, 1.75% of students received an out-of-school suspension and 2.84% received an in-school suspension. Rates were down from the baseline on both measures.	In SY 2024-25, 61.4% of Students with Disabilities in kindergarten through age 21 spent 80% or more of their school day in an inclusive setting (up 4 percentage points from SY 2022-23).
How student groups are impacted	Multilingual learners, students who were Economically Disadvantaged, Students with Disabilities, and Black and Hispanic students were at least twice as likely as peers to receive an out-of-school suspension.	Students with Disabilities were most likely to spend 80% or more of the school day in a general education setting in 1st grade. Rates declined beginning in 7th grade.
What FCPS is doing	**Strategy 1: Establish clear expectations around student behavior and use of consequences** ● Revise SR&R for clarity ● Train teachers in classroom routines and expectations ● Train school administrators and teachers on the use of discipline ● Inform students about behavior expectations and use of discipline **Strategy 2: Monitor and respond to inconsistent use of discipline** ● Standardize discipline monitoring across the Division ● Ensure consistent application of the SR&R across schools ● Review discipline incidents for inconsistencies ● Monitor schools with high rates of discipline disproportionality ● Identify misconduct related to a student's disability before proceeding to a hearing **Strategy 3: Minimize risk of repeat and more serious discipline involvement** ● Expand Restorative Justice practices ● Provide substance use intervention to students who violate related SR&R regulations ● Connect students referred to the Hearings Office with additional services ● Pilot process for responding to minor incidents	**Strategy 1. Increase access for Students with Disabilities in general education settings** ● Provide intensive support to schools in phases ● Expand dedicated Strategies for Success Advisory sections ● Clarify general education teachers' ability to provide special education services ● Develop dashboards to monitor rates of inclusion **Strategy 2. Strengthen IEP decision making to support inclusive placement** ● Review and revise the IEP process and forms to guide placement decisions ● Provide schools with resources on inclusive conversations in IEP meetings **Strategy 3: Prepare every teacher to provide inclusive instruction** ● Revise the FCPS Learning Model to reflect inclusive practices ● Align teacher performance evaluations with the Learning Model ● Embed Universal Design for Learning (UDL) strategies within content area and programs' curriculum guides ● Provide professional development to all instructional staff in UDL ● Provide professional development to support increased inclusion for students served in Enhanced Autism Classrooms **Strategy 4: Engage students, families, and community about increased inclusion** ● Communicate a shared vision of inclusion to staff, students, families, and the community ● Solicit input and provide updates to advocacy and advisory committees ● Provide resources to families of Students with Disabilities

Methods used in FCPS Goal Reports

FCPS monitors its Strategic Plan through annual Goal Reports, which present data for the most recent school year on FCPS' 31 accountability measures compared against a pre-plan baseline and annual targets. Targets were set assuming the Division needs to make linear progress toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. When baseline performance fell within a pre-defined "zone of success" (typically, 95 to 100%), the target was set to "maintain" to reflect that student groups are expected to meet or exceed the level of performance from the baseline year.

Falling below the target in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the target may position FCPS to meet the goals ahead of schedule and reduce the improvement needed later. Targets are not reset based on current year performance, including for student groups whose baseline performance fell within the zone of success (i.e., with a target of "maintain") with current year performance below this range. Reports may also present additional data without annual targets to provide context and support monitoring of factors that contribute to strategic outcomes. Finally, annual Goal Reports highlight strategies that FCPS is pursuing to achieve desired performance. Annual Goal Reports are aligned to FCPS Policy 1405.3, Accountability for Division Efficiency and Effectiveness and play an important role in sharing FCPS' continuous improvement efforts with the School Board and public. They also provide the Board with information to support broader policy and budget deliberations.

FCPS sets and monitors progress against targets for students based on five mutually-exclusive categories of race-ethnicity – Asian (non-Hispanic), Black (non-Hispanic), Hispanic (any race), White (non-Hispanic), and Multiracial (non-Hispanic)[1] – and for four student service groups:

1. **Students who were Economically Disadvantaged (Econ Dis)** met, at any point during the school year, criteria making them eligible for free or reduced-price meals (including students whose families have declined the benefits) via application, qualification for federal aid such as Temporary Assistance for Needy Families (TANF) and Medicaid, or receipt of services for Early Head Start, FCPS Pre-K, migrants, homelessness, and/or foster care.
2. **Multilingual Learners (MLs)** have been classified by WIDA ACCESS, an assessment of a student's ability to listen, speak, read, and write in English, as demonstrating (a) limited English language proficiency (ELP 1-4) or (b) recent English proficiency, gained in the last four years after having received ESOL services (ELP 6a-d). In SY 2024-25, Multilingual learners in kindergarten whose ELP level had not been established were listed as level 9. Goal Reports always note the ELP levels included when displaying data on Multilingual learners.
3. **Students with Disabilities (SWD)** have an Individualized Education Program (IEP), including those who receive special education services for less than 50 percent of their instructional hours (categorized as Level 1) and those who receive special education services for 50 percent or more of their instructional hours (categorized as Level 2).
4. **Students with a 504 Plan (504 plan)** qualify for and are receiving modifications, accommodations, or services under Section 504 of the Rehabilitation Act of 1973.

[1] State and local reporting omits students identified as American Indian or Alaska Native students (0.3% of enrollment) and Native Hawaiian or Pacific Islander (0.1% of enrollment).

Data on students who belong to *multiple* reported categories are also presented throughout Goal Reports where insights are relevant.

Figure 2 provides a high-level overview of FCPS' Fall SY 2024-25 membership across eight of the nine student groups tracked in Division Strategic Plan reports. Data from the state average and other large school divisions in Northern Virginia are provided for reference. Data on students who have a 504 plan are not reported by the Virginia Department of Education (VDOE).

Figure 2: *Composition of Fall Membership, SY 2024-25*

	All Students	Econ Dis	MLs		SWD	Asian	Black	Hispanic	Multiracial	White
			Current (1-4, 9)	Former (6a-d)						
FCPS	180,558	41%	21%	6%	17%	18%	10%	29%	6%	36%
State	1,261,387	43%	12%	3%	15%	8%	21%	20%	7%	43%
Alexandria	16,613	46%	38%	7%	12%	7%	23%	38%	5%	27%
Arlington	27,986	26%	21%	6%	15%	9%	11%	31%	8%	41%
Loudoun	81,578	25%	14%	6%	12%	27%	7%	20%	6%	39%
Prince William	90,629	34%	22%	7%	14%	12%	19%	37%	6%	26%

Note: Data source is VDOE Build a Table, 9/19/25. VDOE annually collects statistics on the number of students enrolled on September 30.

For each metric that has targets, FCPS indicates the extent to which the most recent school year's annual performance met these targets. As shown in Figure 3, when FCPS meets an annual or SY 2029-30 target, the "Target Met" designation is used. When performance is approaching SY 2029-30 targets (generally, within five percentage points of the SY 2029-30 target), the "Approaching" designation is used. When performance has improved from the baseline but not met the previous two criteria, the "Progress" designation is used. Finally, when performance has not improved from baseline, the "Baseline" designation is used.

Figure 3: *Performance Framework Used in SY 2025-26 Goal Reports*

Target Met	Performance met annual target and/or SY 2029-30 target (typically 95-100%)
Approaching	Performance is within 5 percentage points of meeting SY 2029-30 target (typically 90-94%)
Progress	Performance progressed beyond baseline but did not meet the annual target
Baseline	Performance did not improve from baseline

For any metric with targets where the denominator for the "all" group is less than 100, targets are set on the "all" group and no additional student group data are shown.

FCPS utilizes data from a variety of sources in its Goal Reports, including but not limited to:

- **FCPS Student Records Collection.** Except in cases where the VDOE provides a specific student roster for metric reporting, all demographic information was pulled from a single point-in-time Student Records Collection (SRC) to allow for greater standardization of student reporting across metrics and goals. Beginning with the End of Year (EOY) SY 2024-25 SRC, student's reported gender was restricted to "male" and "female" in the state demographic file to comply with revised VDOE guidance following changes in federal policy. The category of "other" was inactivated for reporting; for students whose official records indicate "other," schools contact parents/guardians to identify appropriate coding.
- **VDOE website.** FCPS uses performance data for the state and other school divisions in Northern Virginia pulled directly from the VDOE website, as specified throughout these reports.
- The **National Student Clearinghouse** (NSC) provides data on college enrollment for high school students across the country. As of 2025, 97 percent of students attending US public and private higher education were enrolled in institutions that participated in the NSC.
- Student voice data, including:
    - The **FCPS Student Experience Survey**, a confidential, voluntary survey of FCPS students in grades 3-12 that was launched in Spring 2025, expected to be administered annually. An adapted version was available to students accessing the adapted curriculum.
    - The **FCPS Senior Survey,** an annual survey of 12th grade students expected to graduate during the school year (through August), typically administered in May.
    - The **Fairfax County Youth Survey,** an anonymous, voluntary survey of students in grades 6, 8, 10, and 12, typically administered annually in November.
    - The **Virginia School Survey of Climate and Working Conditions**, an anonymous survey of students, educators, and staff, typically administered annually in February/March in alternating years to schools serving students in grades 9-12 and in grades 6-8.
    - The FCPS **SEL Screener**, an instrument administered twice a year to students in grades 3 through 12, that assesses the extent to which students feel their school community makes them feel valued, included, and supported.

School Connectedness and Belonging

School climate refers to the range of experiences that shape a student's overall feelings about their school – and about education in general.[2] Do students trust and generally get along with peers, teachers, and others in the building? Do they experience an environment where others expect them to succeed and set them up for success? Do they feel like members of a community that values diversity and inclusion, and that genuinely appreciates individual differences?

These aspects of student experience can have marked effects on wellbeing and academic achievement.[3] Perceived peer support and connection – along with freedom from bullying, aggression, peer pressure, and exclusion – have been shown to influence self-esteem,[4] mental wellbeing,[5] healthy behaviors,[6] and academic achievement.[7] Likewise, a caring relationship with an adult, particularly a teacher, can have strong effects on students' academic success.[8] In FCPS, students who report a strong sense of belonging are 41 percent less likely to be chronically absent, and students who report higher levels of social awareness are 2.5 times less likely to have a behavioral incident.[9]

This report draws upon student voice data–including the FCPS Student Experience Survey, the Virginia Climate Survey, the Fairfax County Youth Survey, and the SEL screener–to understand school climate and students' feelings of connectedness and engagement. As data are presented, it is important to note that survey responses reflect how students interpret individual survey questions and report their experiences at a specific point in time, based on individual context and perspective. Findings may not align with administrative records or objective indicators.

Among students who responded to the 2025 Student Experience Survey (see Appendix A for additional survey items and detail):

- *Most felt a sense of **school belonging**.* For example, 77 percent of respondents reported feeling valued and 81 percent felt that they belong at their school.
- *About two-thirds reported positive **peer relationships**.* For example, about two-thirds of respondents felt that their peers are friendly and supportive (71%) and treat one another with respect (65%).
- *Most reported positive **teacher-student relationships**.* For example, most respondents feel supported by teachers who care about them (88%) and can be trusted (84%).

These experiences were not uniform across student groups and grades. As shown in Figure 4, Asian students had higher rates across measures. Students who were Economically Disadvantaged, Students with Disabilities, Students with a 504 plan, and Black and Hispanic students had lower rates. Figure 5 indicates that students in early elementary school and late high school reported a more positive climate than those in late elementary and middle school, with the lowest peer sentiments noted among 5th graders.

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[2] For a review of the myriad definitions of school climate, see Quality School Leadership. (2022). Measuring School Climate for Gauging Principal Performance A Review of the Validity and Reliability of Publicly Accessible Measures. Issue Brief.

[3] Wong, Z. Y., Liem, G. A. D., Chan, M., & Datu, J. A. D. (2024). Student engagement and its association with academic achievement and subjective well-being: A systematic review and meta-analysis. *Journal of Educational Psychology, 116*(1).

[4] Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M. & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review, Research Papers in Education, 35:6.

[5] Carapeto, M. J., Agostinho, I., Grácio, L., & Santos, D. (2025). Between Support and Risk: The Dual Role of Peer Relationships in Adolescents' Mental Health. *Children (Basel, Switzerland)*, *12*(11); Nijs, M. M., Bun, C. J., Tempelaar, W. M., de Wit, N. J., Burger, H., Plevier, C. M., & Boks, M. P. (2014). Perceived school safety is strongly associated with adolescent mental health problems. *Community mental health journal*, *50*(2)

[6] Giletta, M., Choukas-Bradley, S., Maes, M., Linthicum, K. P., Card, N. A., & Prinstein, M. J. (2021). A meta-analysis of longitudinal peer influence effects in childhood and adolescence. *Psychological bulletin*, *147*(7)

[7] Korpershoek et al, 2020

[8] Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. Review of Educational Research, 81(4)

[9] FCPS and Panorama Education. FCPS SEL Screener. Spring 2025 Results and Next Steps.

Figure 4: *Percent of Students in Grades 3-12 who Agreed with School Climate Statements, SY 2024-25 (Measure 2B)*

	All Students	Econ Dis	ML 1-4	SWD	504	Asian	Black	Hispanic	Multiracial	White
I feel I belong at my school.	**81%**	78%	79%	77%	76%	85%	77%	79%	81%	81%
I feel like I am valued in my school's community.	**77%**	77%	78%	74%	70%	81%	75%	77%	75%	76%
Students at my school treat each other with respect.	**65%**	64%	66%	63%	59%	73%	58%	64%	64%	64%
Students at my school are friendly and supportive of each other.	**71%**	69%	70%	68%	66%	78%	65%	69%	70%	70%
Teachers at this school care about me.	**88%**	86%	85%	87%	88%	90%	86%	86%	88%	89%
I trust my teachers.	**84%**	81%	84%	83%	83%	88%	79%	81%	84%	85%

Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 83,872 to 86,625.

Figure 5: *Percent of Students in Grades 3-12 who Agreed with School Climate Statements, SY 2024-25, by Grade*

	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
I feel I belong at my school.	81%	80%	79%	81%	80%	79%	83%	83%	83%	83%
I feel like I am valued in my school's community.	81%	76%	73%	75%	75%	75%	79%	79%	80%	80%
Students at my school treat each other with respect.	69%	63%	57%	62%	58%	59%	69%	73%	76%	78%
Students at my school are friendly and supportive of each other.	73%	70%	64%	67%	64%	67%	76%	79%	81%	82%
Teachers at this school care about me.	91%	90%	89%	88%	85%	83%	87%	88%	89%	91%
I trust my teachers.	92%	90%	86%	82%	76%	75%	81%	83%	86%	89%

Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 83,872 to 86,625.

Student participation in activities can also reflect school connectedness and belonging, as students who feel good about themselves and their school are more likely to participate. Activities can also support school climate by providing an enriching experience that supports self-esteem and deepens ties to the school.[10] On the SY 2024-25 Fairfax County Youth Survey, 69 percent of students reported participating in afterschool activities at least once a month. Rates are up about three percentage points from baseline. See Figure 6.

Figure 6: *Percent of Students in Grades 6, 8, 10, and 12, by Past-Month Afterschool Activities*

	All Students	Grade 6	Grade 8	Grade 10	Grade 12
Baseline	66%	64%	60%	67%	72%
SY 2023-24	69%	67%	64%	70%	74%
SY 2024-25	69%	69%	65%	69%	73%

Note: Data source is Fairfax County Youth Survey Data Explorer. Sample sizes (n) were 38,655 in SY 2024-25, 34,422 in SY 2023-24, and 37,181 at baseline.

Data from the 2025 Student Experience Survey can provide additional insights into the reasons students do not participate in activities. Among students who wanted but were not able to participate in activities at their school, the top three reasons for not participating were: (1) not liking the options available at their school, (2) not having information on how to participate, and (3) not having permission to participate. Findings from the Virginia Climate Survey suggest that some students may face barriers related to connectedness and belonging, such as feeling unwelcome or awkward; bullying and peer conflict; and disliking teachers/staff.[11]

[10] Carbonaro, W. & Maloney, E. (2019). Extracurricular Activities and Student Outcomes in Elementary and Middle School: Causal Effects or Self-selection? *Socius*, *5.*

[11] Virginia School Climate Survey, SY 2022-23 and SY 2023-24

Strategies to Improve School Connectedness & Belonging

To achieve the Strategic Plan goal that all FCPS students will feel a sense of school connectedness and belonging by SY 2029-30, the Division has identified three priority strategies:

Strategy 1. Strengthen students' social and emotional skills

Strategy 2. Encourage positive interactions outside the classroom

Strategy 3. Prevent and respond to incidents of bullying, harassment, and hate speech

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Strategy 1. Strengthen students' social and emotional skills

Action 1.1. Regularly expose students to social and emotional learning (SEL) practices [Continuing]

The skills that help students connect with peers and adults, understand different viewpoints, and resolve conflict can be honed in an educational setting. Universal Social and Emotional Learning (SEL) practices consistently demonstrate a significant, positive effect on social and emotional skills, along with students' academic achievement, safe and healthy life choices, and perceptions of school climate.[12] FCPS requires SEL practices during elementary school morning meetings and middle and high school advisory time. Beginning in SY 2021-22, all FCPS teachers, counselors, psychologists, social workers, and administrators were required to complete the Foundations of SEL and High Leverage Tier 1 Practices training. As of SY 2025-26, 99 percent of these educators (18,728) have completed this training.

FCPS teachers can also access supplemental SEL workshops on Responsive Classroom, an evidence-based SEL approach to teaching that creates safe, joyful, and engaging classrooms and school communities. In SY 2024-25, FCPS trained 240 teachers in Responsive Classroom. Schools may also provide supplemental, explicit SEL instruction. In an SY 2024-25 end-of-year survey, 85 schools indicated that they were using an evidence-based curriculum to support universal SEL skill development, including Second Step and Zones of Regulation.

Tier 1 SEL practices are designed to support the wellbeing of all students. By fostering a positive school climate, teaching social and emotional skills, and building protective factors, schools create inclusive environments where all students feel valued, respected, and safe. Prioritizing Tier 1 initiatives is especially crucial for supporting LGBTQIA+ youth, as many students may not disclose their gender identity or sexual orientation to school staff.

Action 1.2. Use SEL screener insights to develop responsive resources [New]

Data from the FCPS SEL screener provide FCPS with insights into the extent to which students feel the school community has supported their connectedness and engagement and that can inform programming for the Division, schools, and individual students. See Figure 7. In SY 2024-25, SEL screener data revealed that students in grades 3-5 were experiencing challenges with managing difficult emotions and that students in grades 6-12 were experiencing issues with belonging and feeling valued at school. In response, FCPS developed two topic-specific, research-informed toolkits: (1) the Emotion Regulation Toolkit for elementary

[12] Cipriano, C., Ha, C., Wood, M., Sehgal, K., Ahmad, E., & McCarthy, M.F. (2024). A systematic review and meta-analysis of the effects of universal school-based SEL programs in the United States: Considerations for marginalized students. Social and Emotional Learning: Research, Practice, and Policy, 3.

educators and (2) the Sense of Belonging Toolkit for middle and high school educators. The toolkits include programs and resources to help staff affirm student identity and culture, elevate student voice, and empower student-driven campaigns to foster safe, accepting, inclusive school communities. FCPS provides consultation and stand-alone professional learning opportunities to help school staff use the toolkits and develop related action plans. FCPS is also facilitating specialized communities of practice for each toolkit. These year-long cohorts provide school staff the opportunity to review data, share evidence-based strategies, and develop action plans that align with the needs of their communities and their broader school improvement plans.

Figure 7: *SEL Screener Results, by Grade Band, Spring SY 2024-25*

	Overall	Grades 3-5	Grades 6-12
Supportive Relationships Students feel supported through their relationships with friends, family, and adults at school	**87%**	88%	86%
Social Awareness and Relationship Skills Students consider the perspectives of others, empathize with people with different experiences, build strong and healthy relationships, and know how to agree to disagree	**65%**	63%	66%
Sense of Belonging Students feel they are valued members of their school community	**59%**	61%	58%

Note: Data source is FCPS SEL Screener, Spring 2025 Report. Sample sizes (n) are 35,321 for grades 3-5 and 73,230 for grades 6-12.

Action 1.3. Engage students and families in developing solutions [New]

FCPS offers students and families a range of resources to help interpret and respond to SEL screener data. Each family receives a letter that summarizes their student's results across the domains examined and provides resources for how to interpret each score. Families may also access resources, including a family guide, on FCPS' public website. In SY 2025-26, school teams, with support from FCPS' SEL team, began facilitating data dialogues with middle and high school students, who review aggregated school-level SEL screener data and provide critical context for why their peers might have responded as they did and what strategies might be most effective in addressing identified issues schoolwide. These data dialogues help to inform equity-based decisions that support the strengths and needs of all students. The SEL team is providing professional learning to school leaders who choose to implement these data dialogues.

Strategy 2. Encourage positive interactions outside the classroom

Action 2.1. Pair new students with peer ambassadors [Continuing]

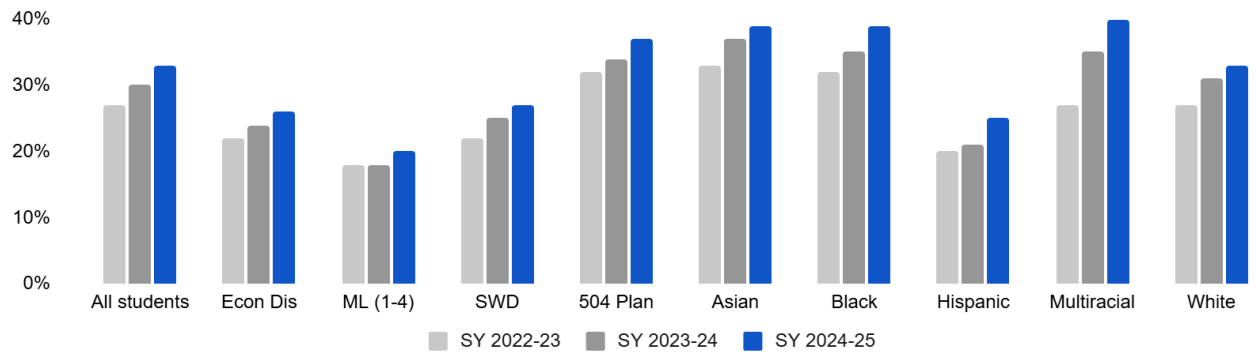
Most FCPS schools, including all 145 schools with a Purple Star Designation (schools recognized for their dedication to helping military-connected students and their families) and 11 additional schools, currently operate peer-led student ambassador programs. Student ambassadors can play a significant role in fostering a positive school environment by supporting the transition of new and transfer students into the school community (such as by providing school tours, being a friendly face during lunch and recess, and connecting students to peers and extracurricular activities). In SY 2025-26, FCPS plans to expand the student ambassador model to additional FCPS schools that do not have active programs, including coordinating with Purple Star schools to understand the process of selecting, training, and matching student ambassadors, along with any resource implications.

Action 2.2. Offer a variety of school-based activities [Continuing]

FCPS students have access to a range of Division-sponsored afterschool activities that provide opportunities for building positive relationships:

- In SY 2024-25, all students at elementary schools receiving Title I funds have access to select activities, including Math and Science Olympiads. Individual schools may also provide activities based on partnerships with external organizations and the involvement of parent organizations.
- In SY 2024-25, 33 percent of middle school students participated for 15 or more days (about twice a month) in the Middle School Afterschool Program (MSASP), which offers no-cost, daily afterschool activities at every middle school. Standard activities offered include academic support, sports and fitness, STEAM opportunities, service leadership, and personal interests. In SY 2023-24, middle school activities were expanded to include spring track and fall cross country. As shown in Figure 8, participation has increased steadily since SY 2022-23. Students who are Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students had substantially lower rates of participation than the Division average.
- In SY 2024-25, 30 percent of high school students participated in VHSL sports. See Appendix B, Figure 41 for detail by student group and historical data. FCPS continues to expand activities for students, such as the addition of high school boys volleyball and girls wrestling in SY 2024-25 and girls flag football in SY 2025-26.

Figure 8: *Students with 15 or more days of MSASP Participation*



	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2022-23	**27%**	**22%**	**18%**	**22%**	**32%**	**33%**	**32%**	**20%**	**27%**	**27%**
Numerator	8,004	2,254	1,778	994	532	1,910	997	1,731	481	2,856
Denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24	**30%**	**24%**	**18%**	**25%**	**34%**	**37%**	**35%**	**21%**	**35%**	**31%**
Numerator	9,149	3,145	2,062	1,176	595	2,136	1,119	1,848	664	3,338
Denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
SY 2024-25	**33%**	**26%**	**20%**	**27%**	**37%**	**39%**	**39%**	**25%**	**40%**	**33%**
Numerator	9,781	2,605	1,219	1,228	717	2,189	1,200	2,149	742	3,456
Denominator	29,696	10,204	6,084	4,580	1,934	5,567	3,087	8,693	1,872	10,343

Note: Data source is MSAS administrative data.

Action 2.3. Create safe spaces for students to connect on issues of identity and wellness [Continuing]

Twenty-five FCPS high schools (including two alternative high schools), seven FCPS middle schools, and two FCPS elementary schools offer Our Minds Matter (OMM) clubs, which are student-led groups that use an upstream suicide prevention model (i.e., before a crisis occurs) to cultivate self-care and healthy habits, social connectedness, prosocial skills, and help-seeking behavior. OMM supports individual student growth, and promotes a safe and caring school climate by reducing the stigma associated with mental health, which

can be a barrier to school connectedness and engagement. In addition to OMM, middle school students who participated in MSASP in SY 2024-25 had access to 36 community building clubs and affinity spaces. FCPS also has a process by which every high school student has the ability to form their own club, including affinity spaces that form around a shared identity, which can improve school climate around inclusion and belonging, spur creativity, reduce stress, and improve self-esteem and confidence.[13] In SY 2024-25, there were 5,360 student-led clubs registered in FCPS high schools, including 980 culture and affinity groups.

Action 2.4. Connect students with a trusted adult [Continuing]

FCPS' MentorWorks program seeks to ensure that every FCPS student has an adult they can talk to. In SY 2024-25, 4,263 students participated in MentorWorks. As part of this broader program, FCPS offers the Belonging Project, which provides school-based mentorship to students at 18 FCPS schools with high rates of chronic absenteeism and existing mentoring programs. In SY 2024-25, the Belonging Project served 808 students. Of program participants who had been chronically absent in the first semester of SY 2023-24, 60 percent improved their attendance by at least two percentage points in the first semester of SY 2025-26.

Strategy 3. Prevent and respond to incidents of bullying, harassment, and hate speech

Bullying is a serious problem for the students involved as well as the broader school community. Individuals who have been subject to bullying are more likely to experience emotional distress, loneliness, anxiety, depression, and self-harming behavior.[14] At a school level, exposure to bullying, harassment, and hate speech – even if not directed at them – can worsen school climate and may indicate broader problems with school connectedness, peer attachment, assertiveness, and empathy.[15]

One-third of students who completed the SY 2024-25 Fairfax County Youth Survey felt that bullying is a problem at their school (Figure 9) and 14 percent experienced bullying at their school in the past year (Figure 10). These rates have been stable over time. Students in 6th grade were the most likely to report that bullying is a problem at their school (43%) and that they had been bullied at school in the past year (25%).

Figure 9: *Percent of Students in Grades 6, 8, 10, and 12 who Report Bullying is a Problem at Their School, by Grade*

	All Students	Grade 6	Grade 8	Grade 10	Grade 12
SY 2023-24	33%	42%	41%	26%	24%
SY 2024-25	33%	43%	40%	26%	23%

Note: Data source is Fairfax County Youth Survey Data Explorer. N=39,169 in SY 2024-25 and 34,863 in SY 2023-24.

Figure 10: *Percent of Students in Grades 6, 8, 10, and 12 who Report Being Bullied at School, by Grade*

	All Students	Grade 6	Grade 8	Grade 10	Grade 12
SY 2023-24	15%	25%	17%	8%	6%
SY 2024-25	14%	25%	16%	8%	6%

Note: Data source is Fairfax County Youth Survey Data Explorer. N=39,540 in SY 2024-25 and 35,423 in SY 2023-24.

[13] See, for example, Hughes, D. (2026). The Proven Impact of Affinity Spaces. How To Guide. Race, Research, and Policy Portal.
[14] Ariani, T. A., Putri, A. R., Firdausi, F. A., & Aini, N. (2025). Global prevalence and psychological impact of bullying among children and adolescents: a meta-analysis. *Journal of Affective Disorders*, *385*
[15] Acosta, J., Chinman, M., Ebener, P., Malone, P. S., Phillips, A., & Wilks, A. (2019). Understanding the relationship between perceived school climate and bullying: A mediator analysis. *Journal of school violence*, *18*(2).

Students who identified as gay, lesbian or bisexual, and/or transgender (grades 8, 10, and 12 only) were much more likely than the Division average to have been bullied at school than their peers. See Figure 11.

Figure 11: *Percent of Students in Grades 8, 10, and 12 who Report Being Bullied at School, by Select Groups*

	Overall	Heterosexual	Gay or Lesbian	Bisexual	Not Transgender	Transgender
SY 2023-24	10%	9%	19%	17%	10%	26%
SY 2024-25	10%	9%	20%	18%	9%	28%

Note: Data source is Fairfax County Youth Survey Data Explorer. N=28,072 in SY 2024-25 and 24,736 in SY 2023-24.

Action 3.1. Provide core instruction to all students in bullying prevention and response [Continuing]

FCPS focuses on establishing a safe and respectful school climate where clear expectations, positive relationships, and essential social skills are explicitly taught to all students. Lessons specifically addressing bullying, including gender-based bullying and harassment, are embedded within the health curriculum (K-10) and school counseling lessons. These lessons can also be used to provide targeted reteaching at a school or with a specific grade. Other bullying prevention efforts include teaching respectful behavior early and systematically in a developmentally-appropriate and culturally-responsive manner, including responsible and respectful online communication; implementing evidence-based interventions to improve school climate; and equipping bystanders with strategies if they witness bullying (e.g., reporting to an adult, intervening if safe, comforting the student who was targeted).

Action 3.2. Intervene with students exhibiting risk factors or engaged in low-level bullying violations [Continuing]

Each school's Multi-Tiered System of Support (MTSS) site intervention team coordinates targeted support and interventions for students exhibiting risk factors or low-level violations that do not yet meet the definition of formal bullying or harassment and intensive support and interventions for students who have engaged in bullying. This team selects interventions that help to build social and emotional skills identified as underlying areas of need. School teams use data dialogues to identify the specific factors driving a student's bullying or harassment behavior and the corresponding interventions (i.e., evidence-based programs and/or practices) best suited to address these factors. In addition to school interventions, school-based mental health staff can help families identify services and providers that match the specific needs of the student.

Action 3.3. Respond effectively to incidents to support individual and school healing [Changes]

Following an incident of bullying or harassment, schools work to ensure the safety of the student who was targeted and to communicate to the student(s) who bullied that such behaviors are unacceptable and the potential impact of the behavior. Staff also provide coaching to the student who was targeted and to witnesses on reporting and safely addressing bullying in the future. In SY 2025-26, FCPS is also working to clarify its definition of hate speech and slurs and ensure that first-time incidents result in a culturally responsive learning intervention. When an incident of hate speech or slurs occurs, schools are required to issue a standard letter to the community related to the event.

Regular School Attendance

Missing school for any reason, even a few days at a time, has been shown to negatively affect academic achievement and student outcomes.[16] When absences become *chronic* (i.e., ten percent or more of the school is missed, including excused and unexcused absences), students are more likely to get behind and stay behind, experiencing lower test scores in the near-term and increased odds of dropping out and not enrolling in college,[17] even when absenteeism occurred early in the student's education.[18]

A number of factors contribute to *individual students* missing school, as shown in Figure 12, and may vary by student group. For example, while health concerns contribute to absences for nearly all students, students who are gay, bisexual, or questioning are more likely to miss school due to *mental health concerns*,[19] while Students with Disabilities are more influenced by *physical health concerns*[20] (particularly asthma[21]) and students who are Economically Disadvantaged may face physical or mental health issues related to *limited access to care*.[22] Likewise, while positive relationships can support attendance for all students, school safety is more of a factor in elementary school while poor relationships with teachers exert a greater influence in high school.[23] Students who are Economically Disadvantaged are more likely to experience logistical challenges related to poverty, such as unstable transportation, work, and family responsibilities that compete with school attendance.[24]

***Figure 12**: Individual Factors Influencing School Attendance*

Barriers	Aversion	Disengagement	Misconceptions
Illness, family responsibilities, trauma, lack of transportation, housing/food insecurity, limited access to services, system involvement, lack of access to technology, community violence	Academic/behavioral struggles, unwelcoming school climate, social challenges, anxiety, biased disciplinary practices, undiagnosed disability, caregivers with negative educational experience	Lack of challenging and culturally responsive instruction, boredom, lack of meaningful relationships with adults in school, lack of enrichment, lack of academic/behavioral support, failure to earn credits	Not understanding school policy on absences or illnesses, not knowing the academic impact or assuming only matters for older students, losing track of total absences, not realizing suspensions count

Note: Source is Attendance Works, 2023

At a school level, attendance can be viewed as a marker of school climate, as schools with positive peer relationships and trust between teachers and students also tend to have better attendance.[25] The connection is cyclical: students who attend school regularly have more opportunities to engage and deepen ties to peers and adults in the building; and students with high levels of engagement and strong relationships have more incentives to attend school regularly (and to seek help resolving personal attendance barriers when they do occur).[26] These influences permeate the school: schools with a positive climate tend to have lower rates of chronic absenteeism than schools with a negative climate.[27]

[16] Jensen, N. & King, G. (2019). Achievement and Absenteeism. Center for Student and School Progress. NWEA.
[17] Balfanz, R. & Byrnes, V. (2012). The Importance of Being in School. A Report on Absenteeism in the Nation's Schools.Johns Hopkins University.
[18] Jordan, P. & Chang, H. (2015). Mapping the Early Attendance Gap: Charting a Course for Student Success. Attendance Works.
[19] Burton, C. M., Marshal, M. P., & Chisolm, D. J. (2014). School absenteeism and mental health among sexual minority youth and heterosexual youth. *Journal of school psychology*, *52*(1).
[20] Black, L.I. & Elgaddal, N. (2024). Chronic School Absenteeism for Health-related Reasons Among Children Ages 5–17 Years: United States, 2022. NCHS Data Brief 498.
[21] Krenitsky-Korn S. (2011). High school students with asthma: Attitudes about school health, absenteeism, and its impact on academic achievement. Journal of Pediatric Nursing, 37(2).
[22] Jordan, P. & Chang, H. (2015). Mapping the Early Attendance Gap: Charting a Course for Student Success. Attendance Works.
[23] DeFlitch, S. (2024). The State of Chronic Absenteeism: New Research from Panorama Education. Panorama Education.
[24] Sosu, E.M., Dare, S., Goodfellow, C. and Klein, M. (2021), Socioeconomic status and school absenteeism: A systematic review and narrative synthesis. Rev Educ, 9.
[25] Gubbels, J., van der Put, C. E., & Assink, M. (2019). Risk Factors for School Absenteeism and Dropout: A Meta-Analytic Review. Journal of youth and adolescence, 48(9).
[26] Gottfried, M., Kim, P., & Fletcher, T. L. (2024). Do Teachers Perceive Absent Students Differently? *AERA Open*, *10*
[27] Van Eck, K. Johnsona, S.R., Bettencourt, A., & Johnson, S.L.. (2017). How school climate relates to chronic absence: A multi–level latent profile analysis. Journal of School Psychology, 61.

In SY 2024-25, just under 12 percent of FCPS students were chronically absent, lower than the state average and the rates in all other nearby jurisdictions.

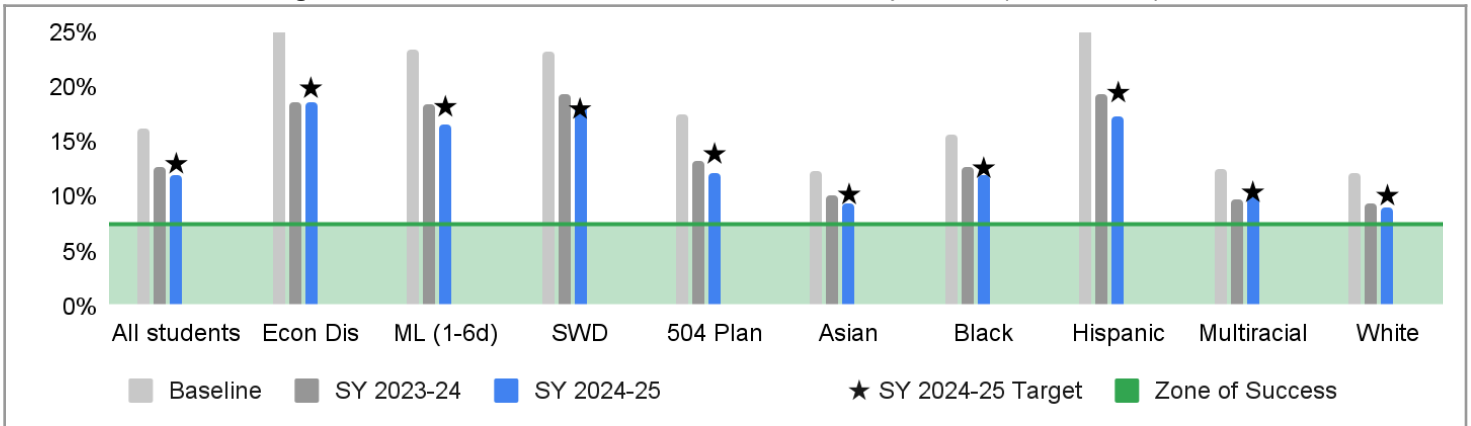
Figure 13: *VDOE Measure of Chronic Absenteeism, SY 2024-25*

FCPS	State	Alexandria	Arlington	Loudoun	Prince William
11.9%	14.7%	13.8%	12.1%	14.1%	13.8%

Note: Data source is VDOE School Quality Profiles, accessed January 28, 2026. Rates include adjustments from IPFIT hours.

The Division's rate of chronic absenteeism in SY 2024-25 represents a four percentage point decline from baseline. Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students – despite having rates of chronic absenteeism above the Division average – saw substantial improvement over time, with each group's absenteeism declining by five percentage points or more from the baseline. Students with a 504 plan also saw substantial improvement from baseline. See Figure 14.

Figure 14*: Percent of Students who Were Chronically Absent (Measure 2D)*



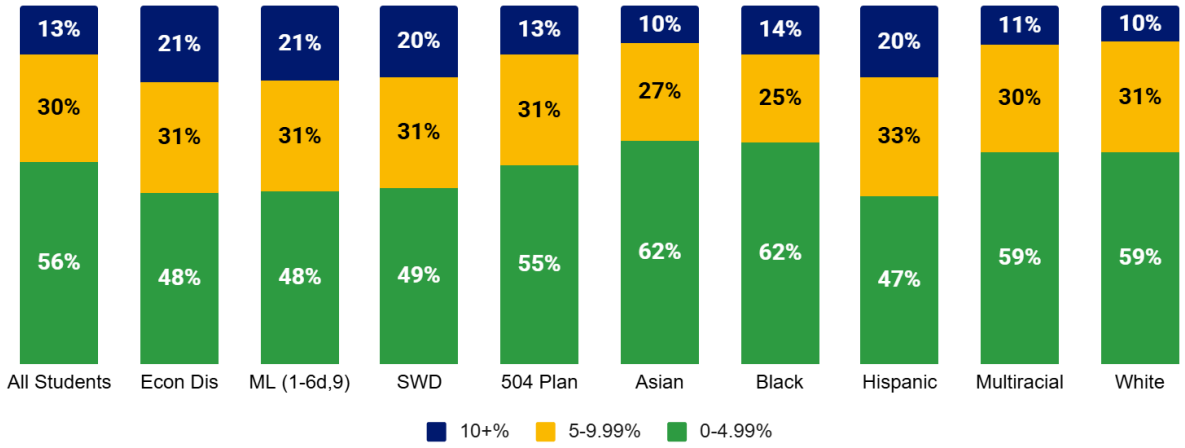
	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**16.2%**	**25.9%**	**23.5%**	**23.2%**	**17.5%**	**12.3%**	**15.6%**	**25.3%**	**12.6%**	**12.1%**
Numerator	28,447	14,895	11,257	6,149	1,436	4,169	2,695	12,256	1,378	7,810
Denominator	175,692	57,525	47,984	26,531	8,187	33,960	17,246	48,500	10,976	64,327
SY 2023-24	**12.8%**	**18.6%**	**18.4%**	**19.3%**	**13.2%**	**10.2%**	**12.8%**	**19.4%**	**9.7%**	**9.4%**
Numerator	22,534	13,337	8,993	5,352	1,255	3,401	2,211	9,711	1,088	6,004
Denominator	176,300	71,532	48,825	27,698	9,522	33,427	17,220	50,088	11,242	63,591
SY 2024-25	**11.9%**	**18.7%**	**16.6%**	**18.2%**	**12.2%**	**9.3%**	**12.0%**	**17.4%**	**9.9%**	**9.1%**
Numerator	20,751	10,727	8,038	5,127	1,251	3,058	2,045	8,750	1,136	5,676
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503
Target	≤ 13.0%	≤ 19.9%	≤ 18.2%	≤ 18.0%	≤ 13.9%	≤ 10.2%	≤ 12.6%	≤ 19.5%	≤ 10.4%	≤ 10.1%
Performance	Target Met	Target Met	Target Met	Progress	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

Note: Data source is EOY Student Record Collection. Baseline includes 2021-22 and 2022-23. In SYs 2023-24 and 2024-25 rates include adjustments from IPFIT hours. VDOE chronic absenteeism calculations exclude students who are enrolled less than 50 percent of the school year and students who receive homebound at any point during the school year. The Multilingual learner group includes all ELP groups as reported by VDOE. For this metric, "approaching" is between 7.5%-5.01% and "Target met" is either meeting annual target OR ≤5.0%.

In addition to monitoring VDOE rates of chronic absenteeism, FCPS also monitors student attendance, including students who miss 10 percent or more of the school year and students who miss 5 percent or more of the school year. These bands acknowledge that students who miss as little as five percent of the school year – about 9 days, or two weeks of school – may also see a significant impact on their academic performance.[28] They also measure attendance without adjusting for flexible instruction hours (IPFIT), which allows students in kindergarten through 5th grade to recover 1 day of instruction for every 2 hours of IPFIT and students in 6th through 12th grade to recover 1 day for every 3 hours of IPFIT. Students can recover up to 15 missed school days through 30 to 45 hours of flexible instruction.

In SY 2024-25, 13.4 percent of FCPS students missed ten percent or more of the school year and an additional 30.3 percent of students missed between five and ten percent of the school year. In total, 43.7 percent of students missed five percent or more of the school year. Rates were higher than the Division average for students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students. See Figure 15.

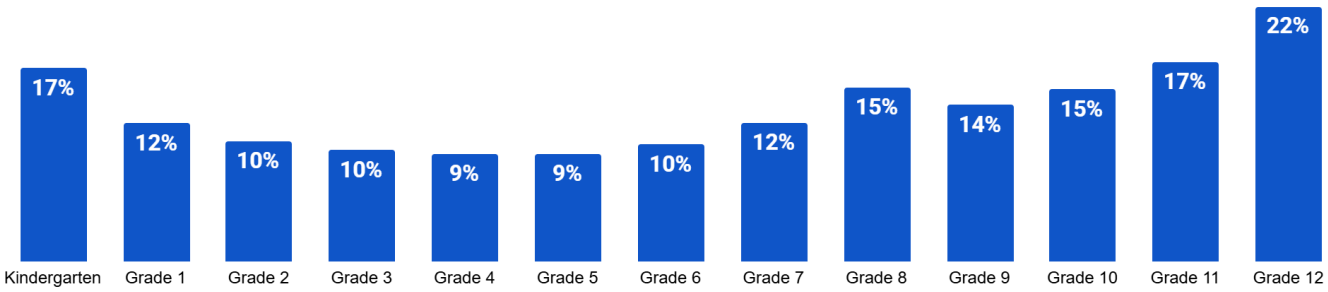
***Figure 15**: Percent of Students, by Percent of School Days Absent (No IPFIT) in SY 2024-25*



Note: Data source is EOY Student Record Collection.

Consistent with previous years, absenteeism is highest in kindergarten (17%) and late high school (17% in 11th grade and 22% in 12th grade) and lowest in grades 4-5 (9%). See Figure 16.

***Figure 16:** Percent of Students who Missed Ten Percent or More of the School Year (No IPFIT) in SY 2024-25, by Grade*



Note: Data source is EOY Student Record Collection.

[28] Jensen, N. & King, G. (2019). Achievement and Absenteeism. Center for Student and School Progress. NWEA.

Strategies to Improve Regular School Attendance

To achieve the Strategic Plan goal that all FCPS students attend school regularly by SY 2029-30, the Division has identified three priority strategies:

Strategy 1. Encourage regular school attendance

Strategy 2. Address student barriers to attendance

Strategy 3. Help students catch up following frequent or extended absences

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Preliminary data for the current school year suggest that, overall, these strategies continue to be effective at reducing chronic absenteeism across FCPS. On Day 101 of the SY 2025-26 school year (February 18, 2026), 10.5 percent of students had been chronically absent (excluding those who missed ten percent or more of the school year but recovered that lost instruction through IPFIT). During the same time the year prior, FCPS' rate of chronic absenteeism was 12.9 percent. See Figure 17.

Figure 17: *Chronic Absenteeism on Day 101 of the School Year*

SY 2024-25	SY 2025-26
12.9%	10.5%

Note: Data source is FCPS Attendance Dashboard.

Strategy 1: Encourage regular school attendance

Action 1.1. Communicate consistent attendance expectations to students and families [Continuing]

In SY 2025-26, schools continue to focus on providing proactive information to families on attendance expectations, when to keep their children home from school, the impacts of excessive absences, and how to access and monitor their child's attendance through the Student Information System (SIS). In addition, all schools receiving Title I funds offer parent workshops to increase engagement and improve school attendance. Some schools also organize monthly parent events, where they provide resources that support regular attendance, such as alarm clocks and thermometers. Beginning in SY 2024-25, families also have the option of entering full-day absences into ParentVUE (in addition to email and phone). In SY 2025-26, FCPS improved consistency in absence coding and education for families to better support schools in identifying and responding to the reasons for absences.

Action 1.2. Regularly reinforce the importance of attendance with students and families [Continuing]

FCPS encourages schools to regularly communicate the importance of attendance to students and families. Schools can leverage centrally-developed idea banks, like the Positive Attendance Roadmap, to encourage attendance, such as recognizing students and classes with good and/or improved attendance. In SY 2024-25, elementary schools receiving Title I funds received toolkits that include strategies and resources to recognize good attendance. FCPS attendance notifications also incorporate positive messaging and a focus on family partnership and providing resources to address preventable absences. Utilization of TalkingPoints, a two-way communication platform for schools, supports family engagement and student attendance.

Strategy 2. Address student barriers to attendance

Action 2.1. Develop student and school plans to support future attendance [Changes]

School teams use an attendance dashboard to identify students missing school who require an attendance plan (5 unexcused absences) or an attendance conference (10 unexcused absences). Plans and conferences are developed with families. In SY 2024-25, the attendance conference summary form was updated to include a solution-focused Student Success Plan that documents known barriers and the progress of interventions to improve student attendance. Schools with high rates of chronic absenteeism are required to have a goal and an associated action plan in their School Improvement and Innovation Plan (SIIP) focused on reducing the rate of chronic absenteeism. Region offices monitor school SIIPs with feedback provided to school leaders throughout the year.

Action 2.2. Coordinate with community partners to improve student wellness [Continuing]

Health issues represent a significant driver of chronic absenteeism. In one study of chronic absenteeism across multiple school districts, researchers estimated that over half of absences were related to student illness and medical/dental appointments.[29] To support students' health needs, FCPS schools have School Health Aides and Licensed Practical Nurses (who offer day-to-day care to identified students at all FCPS schools) and Public Health Nurses (who support one to three schools and collaborate with staff, families, and community partners to ensure the school has the appropriate information, care plans, and training related to students' health conditions and promote safe participation in their education).

FCPS schools and programs are also supported by school-based mental health professionals (school counselors, psychologists, social workers, and substance abuse prevention specialists) who provide education, prevention services, crisis response, assessment, and intervention. FCPS also works with community partners to increase access to mental health and substance use/misuse services, including:

- **Hazel Health,** which provided 667 FCPS high school students with at-home access to short-term, evidence-based, culturally responsive telemental health in SY 2024-25.
- **Northern Virginia Family Service (NVFS)**, which provided 653 students and families with services related to exposure to violence and/or trauma in SY 2024-25.
- **Healthy Minds Fairfax,** which offered free, short-term counseling at all FCPS middle and high schools and elementary schools receiving Title I funding in SY 2024-25.
- The **Fairfax-Falls Church Community Services Board** (CSB), which provided on-site mental health services to 86 students at 11 FCPS schools in SY 2024-25.

In the 2025 FCPS Student Experience Survey, most students reported that they can get help with their physical health and wellness from their school when needed. See Figure 18.

Figure 18: *Percent of Students in Middle and High School Reporting Able to Get Help with Physical Health and Wellness Through School, SY 2024-25 (Measure 2C)*

	All Students	Econ Dis	ML 1-4	SWD	504	Asian	Black	Hispanic	Multiracial	White
Physical Health	**77%**	80%	83%	77%	69%	80%	80%	79%	75%	75%
Wellness	**78%**	79%	82%	77%	73%	81%	78%	78%	76%	76%

Note: Data source is FCPS Student Experience Survey, 2025 Sample sizes (n) range from 40,645 to 40,804. Physical health includes sleeping well, eating well, and being physically active; wellness includes making healthy choices, managing stress, and related habits.

[29] Jordan, P. & Chang, H. (2015). Mapping the Early Attendance Gap: Charting a Course for Student Success. Attendance Works.

Action 2.3. Connect families to resources to remove student attendance barriers [Continuing]

Students experiencing basic needs insecurity (such as with food and/or housing) may struggle with school attendance and engagement. In SY 2025-26, Title I funding was used to support 5.4 additional social work positions, a homeless liaison, an attendance specialist, and to support the Loving Solutions program and the Parent Project, which aim to build capacity, connections, and confidence with families to address barriers to school engagement. These latter two programs are part of the FCPS Family Academy of classes, webinars, workshops, and programs that support a student's needs and learning at home. The FCPS Homeless Education Program, along with other supports available through school social workers and family liaisons, also connect students whose families are experiencing financial insecurity with a variety of resources, such as basic needs assistance and food resources and connections to health insurance enrollment support and care navigation services alongside medical, dental, and mental health resources.

FCPS continues to partner with Edu-Futuro, a local nonprofit organization, to supplement existing family outreach efforts to reengage students who have become chronically absent. Based on a needs assessment, Edu-Futuro connects students and their families with responsive intergenerational interventions. After the initial contact and needs assessment, Edu-Futuro follows up with weekly calls/emails for four weeks. If the student has returned to classes in that time, the case is closed and supervised for another month; students continue to have access to the support network and periodic follow-ups for the remainder of the academic year. If the student has not returned to classes, Edu-Futuro continues to work with the family until the student is back in school. In SY 2024-25 school year, FCPS' Chronic Absenteeism: Family Outreach initiative, in collaboration with Edu-Futuro, supported 329 students.

Strategy 3. Help students catch up following frequent or extended absences

Action 3.1. Develop student plans following extended absences [Changes]

School teams develop a Return to Learn plan for each student who is returning to school following an extended absence (including illness/injury, medical procedures, vacations, or disciplinary action). Return to Learn plans include temporary modifications that students may require as they return to the school environment, based on their attendance and stamina, which may prompt an adjusted schedule; academic engagement, which may prompt a reduction in the amount or difficulty of schoolwork and/or homework; and level of support needed, which includes academic modifications/supports that the student needs as they transition back. The Return to Learn plan also includes a realistic plan for the student to complete critical assignments that they missed while absent. Families also receive information on how to re-enroll a student who has been absent for more than 15 consecutive days and is not receiving homebound instruction.

Action 3.2. Create opportunities for students to recover lost instruction time [Continuing]

In SY 2023-24, the VDOE began allowing school divisions to use In-Person Flexible Instruction Time (IPFIT) hours for students to recover up to 15 days of missed instruction and to adjust chronic absenteeism calculations. This additional flexibility allows students to catch up on missed learning that is essential for academic success. IPFIT programs must be offered outside the school day (except for students who have been suspended), such as before or after school or on weekends, be directly related to core instruction, English Language Development (ELD), or IEP goal areas, be provided by a licensed teacher, and can involve digital learning (e.g., Lexia, ST Math, Mathspace, Exact Path, Summit K-12, Edmentum) or teacher created instruction.
IPFIT programs may also be offered over scheduled student breaks. For example, Spring Sprouts and Blooming Readers are free spring break opportunities offered to students who are chronically absent at select elementary schools receiving Title I funds. These programs offer engaging literacy, math, and science activities. In SY 2024-25, Spring Sprouts served 716 elementary students and 60 middle school students. In SY 2025-26, FCPS also provided schools with guidance for using elementary early release Mondays for IPFIT.

Limited, Consistent Use of Suspension

Exclusionary discipline involves the removal of a student from the learning environment in response to an observed behavioral violation, typically in the form of temporary suspension (and in very rare cases, complete expulsion from the school, including alternative placement). While useful at times for maintaining a safe, orderly learning environment, suspension can have lasting effects on students. Students who have been suspended or expelled are more likely to have poor academic outcomes, drop out of school, and become involved in the justice system.[30] Researchers have found that these long-term effects occur after controlling for underlying differences in behavior and that over time, students who are overly-disciplined have lower test scores, are less engaged in school, have higher rates of absences, and have persistent disciplinary issues.[31] Research on suspension that involves removal from the classroom but not the school – such as in-school suspension – is limited but suggests that such sanctions also impact students outcomes.[32]

In FCPS, the Student Rights and Responsibilities (SR&R) Discipline Matrix identifies the range of responses that staff or teachers can use when they observe student behavior that falls outside of expectations, as identified in the VDOE's Student Behavior and Administrative Responses (SBAR) system. Before resorting to exclusionary responses, FCPS staff and teachers strive to address behavior with less punitive actions. These include classroom management, such as a seat change, property confiscation, and contacting the family; formal interventions, such as counseling, parent-teacher conferences, and referrals to services; and non-exclusionary sanctions, such as detention and removal of privileges.

In SY 2024-25, the use of both in-school and out-of-school suspensions declined, as the use of non-exclusionary interventions (designed to prevent and deescalate) increased. See Figure 19.

Figure 19: *Exclusionary and Non-Exclusionary Responses Over Time*

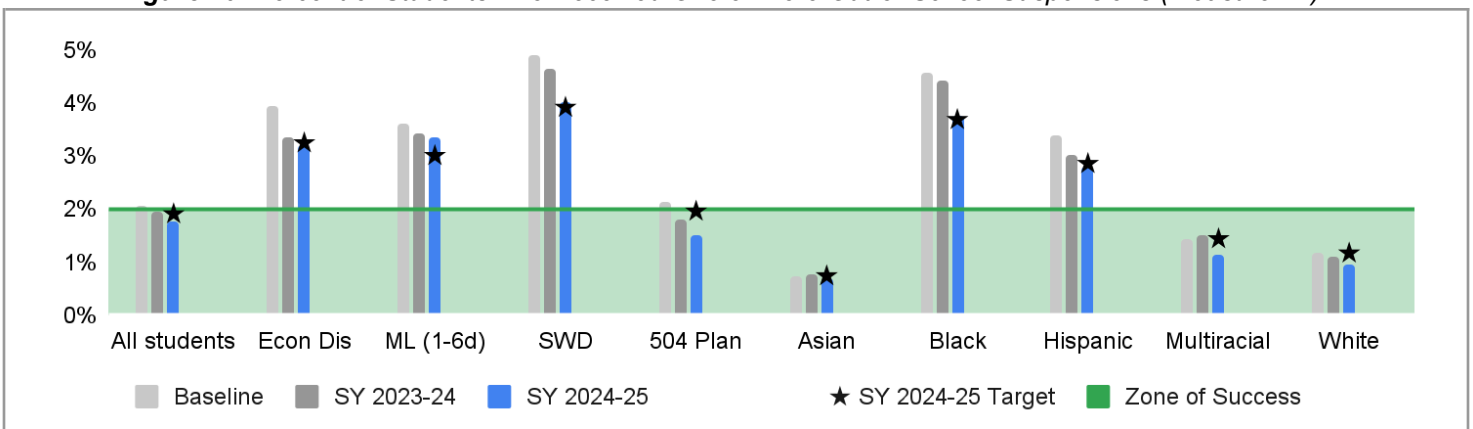
	SY 2023-24	SY 2024-25
In-School Suspensions	8,703	8,160
Out-of-School Suspensions	6,011	5,128
Parent Notifications	23,069	43,240
Administrator-Student Conferences	18,368	32,135
Administrator-parent/guardian conferences	4,570	5,774

Note: Data source is internal data pull. This is a count of responses, not students.

In SY 2024-25, 1.75 percent of all FCPS students received an out-of-school suspension and 2.84 percent received an in-school suspension. Rates were down for nearly all student groups, except Hispanic students and current Multilingual learners, who each saw a slight increase in the percent receiving an in-school suspension. See Figures 20 and 21.

[30] Ayoub, L., Jensen, E., Sandwick, T., Kralstein, D. Wonsun Hahn, J., & White, E. (2019). School Discipline, Safety, and Climate: A Comprehensive Study in New York City. Center for Court Innovations.
[31] See Sabol et al, 2022. These findings have been supported by other research such as Okonofua, J.A. & Eberhardt, J.L. (2015). Two Strikes: Race and the Disciplining of Young Students. *Psychological Science, 26*(5) and are summarized in Center on PBIS. (2023). Discipline disproportionality problem solving: A data guide for school teams. Center on PBIS, University of Oregon.
[32] Smith, D., Ortiz, N.A., Blake, J.J., Marchbanks, Miner, Unni, A., & Peguero, A.A. *(2021).* Tipping Point: Effect of the Number of In-School Suspensions on Academic Failure. *Contemp School Psychol* 25.

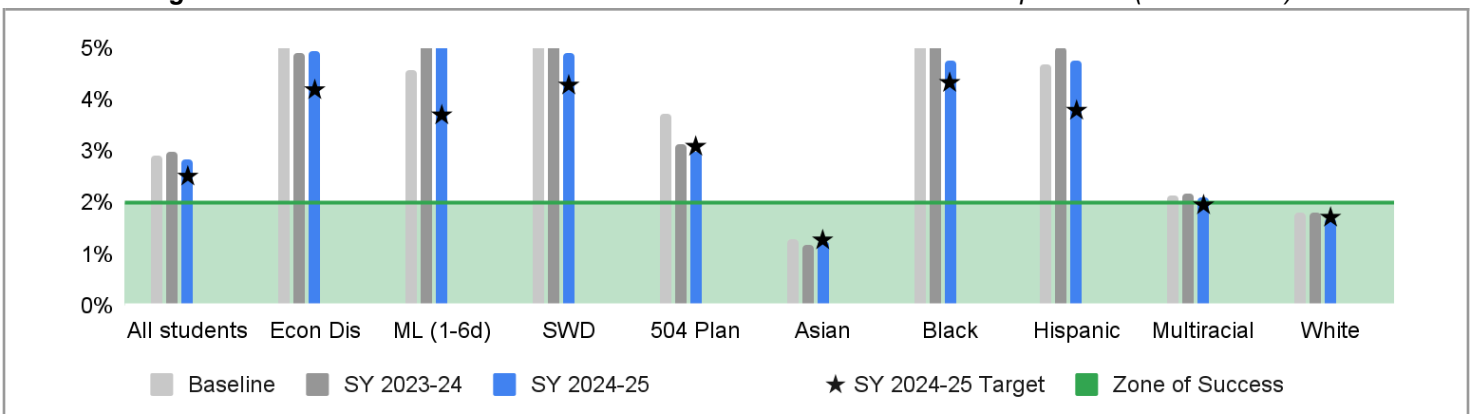
Figure 20: *Percent of Students who Received One or More Out-of-School Suspensions (Measure 2F)*



	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.08%**	**3.95%**	**3.62%**	**4.89%**	**2.15%**	**0.74%**	**4.57%**	**3.40%**	**1.44%**	**1.17%**
Numerator	3,916	2,468	1,420	1,511	180	267	855	1,819	165	795
Denominator	188,484	62,550	39,260	30,893	8,354	35,808	18,716	53,525	11,458	68,235
SY 2023-24	**1.96%**	**3.34%**	**3.42%**	**4.65%**	**1.79%**	**0.77%**	**4.42%**	**3.04%**	**1.51%**	**1.11%**
Numerator	3,731	2,635	1,426	1,516	174	272	827	1,698	177	748
Denominator	189,948	79,009	41,663	32,633	9,723	35,223	18,718	55,925	11,739	67,543
SY 2024-25	**1.75%**	**3.21%**	**3.34%**	**4.03%**	**1.50%**	**0.70%**	**3.76%**	**2.80%**	**1.13%**	**0.96%**
Numerator	3,290	2,050	1,365	1,333	158	244	696	1,557	135	641
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 1.91%	≤ 3.25%	≤ 3.01%	≤ 3.92%	≤ 1.96%	Maintain	≤ 3.69%	≤ 2.86%	Maintain	Maintain
Performance	Target Met	Target Met	Progress	Progress	Target Met	Target Met	Progress	Target Met	Target Met	Target Met

Note: Data source is Student Behavior Administrator Response (SBAR). Baseline includes SYs 2021-22 and 2022-23. For this metric, "approaching" is between 2.0%-1.51% and "Target met" is either meeting the annual target OR ≤1.5%.

Figure 21: *Percent of Students who Received One or More In-School Suspensions (Measure 2F)*

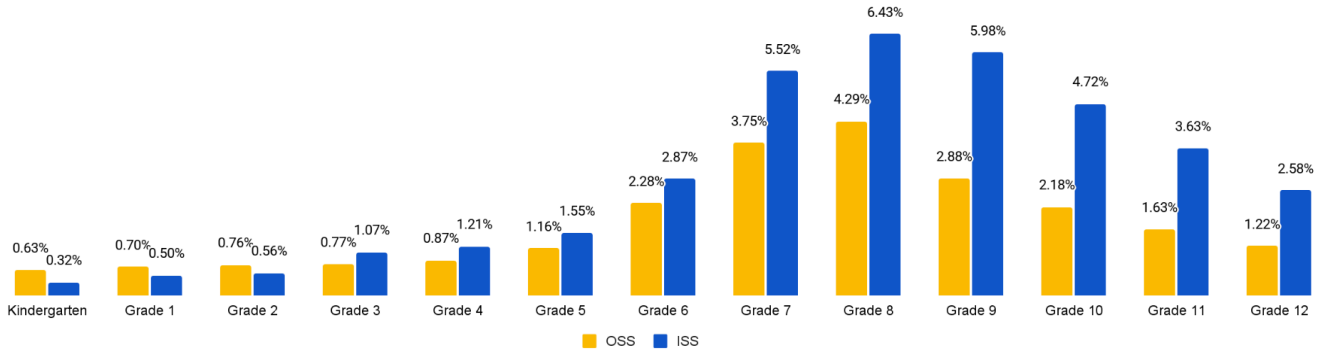


	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.91%**	**5.26%**	**4.58%**	**5.39%**	**3.72%**	**1.27%**	**5.46%**	**4.70%**	**2.13%**	**1.80%**
Numerator	5,483	3,290	1,799	1,666	311	455	1,021	2,515	244	1,229
Denominator	188,484	62,550	39,260	30,893	8,354	35,808	18,716	53,525	11,458	68,235
SY 2023-24	**3.00%**	**4.90%**	**5.21%**	**5.48%**	**3.15%**	**1.16%**	**5.25%**	**5.03%**	**2.18%**	**1.80%**
Numerator	5,697	3,875	2,171	1,789	306	407	982	2,811	256	1,218
Denominator	189,948	79,009	41,663	32,633	9,723	35,223	18,718	55,925	11,739	67,543
SY 2024-25	**2.84%**	**4.93%**	**5.26%**	**4.92%**	**3.00%**	**1.26%**	**4.76%**	**4.75%**	**2.09%**	**1.68%**
Numerator	5,344	3,149	2,150	1,626	316	437	882	2,638	249	1,120
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 2.51%	≤ 4.19%	≤ 3.70%	≤ 4.28%	≤ 3.09%	Maintain	≤ 4.33%	≤ 3.79%	≤ 1.95%	≤ 1.71%
Performance	Progress	Progress	Baseline	Progress	Progress	Target Met	Progress	Baseline	Progress	Target Met

Note: Data source is Student Behavior Administrator Response (SBAR). Baseline includes SYs 2021-22 and 2022-23. For this metric, "approaching" is between 2.0%-1.51% and "Target met" is either meeting the annual target OR ≤1.5%.

Rates of out-of-school and in-school suspension tend to be highest in 8th grade, and lowest in elementary school. See Figure 22. This trend is inconsistent with findings on school connectedness and engagement, which showed issues in late elementary school and middle school that were far lower by high school.

Figure 22: *Out-of-School and In-School Suspensions by Grade Level, SY 2024-25*



Note: Data source is Student Behavior Administrator Response (SBAR).

An additional discipline concern is disproportionality, or the inconsistency of outcomes based on membership in a particular student group. Nationally, boys, Black and Hispanic students, and Students with Disabilities are more likely to be suspended,[33] with levels of excessive (outsized given the behavior) discipline observed early in a student's life.[34] Discipline disproportionality can also affect school climate. Students who believe that everyone at school is subject to the same rules and consequences (versus their personal experiences with those rules) are more likely to feel safe and supported while at school.[35] Similarly, schools in which rules are effectively enforced tend to also have lower rates of student victimization and student delinquency, including lower suspension rates and increased student willingness to seek help in resolving peer conflicts.[36]

FCPS monitors suspension risk ratios, which describe how frequently a student group has been suspended relative to peers not a part of that group. Risk ratios are calculated by dividing the suspension rate for students in a specific student group by the rate for students not in that student group. For example, if 4% of students who are Multilingual learners were suspended and 2 percent of students who are not Multilingual learners were suspended, the risk ratio would be 2.0. See Figure 23.

Figure 23: *Example Calculations for Risk Ratios*

$$\frac{\%\text{ of students who are Multilingual Learners with 1+ suspensions}}{\%\text{ of students who are not Multilingual Learners with 1+ suspensions}} = \frac{4\%}{2\%} = \textbf{2.0}\ \text{risk ratio}$$

[33] U.S. Department of Education. (2023). Student Discipline and School Climate in U.S. Public Schools, 2021-21 Civil Rights Data Collection.
[34] The impact of early discriminatory practices on a student's longer-term risk of discipline can be found in Sabol, T. J., Kessler, C. L., Rogers, L. O., Petitclerc, A., Silver, J., Briggs-Gowan, M., & Wakschlag, L. S. (2022). A window into racial and socioeconomic status disparities in preschool disciplinary action using developmental methodology. *Annals of the New York Academy of Sciences, 1508*(1).
[35] https://www.mdpi.com/2227-9067/8/3/232
[36] Thapa, A., Cohen, J, Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. Review of Educational Research, 83.

A risk ratio of 1.0 means that a student group was *just as likely* to be suspended as students not in that group; a risk ratio of 2.0 means that a student group was *twice as likely* while a risk ratio of 0.5 means a student group was half as likely. The VDOE uses a suspension risk ratio threshold of 2.0 or higher to identify disproportionality in its Special Education Performance Reports[37] and a threshold of 3.0 or higher across three consecutive years to identify disproportionality as part of the federal Coordinated Early Intervening Services (CEIS) framework.[38] See Appendix B, Figure 42 for data. FCPS uses the thresholds of 2.0 or higher to detect discipline disproportionality among reported student groups.

In SY 2024-25, Multilingual learners and Black and Hispanic students were more than twice as likely as their peers to receive an out-of-school suspension. Students who were Economically Disadvantaged and Students with Disabilities were over three times as likely as their peers. Since the baseline, risk ratios have been declining for Students who were Economically Disadvantaged and Hispanic students. Multilingual learners' risk ratio increased the most of any student group, from 2.2 to 2.6. See Figure 24.

Figure 24: *Risk Ratios, Percent of Students who Received One or More Out-of-School Suspensions*

	Econ Dis	ML (1-4 ,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	3.4	2.2	3.2	1.0	0.3	2.5	2.2	0.7	0.5
SY 2023-24	3.4	2.2	3.3	0.9	0.3	2.6	2.0	0.8	0.5
SY 2024-25	3.2	2.6	3.2	0.9	0.4	2.5	2.1	0.6	0.4

Note: Data source is Student Behavior Administrator Response (SBAR). Yellow is 2.0 or higher.

In SY 2024-25, Students who were Economically Disadvantaged, Multilingual learners, Students with Disabilities, and Hispanic students were more than twice as likely as their peers to receive an in-school suspension. Since the baseline, rates have been declining for Students who were Economically Disadvantaged, Students with Disabilities, Students with a 504 plan, and Black students. Multilingual learners' risk ratio increased the most of any student group, from 1.9 to 2.4. See Figure 25.

Figure 25: *Risk Ratios, Percent of Students who Received One or More In-School Suspensions*

	Econ Dis	ML (1-4 ,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	3.0	1.9	2.2	1.3	0.4	2.1	2.1	0.7	0.5
SY 2023-24	3.0	2.2	2.2	1.1	0.3	1.9	2.3	0.7	0.5
SY 2024-25	2.8	2.4	2.1	1.1	0.4	1.8	2.3	0.7	0.5

Note: Data source is Student Behavior Administrator Response (SBAR). Yellow is 2.0 or higher.

[37]VDOE Special Education Performance Reports (SEPR) examine risk ratios for Students with Disabilities of a given race-ethnicity compared to those without IEPs of the same race/ethnicity (e.g., the suspension rate for White students with an IEP compared to White students without an IEP).

[38] The Coordinated Early Intervening Services (CEIS) framework, established through the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA), examines risk ratios for Students with Disabilities of a given race-ethnicity compared to Students with Disabilities of a different race-ethnicity (e.g., the suspension rate for White students with an IEP compared to those with an IEP who are not White).

Strategies to Improve the Limited, Consistent Use of Suspension

To achieve the Strategic Plan goal that suspensions are rare and consistently applied to reduce discipline disproportionality by SY 2029-30, the Division has identified three priority strategies:

Strategy 1. Establish clear expectations around student behavior and use of consequences

Strategy 2. Monitor and respond to inconsistent use of discipline

Strategy 3. Minimize risk of repeat and more serious discipline involvement

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

Strategy 1: Establish clear expectations around student behavior and use of consequences

Action 1.1. Revise SR&R for clarity [Changes]

Each year, the Division reviews and approves the SR&R, which is governed by Virginia law and FCPS policy and regulations. FCPS has engaged in several outreach efforts to revise the SR&R, including securing feedback from principals on areas of ambiguity (e.g., “may” vs. “shall” language) and holding community engagement activities with students, staff, families, and community members to learn about their perceptions of the SR&R (particularly as it relates to cell phone use in school). Findings from these outreach efforts continue to inform recommendations for SR&R revisions, including changes that help readers find information more easily. To continue to clarify the SR&R, the SY 2026-27 SR&R proposes to: (a) include Universal Grade Matrices that standardize discipline incidents based on a student's grade level; (b) require that students who receive multiple discipline referrals receive an MTSS assessment; and (c) specify that incidents involving multiple violations reserve the first code for the most severe/egregious violation, which must receive a sanction and intervention while all remaining codes receive only intervention.

Action 1.2. Train teachers in classroom routines and expectations [Continuing]

FCPS provides all teachers with launch/introductory units in core subjects to strengthen classroom management practices at the elementary and secondary level. These units provide structured opportunities to establish clear routines, procedures, and expectations by guiding students through activities that promote collaborative learning, risk-taking, and meaningful academic discourse. This proactive approach ensures that students understand classroom norms and are prepared to participate. New teachers also receive training in classroom management, including strategies to reflect on and reset routines and procedures and to connect these practices to brain functions. Finally, the Novice Teacher Instructional Coaches program and Beginning Teacher Support Providers program provide new and provisionally licensed teachers with coaching and mentorship focused on instructional best practices, including classroom management strategies and forming positive relationships with students.

Action 1.3. Train school administrators and teachers on the use of discipline [Continuing]

School administrators receive annual, required training on the use of the SR&R and discipline, including Integrated Discipline Training (which focuses on consistent application of the SR&R, Hearings Office procedures, and Title IX federal regulations) and Restorative Practices (which focuses on strategies for addressing behavior beyond exclusionary discipline, particularly in collaboration with the SEL team). School administrators responsible for entering student discipline also participate in a mandatory, half-day training

on accurate discipline coding and use of the discipline matrix within the SR&R. Special education teachers and staff and identified administrators must also complete training in the Behavior Education Plan (BEP), including core modules in collaborative problem-solving, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), de-escalation, and mental health awareness. New school administrators also received explicit training through a two-year induction program that supports their role with developing and monitoring teachers' instructional practices. The program includes a focus on developing routines and procedures that support student learning and covers specific content knowledge and technical skills around discipline, SR&R, bullying, and responding to racial slurs.

In SY 2024-25, FCPS standardized the SR&R staff training and required all schools to deliver this training to staff. In SY 2025-26, FCPS launched a Discipline Disproportionality Awareness Campaign, which brought in nationally renowned speakers to conduct optional work sessions with schools to discuss ways to reduce disproportionality and incorporate Restorative Justice practices.

Action 1.4. Inform students about behavior expectations and use of discipline [Changes]

FCPS continues to provide students with required SR&R lessons that inform students of their rights and responsibilities, and optional lessons that schools can use to address discipline concerns specific to their school. In SY 2025-26, FCPS updated the format of these lessons to provide modular, behavior-specific content that focus on students' rights and corresponding responsibilities (such as the right to expression and the responsibility of digital citizenship). Students in all grades receive lessons in cell phone possession and use, teacher response to discipline incidents and classroom disruption, and administrator response to discipline incidents and physical altercations. There are some modifications by grade.

Strategy 2: Monitor and respond to inconsistent use of discipline

Action 2.1. Standardize discipline monitoring across the Division [New]

FCPS is focused on strengthening the consistency of its response to behavior incidents, replacing vulnerable points of decision making with consistent structures and resources that can reduce discipline disproportionality.[39] In SY 2024-25, FCPS created and implemented Division Discipline Requirements (DDR) that standardize discipline practices across the Division, some of which were already required in prior years. Each school is required to: (1) select a school discipline lead to oversee and coordinate schoolwide discipline systems; (2) provide SR&R student lessons at the beginning of the year using division-provided materials; (3) train school-based teams on SR&R using division-provided materials; (4) establish a Discipline Review Team to monitor students around discipline and ensure alignment to the SR&R; and (5) complete two discipline data dialogues aligned with the Tier 1 MTSS data dialogue process.

[39] Austin, S. C., McIntosh, K., & Girvan, E. J. (2024). National patterns of vulnerable decision points in school discipline. *Journal of school psychology*, *102*.

Action 2.2. Ensure consistent application of the SR&R across schools [New]

Researchers have noted a lack of consistency in both the use and reporting of discipline referrals in other school divisions.[40] FCPS is focused on strengthening the timely and accurate recording of all discipline incidents in the Student Information System (SIS). In SY 2024-25, FCPS began monitoring nine elementary schools with no or little discipline data to ensure accurate recording of discipline incidents. Schools are required to participate in Essentials of Discipline Data Entry training, followed by quarterly check-ins to monitor discipline data entry.

Action 2.3. Review discipline incidents for inconsistencies [Continuing]

In SY 2024-25, FCPS enhanced the audit process for schools and the correcting of errors for SBAR reporting to identify any inconsistencies in the use of discipline codes. The findings from these audits will allow FCPS to further strengthen calibration across schools and administrators on their application of discipline responses and informs future professional development and recommendations for SR&R revisions. FCPS is also providing schools with their discipline errors on a routine basis and ensuring schools with 50 or more errors receive additional technical support. From April to June 2025, discipline entry errors decreased from 25,422 to 1,399, a 95 percent reduction in errors. In spring 2026, the error review process will be automated and additional data visualizations will be provided to support audits.

Action 2.4. Monitor schools with high rates of discipline disproportionality [New]

In SY 2024-25, FCPS established the School Discipline Consortium (SDC), a targeted professional learning and coaching program for schools with high levels of discipline disproportionality (both disproportionate exclusionary sanctions and disproportionate interventions provided). School administrators participating in the SDC receive training and one-on-one coaching in developing action plans focused on the implementation of evidence-based strategies to address discipline disproportionality, including PBIS training to support Tier 1 prevention. These schools are also required to have a goal and an associated action plan that is monitored throughout the year. Very early data show SDC middle schools have made notable gains in reducing risk ratios for in-school and out-of-school suspensions across all student groups. A dashboard is currently being developed to support all schools in monitoring discipline disproportionality trends, including risk ratios, risk differences, and intervention use.

Action 2.5. Identify misconduct related to a student's disability before proceeding to a hearing [Continuing]

In SY 2024-25, FCPS launched a new form and staff training to identify Hearings Office cases that should be withdrawn because the behavior was substantially related to the student's disability. The form also guides principals seeking a 45-day disciplinary removal for serious bodily injury or a school transfer due to ongoing or significant safety risks. This threshold is designed to ensure that disciplinary removals are narrowly applied and only considered when safety concerns meet stringent standards. Initial data from the Hearings Office suggest that, compared to SY 2023-24 (prior to the new form and training), there has been a decline in referrals involving Students with Disabilities (from 304 to 216) and slight increase in cases that proceeded to hearing but were dismissed (deemed unwarranted) due to being related to a student's disability (from 14 to 18).

[40] Rusby, J. C., Taylor, T. K., & Foster, E. M. (2007). A Descriptive Study of School Discipline Referrals in First Grade. *Psychology in the schools*, *44*(4)

Strategy 3: Minimize risk of repeat and more serious discipline involvement

Action 3.1. Expand Restorative Justice practices [Changes]

Restorative Justice (RJ) is a mediation strategy that brings together those impacted by wrongdoing to discuss the incident, understand who has been affected, take responsibility for actions, and create an agreement for repairing relationships. It is the last tier in the larger continuum of Restorative Practices, or formal and informal approaches that establish relationships, strengthen connections, and prevent conflict. FCPS began certifying school based RJ facilitators in SY 2023-24, and as of January 2026, 98 percent of schools have at least one certified school-based facilitator. These trainings and resources are designed to be culturally responsive to support all learners. In SY 2025-26, FCPS began providing RJ orientation and training to school-based administrators and Hearings Office staff to increase RJ referrals.

Action 3.2. Provide substance use intervention to students who violate related SR&R regulations [Continuing]

Students who violate the Alcohol, Tobacco, and Other Drug (ATOD) regulation of the SR&R take part in the FCPS ATOD Intervention Program (parent consent is required for students under the age of 18 to participate). Participants meet with a Substance Abuse Prevention Specialist (SAPS) in school during the school day. The SAPS assesses a student's level of substance use and provides appropriate interventions, including providing information on substance use, addiction, and treatment; teaching students about the consequences of substance misuse; and providing instruction and coaching on how to refuse and abstain from substance use. The ATOD Intervention Program is not limited to students who violate the ATOD regulation in the SR&R, as students can self-refer to the program.

Action 3.3. Connect students referred to the Hearings Office with additional services [Continuing]

The Hearings Office has an assigned social worker who provides direct support and resources to students referred to the Hearings Office and to their families, including information on accessing community-based mental health or substance use services, court-related services, and basic needs assistance (e.g., employment, insurance, healthcare, and housing). The Hearings Office social worker routinely communicates with school-based social workers to determine and meet student needs at the time of referral to the Hearings Office. Ongoing collaboration between the Hearings Office social worker, school social workers, and Substance Abuse Prevention Specialists (SAPS) ensures continuity of support for students transitioning between school placements.

Action 3.4. Pilot process for responding to minor incidents [Newly Added]

In SY 2024-25, FCPS began piloting a new system for identifying and responding effectively to minor (classroom/staff-managed) discipline incidents before issues escalate into formal (office-managed) discipline referrals. New minor behavior codes were developed for teachers, aligning with existing discipline codes. The system was piloted in seven schools in winter and spring SY 2024-25. The Division provided school administrators and School Based Technology Specialists with training and support, including turnaround training for staff, school-based coaching, and optional office hours. Pilot schools reported that the tool was easy and efficient to use, supported proactive identification of and response to student behavior, and increased teacher input. In SY 2025-26, the pilot was expanded to four additional schools.

Academic Inclusion of Students with Disabilities

Inclusive experiences for children with and without disabilities create a sense of belonging, support positive social relationships and friendships, and help all students reach their full academic potential. These effects can be seen early, as Students with Disabilities who are placed in a classroom with their typically developing peers are more likely to grow socially and academically.[41] Inclusion may be especially impactful for students with more severe disabilities in developing social skills[42] and being "happier, more independent, and more motivated to go to school and participate in class."[43]

Including Students with Disabilities in a general education setting "does not alone constitute a wholly inclusive environment."[44] Students must also feel included and treated as valued members of the school community.[45] Even when inclusive placement is supported, families may raise concerns about the social conditions of general education settings, including the potential for social isolation or stigmatization.[46] Schools that prioritize physical inclusion and building a culture that respects, welcomes, and appreciates individual differences can have a dramatic impact on how students feel, and are more likely to be present at school with strong teacher-student ties, high respect for diversity, and low rates of absenteeism.[47]

VDOE Special Education Performance Reports monitor the physical inclusion of Students with Disabilities in grades K through age 21 (Indicator 5) and for students age 3-5 (Indicator 6) using the following six metrics:

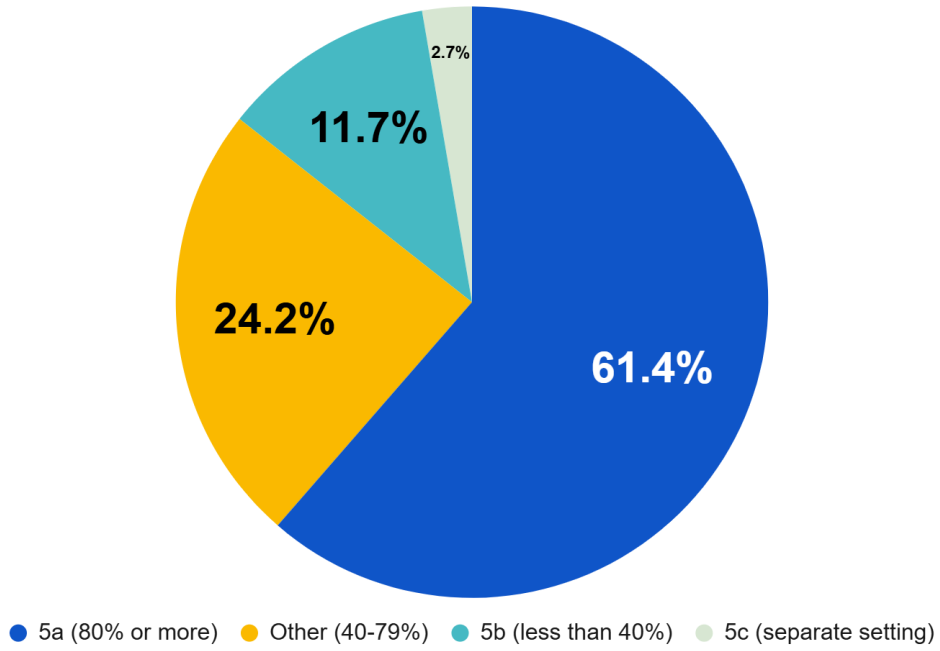
- **Indicator 5a:** *Percent of students included in regular classroom 80% or more of the day*
- **Indicator 5b:** *Percent of students included in regular classroom less than 40% of the day*
- **Indicator 5c:** *Percent of students served in separate public or private school, residential, home-based, or hospital facility*
- **Indicator 6a:** *Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program*
- **Indicator 6b:** *Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility*
- **Indicator 6c:** *Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home*

[41] For a useful summary, see Lawrence, S., Smith, S., & Banerjee, R. (2016). Preschool Inclusion Key Findings from Research and Implications for Policy . National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
[42] Rafferty, Y., Piscitelli, V., & Boettcher, C. (2003). The impact of inclusion on language development and social competence among preschoolers with disabilities. Exceptional Children, 69.
[43] Downing and Peckham-Hardin, 2017, c.f. Kimbrough & Mellen, 2012
[44] Coulston, C. & Smith, K. (2013). School Climate and Inclusion. National School Climate Center.
[45] Elleman, S. & Villenas, C. (2025). *Social Inclusion of Students with Disabilities: A Key Component of School Climate and a Pathway for School Improvement.* NSCC Research Brief; U.S. Department of Education, Office of Special Education Programs. (2015, September 14). *Dear Colleague Letter on Least Restrictive Environment.*
[46] Leyser and Kirk, 2004, c.f. Kimbrough & Mellen, 2012
[47] Elleman, S. & Villenas, C. (2025). *Social Inclusion of Students with Disabilities: A Key Component of School Climate and a Pathway for School Improvement.* NSCC Research Brief.

Academic Inclusion of Students with Disabilities in kindergarten through age 21

VDOE indicators are mutually exclusive and represent a progression from most inclusive (5a and 6a) to least inclusive (5c and 6c). They are not, however, comprehensive. As shown in Figure 26, 24 percent of FCPS Students with Disabilities in kindergarten through age 21 are not represented in Indicators 5a-c because they were included in a regular classroom between 40-79 percent of the day.

Figure 26: *Estimated Percent of Students with Disabilities, by VDOE Inclusion Criteria, SY 2024-25*



Note: Estimate is based on internal FCPS calculations, using the VDOE business rules.

Although official state data for SY 2024-25 are not yet available, FCPS estimates that 61.39 percent of Students with Disabilities in kindergarten through age 21 spent 80 percent or more of their day in a regular classroom (Indicator 5a) in SY 2024-25. This rate increased by approximately four percentage points from SY 2022-23. While FCPS anticipates not meeting the state target for 5a, the gap between the state targets and the Division's annual performance continues to narrow.

Figure 27: *FCPS Performance on VDOE Indicator 5a Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	54.57%	48.61%	57.01%	58.95%	61.39%*	-
VDOE Target	71.6%	72.1%	72.6%	73.1%	73.6%	74.1%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

In SY 2024-25, an estimated 11.66 percent of Students with Disabilities in kindergarten through age 21 spent less than 40 percent of their day in a regular classroom (Indicator 5b), which means that the majority of their time was spent in self-contained classrooms. FCPS anticipates not meeting the state target for 5b, but continuing to make progress.

Figure 28: *FCPS Performance on VDOE Indicator 5b Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	14.79%	22.05%	11.75%	12.07%	11.66%*	-
VDOE Target	≤ 8.40%	≤ 8.15%	≤ 7.90%	≤ 7.65%	≤ 7.40%	≤ 7.15%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

In SY 2024-25, 2.70 percent of Students with Disabilities in kindergarten through age 21 were served in separate public or private school, residential, home-based, or hospital (Indicator 5c). FCPS anticipates continuing to meet the state target.

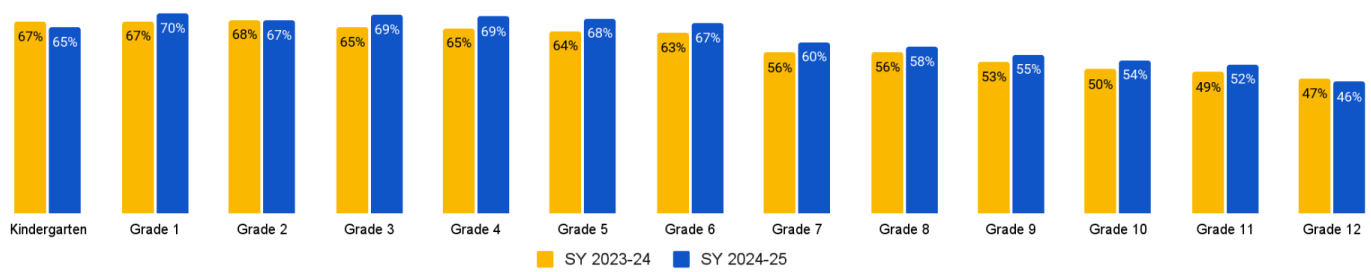
Figure 29: *FCPS Performance on VDOE Indicator 5c Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	3.20%	3.02%	2.94%	2.77%	2.70%*	-
VDOE Target	≤ 3.91%	≤ 3.81%	≤ 3.71%	≤ 3.61%	≤ 3.51%	≤ 3.41%
State Target Met	Target Met	Target Met	Target Met	Target met	Anticipate met	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Across most grade levels, an increasing percent of students are spending 80 percent or more of their day in an inclusive setting, with particularly large increases for students in grades 3-7 and grade 10 (up four percentage points from the prior year). See Figure 30. Rates of inclusion were highest in 1st grade (70%) and declined sharply beginning in 7th grade, when most FCPS students enter middle school. By 12th grade, less than half of Students with Disabilities were spending 80 percent or more of their school day in an inclusive setting, influenced in part by the fact that some students included in the 12th grade reporting are accessing 18-22 programming only available to Students with Disabilities.

Figure 30: *Percent of Students with Disabilities in an Inclusive Setting for 80% or More of the School Day (5a)*



Note: Data based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Academic Inclusion of Students with Disabilities age 3-5

In SY 2024-25, an estimated 28.52 percent of Students with Disabilities age 3-5 were served in an inclusive setting (Indicator 6a), up nearly eight percentage points from SY 2022-23. FCPS anticipates it will exceed the state target for inclusion by nearly three percentage points. See Figure 31.

Figure 31: *FCPS Performance on VDOE Indicator 6a Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Actual	16.21%	16.79%	20.28%	24.10%	28.52%*	-
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	25.90%
Performance	Not Met	Not Met	Not Met	Not Met	Anticipate met	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.Note that the estimate for SY 2024-25 is slightly higher than previously reported in FCPS' SY 2025-26 Goal 1 Report.

In SY 2024-25, 53.68 percent of Students with Disabilities age 3-5 spent the majority of their day in a special education Pre-K classroom (Indicator 6b). This rate improved by approximately one percentage point from SY 2022-23. FCPS anticipates not meeting the state target for SY 2024-25, but continuing to make progress.

Figure 32: *FCPS Performance on VDOE Indicator 6b Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	55.62%	57.54%	59.74%	57.63%	53.68%*	-
VDOE Target	≤ 38.85%	≤ 38.60%	≤ 38.35%	≤ 38.10%	≤ 37.85%	≤ 37.60%
Performance	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

In SY 2024-25, 6.71 percent of Students with Disabilities age 3-5 were accessing special education services provided by FCPS early childhood special education teachers and staff in the home (Indicator 6c). This rate has improved by nearly two percentage points since SY 2022-23. FCPS anticipates not meeting the state target for SY 2024-25, but continuing to make progress.

Figure 33: *FCPS Performance on VDOE Indicator 6c Compared to State Targets (Measure 2A)*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	14.06%	12.04%	8.53%	7.02%	6.71%*	-
VDOE Target	≤ 6.27%	≤ 6.00%	≤ 5.75%	≤ 5.50%	≤ 5.25%	≤ 5.00%
Performance	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Strategies to Improve Academic Inclusion of Students with Disabilities

FCPS is implementing a multi-year, phased-in approach to improving how students access special education services and to provide more opportunities for Students with Disabilities to access grade level content/curriculum and develop social connections. This work is being done in close collaboration with multiple external consultants, including Dr. Julie Causton, Dr. Kristie Pretti-Frontczak, Dr. Jane Pryne, and Ms. Nancy Pack. Specifically, the Division has identified four priority strategies to increase inclusion opportunities for students in kindergarten through age 21:

Strategy 1. Increase access for Students with Disabilities in general education settings

Strategy 2. Strengthen IEP decisionmaking to support inclusive placement

Strategy 3. Prepare every teacher to provide inclusive instruction

Strategy 4. Engage students, families, and community about increased inclusion

The current status of actions in SY 2025-26 are identified throughout the report in brackets.

FCPS is also working to expand inclusive opportunities for students enrolled in FCPS Pre-K, as part of its larger focus on school readiness and as detailed in FCPS' SY 2025-26 Goal 1 Report.

Strategy 1. Increase access for Students with Disabilities in general education settings

Action 1.1. Provide intensive support to schools in phases [New]

FCPS' approach to increased inclusion is occurring in three phases. Phase 1 began in SY 2024-25 and includes 12 elementary, middle, and high schools. Phase 2 began in SY 2025-2026 and added 78 schools. All remaining FCPS schools will be part of Phase 3 beginning in SY 2026-2027. Full implementation is expected to be complete by the end of SY 2029-30.

Schools in each phase receive:

- **Training.** In SY 2024-25, FCPS purchased asynchronous professional development modules focused on developing the skills and mindset shifts needed to increase academic inclusion in schools and to effectively support learners within an inclusive environment. These modules are informed by external FCPS consultants who are helping the Division communicate the "how" and the "why" of inclusion, which is critical for securing staff support for inclusion and facilitating change. All instructional staff and paraprofessionals will be required to complete these modules. School administrators monitor staff module completion through the Division's centralized learning management system.
- **Scheduling.** Schools focus on schedule adjustments to support expanded co-teaching models, common planning time for co-teachers, shifts in resource allocation to support the increased need for push-in services and improving Tier 1 instruction through Universal Design for Learning (UDL), and differentiation strategies to support students' access to grade level content and sense of belonging within the classroom.

Schools in Phase 1 are reporting gains in school climate and academic access, including higher Least Restrictive Environment (LRE) rates and strengthened Tier 1 instruction. Early estimates of VDOE Inclusion Indicators 5a-c suggest that these efforts are shifting more Students with Disabilities into inclusive settings in kindergarten through age 21. See Figure 34.

Figure 34: *Estimates for VDOE Inclusion Indicators in SY 2025-26*

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2025-26 VDOE Target
5a	54.57%	48.61%	57.01%	58.95%	61.39%*	**63.79%***	74.1%
5b	14.79%	22.05%	11.75%	12.07%	11.66%*	**11.73%***	≤ 7.15%
5c	3.20%	3.02%	2.94%	2.77%	2.70%*	**2.52%***	≤ 3.41%

Note: Data source is VDOE Special Education Performance Reports. *SYs 2024-25 and 2025-26 estimates are based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Action 1.2. Expand dedicated Strategies for Success *Advisory sections [Continuing]*

In SY 2024-25, FCPS began to offer a dedicated section of Advisory in select schools to provide students with access to Executive Functioning skill development in lieu of enrolling in a separate elective course (Strategies for Success). A primary goal of this work is to mitigate the issue of skill development courses (e.g., Strategies for Success) taking the place of other student elective options. For SY 2025-26, FCPS' expectation is that every middle and high school offer at least one section of Advisory that includes a focus on the development of executive functioning skills for Students with Disabilities.

Action 1.3. Clarify general education teachers' ability to provide special education services [Changes]

FCPS updated its guidance to clarify how special education services can be delivered and documented across various school settings. A significant focus of this guidance is to clarify the ability of general education teachers to provide special education instruction that counts toward IEP hours in alignment with Virginia Code 8VAC20-81-40. This guidance enables schools to implement more inclusive settings, ensuring that special education support is delivered in increasingly inclusive and effective ways.

Action 1.4. Develop dashboards to monitor rates of inclusion [Changes]

FCPS developed an LRE Dashboard for schools and central offices to monitor the time Students with Disabilities spend in the general education setting and identify which students spend less than 80 percent of their day in the general education setting. FCPS also developed an executive LRE dashboard to monitor data related to State Indicators 5a-b and 6a-b. In SY 2024-25, a Twice-Exceptional Learner (2e) designation was added to the Student Information System (SIS) that allows the Division to monitor successes and areas for targeted improvement for 2e students. A 2e icon is now visible to teachers in SIS, which provides an alert that a student has accommodations that must be provided in advanced learning environments. A 2e dashboard allows schools to monitor student access to the appropriate level of advanced coursework based on their identified advanced academic level. This tool has been shared with special education department chairs, AARTs, AP/IB coordinators, Directors of Student Services, and school counselors. Additionally, the 2e Project Team is developing a multi-year plan to enhance support for 2e students, including improving the IEP process to incorporate considerations of advanced learner needs and access to advanced coursework.

Strategy 2. Strengthen IEP decision making to support inclusive placement

Action 2.1. Review and revise the IEP process and forms to guide placement decisions [Changes]

IEP teams (including parents, and when appropriate, students) are responsible for determining the setting in which Students with Disabilities receive special education services. In SY 2023-24, FCPS implemented the Least Restrictive Environment (LRE) Data Collection Tool, a form that prompts the IEP team to document relevant data and observations concerning students' needs and the potential effect of different placement decisions. The LRE Data Collection Tool was updated in SY 2024-25 to reflect considerations for more inclusive opportunities, including for 2e learners. Parent communication about the tool was provided through the Family Resource Center, Special Education newsletter, and community meetings with families of rising kindergarten students. All staff involved in IEP meetings are required to complete training on the use of the LRE Data Collection Tool. FCPS monitors training completion and audits usage throughout the year. In SY 2025-26, a random sample of data in the LRE Data Collection Tool found that 100 percent of completed forms complied with expectations for quality and consistency.

This year, FCPS also worked with Dr. Causton to conduct a comprehensive review of all FCPS IEP forms. Dr. Causton provided thorough recommendations for consideration, aimed at enhancing the IEP process and language to ensure inclusive opportunities for students are at the forefront.

Action 2.2. Provide schools with resources on inclusive conversations in IEP meetings [New]

The Division has also developed targeted guidance to foster an inclusive mindset during IEP meetings and to emphasize a shift from viewing special education as a location to viewing it as a specific set of services designed to remove barriers. This guidance was developed to support school IEP teams in prioritizing service over plan (special education is defined by the support provided, not the physical room where it occurs), intensity over duration (intensive instruction often has a greater impact on student outcomes than simply increasing the amount of time spent in a service), and staff flexibility (collaborative or team-taught environments allow staff to serve students across various settings rather than being restricted to a single classroom). By implementing this guidance, the aim is to standardize the "presumption of inclusion" across IEP teams, increase the transparency of the rationale for placement decisions for families, and ensure that every IEP document explicitly addresses the removal of barriers to a general education environment.

Strategy 3: Prepare every teacher to provide inclusive instruction

Action 3.1. Revise the FCPS Learning Model to reflect inclusive practices [Newly Added]

FCPS' Learning Model articulates the instructional practices that FCPS prioritizes for effective teaching and learning. The model was updated in 2025 to reflect the Division's commitment to inclusive practices, with a specific focus on developing (1) a Learner-Centered Environment; (2) Universally- Designed Curriculum; (3) Meaningful Learning Experiences; and (4) Purposeful Assessment. Educators are expected to use the practices identified in the Learning Model alongside the FCPS curriculum to universally design learning environments, experiences, and assessments to meet the needs of every learner. This approach ensures that all students develop deep content knowledge, digital literacy skills, and durable Portrait of a Graduate outcomes. In summer of 2025, an online resource was introduced to all instructional staff and administrators to support the implementation of the Learning Model. Each indicator has resources to define key practices,

video examples of the strategies in action, links to research for further learning, and ready-to-use resources to incorporate the strategies with students.

Action 3.2. Align teacher performance evaluations with the Learning Model [Newly Added]

In SY 2024-25, FCPS updated teacher evaluation indicators to align with the Division's strategic priorities, including a focus on high-quality, inclusive instruction. Updated evaluation indicators are now explicitly aligned with the revised FCPS Learning Model, ensuring a cohesive and unified vision for effective teaching across the Division. By embedding expectations for inclusive practices directly into the evaluation system, FCPS aims to provide teachers with clear, actionable criteria for what constitutes high-quality, inclusive instruction in their daily practice and focus professional development and coaching efforts on the skills and knowledge necessary to meet these elevated expectations. The implementation of these revised indicators began in SY 2025-26.

Action 3.3. Embed Universal Design for Learning (*UDL) strategies within content area and programs' curriculum guides [Continuing]*

UDL focuses on designing instruction to provide multiple means of engagement, representation, action, and expression. As FCPS updates curriculum and instructional resources, UDL strategies are being intentionally and systematically integrated into these materials to move beyond mere add-ons or optional consideration to offering flexibility, diverse pathways for learning, and equitable access for all students. For example, at the elementary level, planning and pacing guides have been unified under a common template to improve consistency and ease of navigation across content areas while making UDL connections clear and consistent. These guides also embed Advanced Academic Program resources directly within the core curriculum, supporting full-time, part-time, and subject-specific identified students within inclusive classroom environments rather than through separate or parallel materials.

Action 3.4. Provide professional development to all instructional staff in UDL [Changes]

All schools were required to lead turnaround training in UDL strategies and inclusive practices in SY 2025-26. In addition, in the spring of 2026, a new UDL Microcredential is being launched for interested instructional staff. To earn the microcredential, educators must complete six learning modules with competency based tasks and submit reflections and evidence demonstrating their understanding of the content. The microcredential focuses on: understanding student strengths/needs and fostering belonging; defining accessibile goals and creating student-facing resources for progress monitoring; designing physical/sensory environments and using digital tools for accessibility; teaching skills for student agency such as goal-setting, reflection and learning choices; developing accessible assessments and providing feedback to guide next steps; and implementing full UDL lesson design and reflecting on academic growth.

Action 3.5. Provide professional development to support increased inclusion for students served in Enhanced Autism Classrooms [New]

In SY 2025-26, using guidance from external consultants, FCPS developed a plan of action to advance inclusion work for students with autism, focusing on increasing the number of students in Enhanced Autism Classrooms who meet the criteria for inclusion under the State Indicator 5a. Under this plan, the Division provides monthly training and consultation on evidence-based, effective strategies and High Leverage Practices (HLPs) to a small number of participating elementary schools. HLPs bridge the gap between skill

acquisition and functional use in general education settings by using positive interactions to increase motivation and reduce frustration, pre-teaching and previewing to reduce anxiety and enhance predictability before entering general education activities, moving instruction into naturally occurring routines and peer interactions to promote generalization, and reducing adult reliance to increase student self-management.

Strategy 4: Engage students, families, and community about increased inclusion

Action 4.1. Communicate a shared vision of inclusion to staff, students, families, and the community [New]

In 2025, FCPS created and launched multiple public resources to help communicate the "how" and "why" of inclusion, including a comprehensive public website that articulates the Division's overarching vision and commitment to inclusive education within FCPS and a video, developed in collaboration with nationally recognized inclusion consultants, that communicates the core principles of inclusion. The video is prominently featured on the website and is a mandatory component of staff training. FCPS also created an internal communication toolkit to help schools reinforce FCPS' commitment to ensuring all students have a quality education within the least restrictive environment. The toolkit provides a range of resources, including evidence-based research that support the academic, social, and emotional benefits of inclusive schooling for all students; talking points that help school staff explain to families the vision for inclusion, address common concerns, and highlight the benefits of inclusion; and talking points for teachers, administrators, and support personnel to foster a shared understanding of the Division's expectations for inclusive instruction and collaboration. FCPS also continues to host a free annual Special Education Family Conference to provide information to families and the community about inclusion and to empower families with actionable advocacy tools.

Action 4.2. Solicit input and provide updates to advocacy and advisory committees [Continuing]

FCPS utilizes a multi-tiered communication strategy to coordinate with its three primary special education advocacy and advisory bodies: SEPTA (Special Education PTA), ACSD (Advisory Committee for Students with Disabilities), and the 2e (Twice-Exceptional) committee. The Division provides standing reports during these meetings regarding the progress of its inclusion work, updates on the Special Education Enhancement Plan, and data on student outcomes. These committees also serve as vital, formalized mechanisms for a two-way dialogue. FCPS leadership actively utilizes these forums to routinely solicit substantive input and constructive feedback from parents, advocates, and community representatives.

Action 4.3. Provide resources to families of Students with Disabilities [Continuing]

FCPS has developed resources, webinars, and training sessions specifically tailored for families of Students with Disabilities. These resources focus on skill-building, legal rights, and navigating school systems and include workshops that guide parents through the special education and IEP process, including understanding parental rights, roles, and opportunity for input.

The Family Academy resources focus on the complex profiles of 2e learners who demonstrate high intellectual or creative potential while also having one or more disabilities. Resources include targeted webinars to help families understand the specific emotional challenges 2e students face, training sessions led by the FCPS AAP Twice Exceptional Specialist to explain the characteristics and needs of 2e learners, and the FCPS 2e Handbook, which provides frameworks for supporting both the gifts and the disabilities of these students.

Conclusion

Creating a school environment where students feel safe, supported, included, and empowered is core to FCPS' mission and deeply connected to the Division's ability to achieve its other strategic goals.

- A student's academic success (**Goal 3**) is rooted in their feelings of belonging and connectedness, as those who attend school regularly in an inclusive, positive environment consistently have higher, sustained levels of achievement. They are also more likely to persist through high school (not drop out) and graduate on time (**Goal 5**).
- Supporting students as they enter FCPS (**Goal 1**) means focusing on more than just scholastic achievement: it also means creating environments that honor students' identities and experiences and promote student wellbeing in an inclusive school climate and culture.
- Providing all students with the opportunity to access and excel in advanced core coursework (**Goal 4**) means ensuring that every student feels welcome, supported, and that they "belong" in that classroom.

The data presented in this report reflect a number of successes and areas for growth:

School Connectedness and Belonging: In SY 2024-25, most students report a sense of belonging and positive relationships with teachers and peers (FCPS Student Experience Survey). Despite generally strong relationships, many student groups and students in late elementary and middle school have lower rates of, for example, trust in teachers and feeling peers respect one another. FCPS is focused on strengthening students' social and emotional skills, encouraging positive interactions outside the classroom, and preventing and responding to incidents of bullying, harassment, and hate speech.

Regular School Attendance: In SY 2024-25, 11.9 percent of students missed ten percent or more of the school year (i.e., were chronically absent, with IPFIT adjustments), a 4 percentage point improvement from baseline and lower than the state average and other nearby divisions. However, students in kindergarten and later high school continue to have higher rates of chronic absenteeism than the Division average. FCPS is focused on supporting regular school attendance, addressing student barriers to attendance, and helping students catch up following frequent or extended absences.

Limited and Consistent Use of Suspension: In SY 2024-25, 1.75 percent of students received an out-of-school suspension and 2.84 percent received an in-school suspension. Overall rates have improved from the baseline. However, Multilingual learners, students who were Economically Disadvantaged, Students with Disabilities, and Black and Hispanic students were at least twice as likely as peers to receive an out-of-school suspension. FCPS is focused on establishing clear expectations around student behavior and use of consequences, monitoring and responding to inconsistent use of discipline, and minimizing risk of repeat and more serious discipline involvement.

Academic Inclusion: In SY 2024-25, 61.4 percent of Students with Disabilities in kindergarten through age 21 spent 80 percent or more of the school day in an inclusive setting (up 4 percentage points from SY 2022-23) and 28 percent of Students with Disabilities age 3-5 were served in an inclusive setting (up 9 percentage points from SY 2022-23). FCPS is focused on increasing access for Students with Disabilities in general education settings, strengthening IEP decision making to support inclusive placement, preparing every teacher to provide inclusive instruction, and engaging students, families, and community about increased inclusion.

Appendix A
DATA AND TARGETS FOR GOAL 2 METRICS

Metrics and Baseline Data for Goal 2 Measure A: Student academic inclusion and engagement

FCPS Performance on VDOE Indicator 5a Compared to State Targets (Students included in regular classroom 80 percent or more of the day)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	54.57%	48.61%	57.01%	58.95%	61.39%*	-
VDOE Target	71.6%	72.1%	72.6%	73.1%	73.6%	74.1%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

FCPS Performance on VDOE Indicator 5b Compared to State Targets (Students included in regular classroom less than 40 percent of the day)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	14.79%	22.05%	11.75%	12.07%	11.66%*	-
VDOE Target	≤ 8.40%	≤ 8.15%	≤ 7.90%	≤ 7.65%	≤ 7.40%	≤ 7.15%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

FCPS Performance on VDOE Indicator 5c Compared to State Targets (Students served in separate public or private school, residential, home-based, or hospital facility)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	3.20%	3.02%	2.94%	2.77%	2.70%*	-
VDOE Target	≤ 3.91%	≤ 3.81%	≤ 3.71%	≤ 3.61%	≤ 3.51%	≤ 3.41%
State Target Met	Target Met	Target Met	Target Met	Target met	Anticipate met	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

FCPS Performance on VDOE Indicator 6a Compared to State Targets (Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a regular early childhood program and receive the majority of special education and related services in the regular early childhood program)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	16.21%	16.79%	20.28%	24.10%	28.52%*	-
VDOE Target	24.65%	24.9%	25.15%	25.40%	25.65%	25.9%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate Met	-

Note: Data source is VDOE Special Education Performance Reports. *Internal FCPS calculation; data for SY 2024-25 has not been reported by VDOE at the time of report publication. Note that the estimate for SY 2024-25 is slightly higher than previously reported in FCPS' SY 2025-26 Goal 1 Report.

FCPS Performance on VDOE Indicator 6b Compared to State Targets (Percent of children with IEPs aged three through five who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	55.62%	57.54%	59.74%	57.63%	53.68%*	-
VDOE Target	≤ 38.85%	≤ 38.60%	≤ 38.35%	≤ 38.10%	≤ 37.85%	≤ 37.60%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

FCPS Performance on VDOE Indicator 6c Compared to State Targets (Percent of children with IEPs aged three through five who are enrolled in a preschool program receiving special education and related services in the home)

	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26
FCPS Percent	14.06%	12.04%	8.53%	7.02%	6.71%*	-
VDOE Target	≤ 6.27%	≤ 6.00%	≤ 5.75%	≤ 5.50%	≤ 5.25%	≤ 5.00%
State Target Met	Not Met	Not Met	Not Met	Not Met	Anticipate progress	-

Note: Data source is VDOE Special Education Performance Reports. *SY 2024-25 estimate is based on internal FCPS calculations, using the VDOE business rules. VDOE does not report disaggregation of Indicator Data.

Percent of Students in Grades 3-12 who Agreed with Statements about Engaging Instruction										
	All Students	**Econ Dis**	**ML 1-4**	**SWD**	**504**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
What my teachers have us do in class is very interesting	**64%**	68%	75%	65%	56%	69%	63%	68%	60%	59%
My classes make me really want to participate in what we are doing	**67%**	68%	72%	66%	59%	72%	66%	67%	64%	64%
My classes make me curious to learn other things	**71%**	72%	75%	69%	66%	75%	69%	72%	69%	70%
My teachers teach in ways that keep me engaged	**73%**	76%	81%	73%	64%	78%	73%	76%	70%	69%

Note: Data source is FCPS Student Experience Survey, 2025 Sample sizes (n) ranges from 83,779 to 84,548.

Metrics and Baseline Data for Goal 2 Measure B: Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)

Percent of Students in Grades 3-12 who Agreed With Statements About School Climate, SY 2024-25										
	All Students	**Econ Dis**	**ML 1-4**	**SWD**	**504**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
Sense of Belonging										
I feel I belong at my school.	**81%**	78%	79%	77%	76%	85%	77%	79%	81%	81%
I see myself as an important part of my school.	**68%**	68%	72%	67%	60%	72%	68%	67%	64%	66%
I feel like I am valued in my school's community.	**77%**	77%	78%	74%	70%	81%	75%	77%	75%	76%
Peer Relationships										
Students at my school really care about each other.	**65%**	64%	65%	64%	60%	71%	61%	64%	64%	65%
At my school, students get along with other students.	**72%**	69%	69%	67%	69%	79%	64%	69%	71%	72%
Students at my school treat each other with respect.	**65%**	64%	66%	63%	59%	73%	58%	64%	64%	64%
Students at my school are friendly and supportive of each other.	**71%**	69%	70%	68%	66%	78%	65%	69%	70%	70%
Students at my school know and understand each other.	**72%**	70%	72%	69%	67%	77%	67%	71%	71%	71%
Student-Teacher Relationships										
My teachers help me with problems, whether it's a problem at school or something else.	**82%**	82%	82%	82%	79%	85%	80%	81%	81%	82%
My teachers really want me to do well.	**94%**	93%	93%	92%	93%	94%	92%	93%	94%	94%
Teachers at this school care about me.	**88%**	86%	85%	87%	88%	90%	86%	86%	88%	89%
My teachers listen to what I have to say.	**86%**	85%	87%	84%	83%	89%	84%	86%	85%	85%
I trust my teachers.	**84%**	81%	84%	83%	83%	88%	79%	81%	84%	85%

Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 83,872 to 86,625.

Metrics and Baseline Data for Goal 2 Measure C: Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school

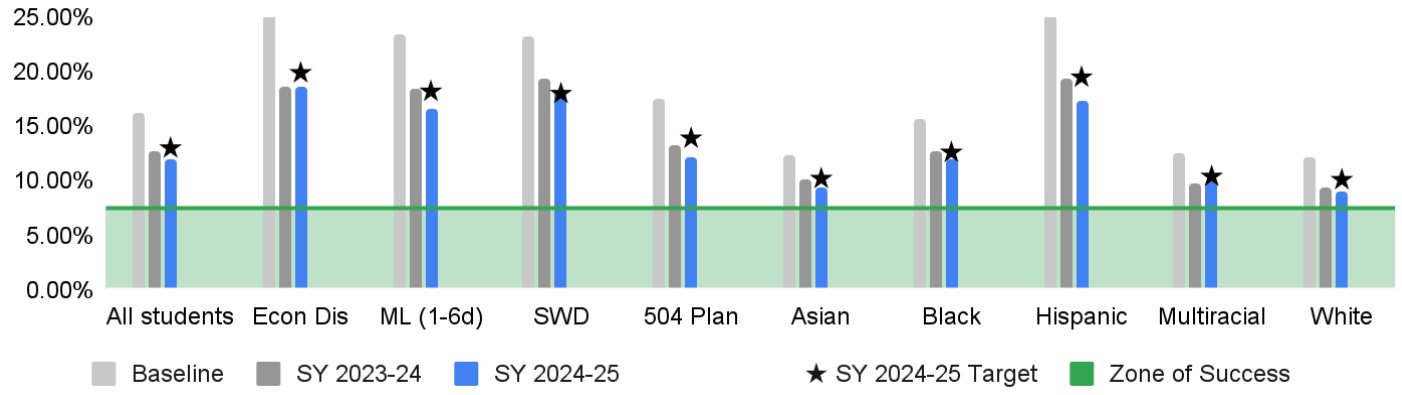
Percent of Students in Middle and High School Reporting Able to Get Help with Physical Health and Wellness Through School, SY 2024-25

	All	Econ Dis	ML 1-4	SWD	504	Asian	Black	Hispanic	Multiracial	White
Percent of students who agree they can get help with their physical health through their school when needed.	**77%**	80%	83%	77%	69%	80%	80%	79%	75%	75%
Percent of students who agree they can get help with their wellness through their school when needed.	**78%**	79%	82%	77%	73%	81%	78%	78%	76%	76%

Note: Data source is FCPS Student Experience Survey, 2025 Sample sizes (n) range from 40,645 to 40,804. Physical health includes sleeping well, eating well, and being physically active; wellness includes making healthy choices, managing stress, and related habits.

Metrics and Baseline Data for Goal 2 Measure D: Student attendance and absenteeism rates

Percent of Students who were Chronically Absent



	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**16.2%**	**25.9%**	**23.5%**	**23.2%**	**17.5%**	**12.3%**	**15.6%**	**25.3%**	**12.6%**	**12.1%**
Numerator	28,447	14,895	11,257	6,149	1,436	4,169	2,695	12,256	1,378	7,810
Denominator	175,692	57,525	47,984	26,531	8,187	33,960	17,246	48,500	10,976	64,327
SY 2023-24	**12.8%**	**18.6%**	**18.4%**	**19.3%**	**13.2%**	**10.2%**	**12.8%**	**19.4%**	**9.7%**	**9.4%**
Numerator	22,534	13,337	8,993	5,352	1,255	3,401	2,211	9,711	1,088	6,004
Denominator	176,300	71,532	48,825	27,698	9,522	33,427	17,220	50,088	11,242	63,591
SY 2024-25	**11.9%**	**18.7%**	**16.6%**	**18.2%**	**12.2%**	**9.3%**	**12.0%**	**17.4%**	**9.9%**	**9.1%**
Numerator	20,751	10,727	8,038	5,127	1,251	3,058	2,045	8,750	1,136	5,676
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503
Target	≤ 13.0%	≤ 19.9%	≤ 18.2%	≤ 18.0%	≤ 13.9%	≤ 10.2%	≤ 12.6%	≤ 19.5%	≤ 10.4%	≤ 10.1%
Performance	Target Met	Target Met	Target Met	Progress	Target Met	Target Met	Target Met	Target Met	Target Met	Target Met

Note: Data source is EOY Student Record Collection. Baseline includes 2021-22 and 2022-23. In SYs 2023-24 and 2024-25 flexible instruction time was applied to Chronic Absenteeism rates. VDOE chronic absenteeism calculations exclude students who are enrolled less than 50 percent of the school year and students who receive homebound at any point during the school year. The Multilingual learner group includes all ELP groups as reported by VDOE.

Growth Targets - Percent of Students who were Chronically Absent

Student Group	All students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**16.2%**	25.9%	23.5%	23.2%	17.5%	12.3%	15.6%	25.3%	12.6%	12.1%
SY 2023-24 Actual	**12.8%**	18.6%	18.4%	19.3%	13.2%	10.2%	12.8%	19.4%	9.7%	9.4%
SY 2024-25 Target	**13.0%**	19.9%	18.2%	18.0%	13.9%	10.2%	12.6%	19.5%	10.4%	10.1%
SY 2024-25 Actual	**11.9%**	18.7%	16.6%	18.2%	12.2%	9.3%	12.0%	17.4%	9.9%	9.1%
SY 2025-26 Target	**11.4%**	16.9%	15.6%	15.4%	12.1%	9.2%	11.1%	16.6%	9.3%	9.1%
Target Annual Progress (%pts)	**-1.60**	-2.99	-2.64	-2.60	-1.79	-1.04	-1.51	-2.90	-1.09	-1.01

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

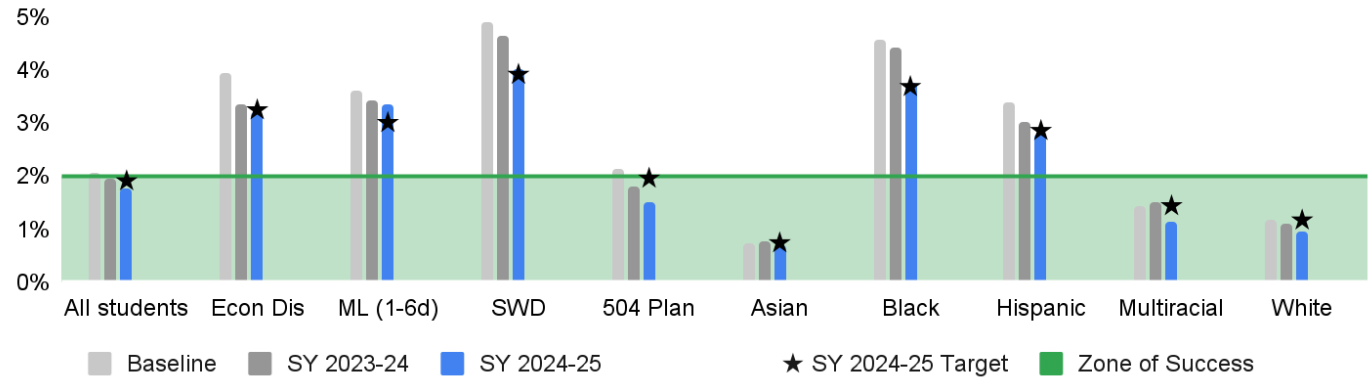
Metrics and Baseline Data for Goal 2 Measure E: Student participation in extracurricular, co-curricular, or leadership activities

Percent of Students in Grades 3-12 who Report Participing in Activities at Their School, SY 2024-25									
All Students	**Econ Dis**	**ML (1-4)**	**SWD**	**504 Plan**	**Asian**	**Black**	**Hispanic**	**Multiracial**	**White**
53%	44%	41%	47%	57%	56%	53%	44%	56%	56%

Note: Data source is Fairfax County 2025 Student Experience Survey, Grades 3-12, matched to SRC. Sample size (n) was 83,991.

Metrics and Baseline Data for Goal 2 Measure F: Disciplinary disproportionality

Percent of Students who Received One or More Out-of-School Suspensions



	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.08%**	**3.95%**	**3.62%**	**4.89%**	**2.15%**	**0.74%**	**4.57%**	**3.40%**	**1.44%**	**1.17%**
Numerator	3,916	2,468	1,420	1,511	180	267	855	1,819	165	795
Denominator	188,484	62,550	39,260	30,893	8,354	35,808	18,716	53,525	11,458	68,235
SY 2023-24	**1.96%**	**3.34%**	**3.42%**	**4.65%**	**1.79%**	**0.77%**	**4.42%**	**3.04%**	**1.51%**	**1.11%**
Numerator	3,731	2,635	1,426	1,516	174	272	827	1,698	177	748
Denominator	189,948	79,009	41,663	32,633	9,723	35,223	18,718	55,925	11,739	67,543
SY 2024-25	**1.75%**	**3.21%**	**3.34%**	**4.03%**	**1.50%**	**0.70%**	**3.76%**	**2.80%**	**1.13%**	**0.96%**
Numerator	3,290	2,050	1,365	1,333	158	244	696	1,557	135	641
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 1.91%	≤ 3.25%	≤ 3.01%	≤ 3.92%	≤ 1.96%	Maintain	≤ 3.69%	≤ 2.86%	Maintain	Maintain
Performance	Target Met	Target Met	Progress	Progress	Target Met	Target Met	Progress	Target Met	Target Met	Target Met

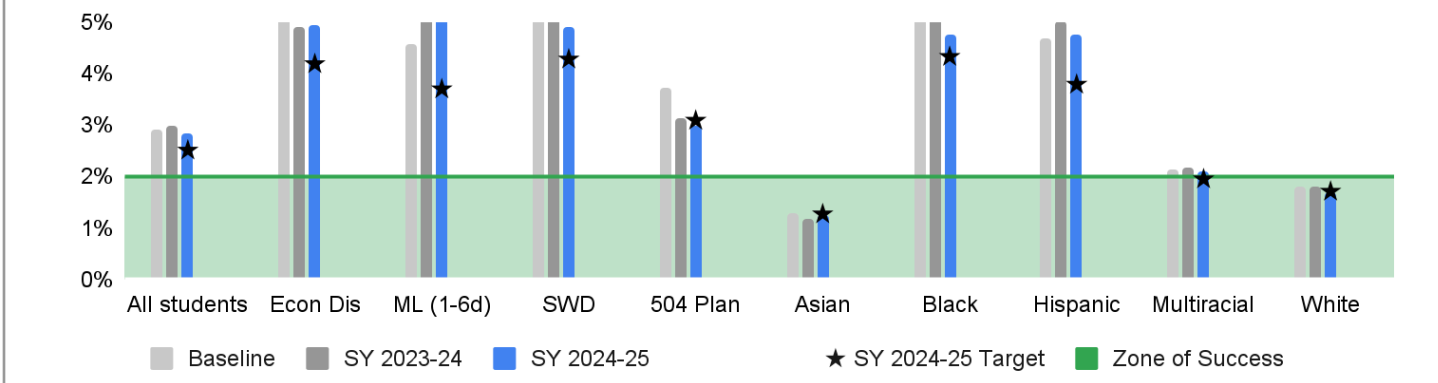
Note: Data source is Student Behavior Administrator Response (SBAR). Baseline includes SYs 2021-22 and 2022-23. For this metric, “approaching” is between 2.0%-1.51% and “Target met” is either meeting the annual target OR ≤1.5%.

Growth Targets - Percent of Students who Received One or More Out-of-School Suspensions

Student Group	All students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.08%**	3.95%	3.62%	4.89%	2.15%	0.74%	4.57%	3.40%	1.44%	1.17%
SY 2023-24 Actual	**1.96%**	3.34%	3.42%	4.65%	1.79%	0.77%	4.42%	3.04%	1.51%	1.11%
SY 2024-25 Target	**1.91%**	3.25%	3.01%	3.92%	1.96%	Maintain	3.69%	2.86%	Maintain	Maintain
SY 2024-25 Actual	**1.75%**	3.21%	3.34%	4.03%	1.50%	0.70%	3.76%	2.80%	1.13%	0.96%
SY 2025-26 Target	**1.83%**	2.90%	2.71%	3.44%	1.87%	Maintain	3.25%	2.59%	Maintain	Maintain
Target Annual Progress (%pts)	**-0.30**	-0.56	-0.52	-0.70	-0.31	-0.11	-0.65	-0.49	-0.21	-0.17

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Percent of Students who Received One or More In-School Suspensions



	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.91%**	**5.26%**	**4.58%**	**5.39%**	**3.72%**	**1.27%**	**5.46%**	**4.70%**	**2.13%**	**1.80%**
Numerator	5,483	3,290	1,799	1,666	311	455	1,021	2,515	244	1,229
Denominator	188,484	62,550	39,260	30,893	8,354	35,808	18,716	53,525	11,458	68,235
SY 2023-24	**3.00%**	**4.90%**	**5.21%**	**5.48%**	**3.15%**	**1.16%**	**5.25%**	**5.03%**	**2.18%**	**1.80%**
Numerator	5,697	3,875	2,171	1,789	306	407	982	2,811	256	1,218
Denominator	189,948	79,009	41,663	32,633	9,723	35,223	18,718	55,925	11,739	67,543
SY 2024-25	**2.84%**	**4.93%**	**5.26%**	**4.92%**	**3.00%**	**1.26%**	**4.76%**	**4.75%**	**2.09%**	**1.68%**
Numerator	5,344	3,149	2,150	1,626	316	437	882	2,638	249	1,120
Denominator	188,186	63,933	40,893	33,073	10,535	34,816	18,532	55,535	11,916	66,630
Target	≤ 2.51%	≤ 4.19%	≤ 3.70%	≤ 4.28%	≤ 3.09%	Maintain	≤ 4.33%	≤ 3.79%	≤ 1.95%	≤ 1.71%
Performance	Progress	Progress	Baseline	Progress	Target Met	Target Met	Progress	Baseline	Progress	Target Met

Note: Data source is Student Behavior Administrator Response (SBAR). Baseline includes SYs 2021-22 and 2022-23. For this metric, "approaching" is between 2.0%-1.51% and "Target met" is either meeting the annual target OR ≤1.5%.

Growth Targets - Percent of Students who Received One or More In-School Suspensions

Student Group	All students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**2.91%**	5.26%	4.58%	5.39%	3.72%	1.27%	5.46%	4.70%	2.13%	1.80%
SY 2023-24 Actual	**3.00%**	4.90%	5.21%	5.48%	3.15%	1.16%	5.25%	5.03%	2.18%	1.80%
SY 2024-25 Target	**2.51%**	4.19%	3.70%	4.28%	3.09%	Maintain	4.33%	3.79%	1.95%	1.71%
SY 2024-25 Actual	**2.84%**	4.93%	5.26%	4.92%	3.00%	1.26%	4.76%	4.75%	2.09%	1.68%
SY 2025-26 Target	**2.31%**	3.65%	3.26%	3.72%	2.77%	Maintain	3.76%	3.33%	1.86%	1.67%
Target Annual Progress (%pts)	**-0.42**	-0.75	-0.65	-0.77	-0.53	-0.18	-0.78	-0.67	-0.30	-0.26

Note: Targets were set assuming the Division needs to make linear progress from baseline toward its SY 2029-30 goals and provide a growth line for FCPS to follow over the duration of the Strategic Plan. Falling below the growth line in any year means that FCPS will need to make larger gains in subsequent years to meet 2030 goals, while exceeding the growth line means less growth will be needed in subsequent years and/or the goals may be met before 2030.

Appendix B
ADDITIONAL GOAL 2 DATA

Figure 35: *Percent of Students in Grades 3-12 who Agreed With Statements about School Climate, SY 2024-25, by Grade*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Sense of Belonging										
I feel I belong at my school.	81%	80%	79%	81%	80%	79%	83%	83%	83%	83%
I see myself as an important part of my school.	75%	68%	64%	64%	64%	66%	69%	71%	70%	71%
I feel like I am valued in my school's community.	81%	76%	73%	75%	75%	75%	79%	79%	80%	80%
Peer Relationships										
Students at my school really care about each other.	72%	69%	63%	66%	58%	59%	64%	68%	68%	69%
At my school, students get along with other students.	69%	66%	62%	71%	68%	71%	78%	81%	83%	84%
Students at my school treat each other with respect.	69%	63%	57%	62%	58%	59%	69%	73%	76%	78%
Students at my school are friendly and supportive of each other.	73%	70%	64%	67%	64%	67%	76%	79%	81%	82%
Students at my school know and understand each other.	74%	70%	67%	72%	69%	69%	74%	76%	77%	78%
Student-Teacher Relationships										
My teachers help me with problems, whether it's a problem at school or something else.	84%	84%	83%	82%	78%	77%	81%	82%	85%	86%
My teachers really want me to do well.	95%	96%	96%	95%	92%	90%	92%	91%	92%	93%
Teachers at this school care about me.	91%	90%	89%	88%	85%	83%	87%	88%	89%	91%
My teachers listen to what I have to say.	88%	88%	87%	84%	81%	80%	86%	87%	89%	90%
I trust my teachers.	92%	90%	86%	82%	76%	75%	81%	83%	86%	89%

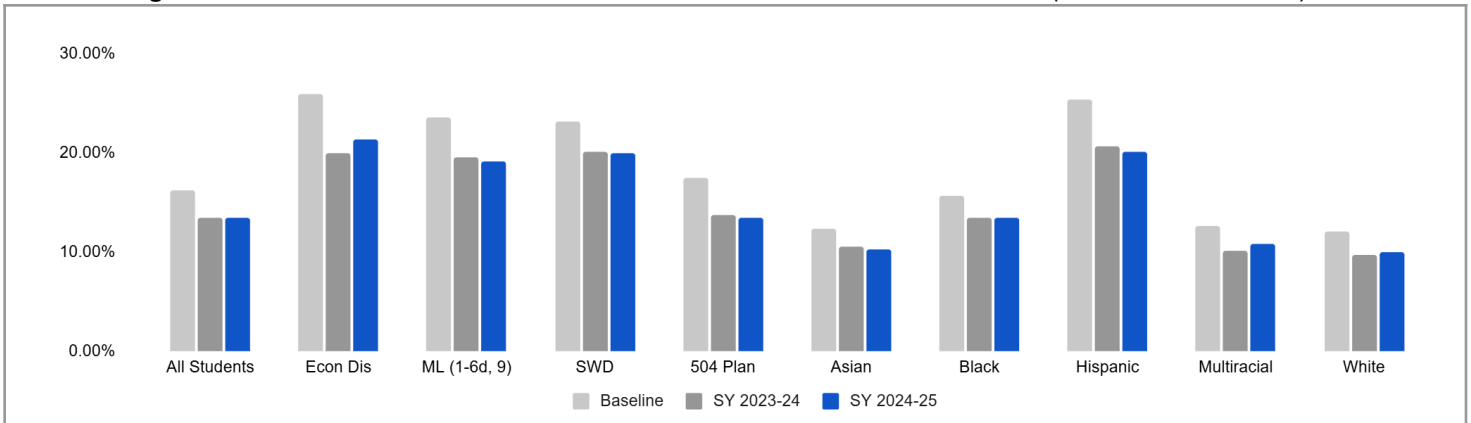
Note: Data source is FCPS Student Experience Survey, 2025. Sample sizes (n) range from 83,872 to 86,625.

Figure 36: *Percent of Students who Were Chronically Absent with and Without IPFIT*

	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2024-25 with IPFIT	**11.9%**	**18.7%**	**16.6%**	**18.2%**	**12.2%**	**9.3%**	**12.0%**	**17.4%**	**9.9%**	**9.1%**
Numerator	20,751	10,727	8,038	5,127	1,251	3,058	2,045	8,750	1,136	5,676
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503
SY 2024-25 without IPFIT	**13.4%**	**21.4%**	**19.1%**	**19.9%**	**13.4%**	**10.3%**	**13.5%**	**20.1%**	**10.8%**	**10.0%**
Numerator	23,411	12,249	9,243	5,607	1,380	3,392	2,295	10,141	1,238	6,242
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503

Note: Data source is EOY Student Record Collection.

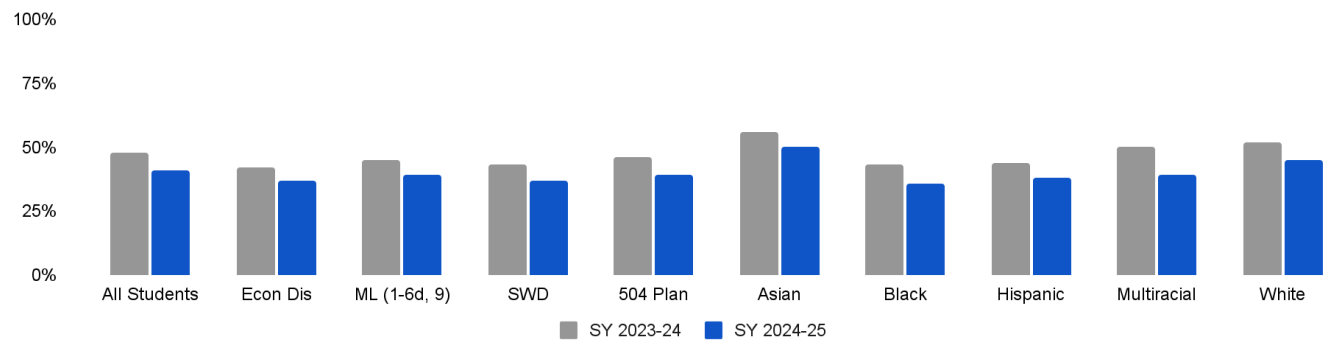
***Figure 37**: Percent of Students Absent 10 Percent or More of the School Year (Without IPFIT Hours)*



	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**16.2%**	**25.9%**	**23.5%**	**23.2%**	**17.5%**	**12.3%**	**15.6%**	**25.3%**	**12.6%**	**12.1%**
Numerator	28,447	14,895	11,257	6,149	1,436	4,169	2,695	12,256	1,378	7,810
Denominator	175,692	57,525	47,984	26,531	8,187	33,960	17,246	48,500	10,976	64,327
SY 2023-24	**13.4%**	**19.9%**	**19.6%**	**20.1%**	**13.7%**	**10.6%**	**13.4%**	**20.7%**	**10.1%**	**9.7%**
Numerator	23,648	14,215	9,574	5,564	1,302	3,531	2,314	10,344	1,133	6,196
Denominator	176,300	71,532	48,825	27,698	9,522	33,427	17,220	50,088	11,242	63,591
SY 2024-25	**13.4%**	**21.4%**	**19.1%**	**19.9%**	**13.4%**	**10.3%**	**13.5%**	**20.1%**	**10.8%**	**10.0%**
Numerator	23,411	12,249	9,243	5,607	1,380	3,392	2,295	10,141	1,238	6,242
Denominator	174,777	57,228	48,351	28,193	10,265	32,823	16,998	50,333	11,420	62,503

Note: Data source is EOY Student Record Collection.

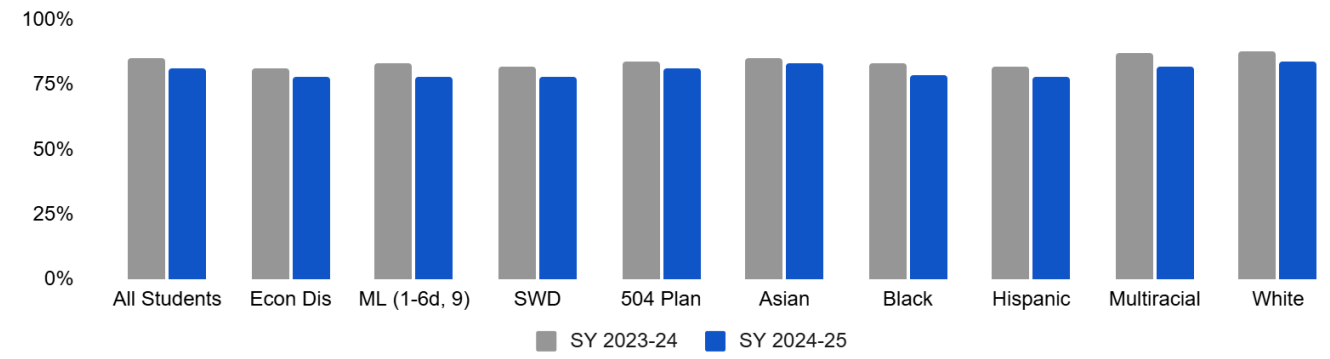
***Figure 38**: Of the Students who Were Chronically Absent the Prior Year, the Percent of Students who are no Longer Chronically Absent the Subsequent School Year*



	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24	**48%**	**42%**	**45%**	**43%**	**46%**	**56%**	**43%**	**44%**	**50%**	**52%**
Numerator	11,047	5,099	4,322	2,215	490	1,909	868	4,380	557	3,291
Denominator	22,916	12,150	9,552	5,203	1,056	3,384	2,041	9,998	1,111	6,274
SY 2024-25	**41%**	**37%**	**39%**	**37%**	**39%**	**50%**	**36%**	**38%**	**39%**	**45%**
Numerator	7,198	4,096	2,956	1,606	333	1,248	585	2,984	328	2,005
Denominator	17,468	10,963	7,527	4,394	851	2,492	1,636	7,946	837	4,470

Note: Data source is EOY Student Record Collection.

***Figure 39:** Of the Students who Were absent 6-9 Percent from School the Prior Year, the Percent of Students who are not Chronically Absent the Subsequent School Year*



	All Students	Econ Dis	ML (1-6d, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
SY 2023-24	**85%**	**81%**	**83%**	**82%**	**84%**	**85%**	**83%**	**82%**	**87%**	**88%**
Numerator	27,115	8,997	7,752	4,316	1,242	4,306	1,996	8,398	1,745	10,546
Denominator	31,780	11,154	9,392	5,244	1,487	5,071	2,410	10,200	2,001	11,956
SY 2024-25	**81%**	**78%**	**78%**	**78%**	**81%**	**83%**	**79%**	**78%**	**82%**	**84%**
Numerator	23,174	9,930	6,886	3,830	1,272	3,760	1,685	7,603	1,437	8,609
Denominator	28,581	12,806	8,837	4,940	1,576	4,557	2,139	9,722	1,750	10,307

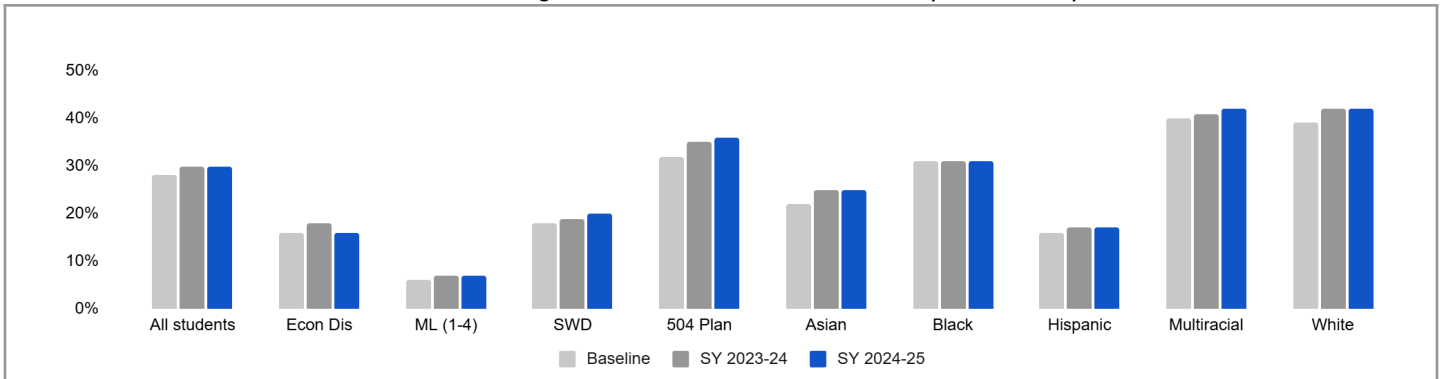
Note: Data source is EOY Student Record Collection.

Figure 40: *Middle School Afterschool Program Participation*

	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Students with any MSASP Participation										
SY 2022-23	**75%**	**70%**	**63%**	**68%**	**79%**	**79%**	**79%**	**69%**	**76%**	**77%**
Numerator	22,578	7,307	6,336	3,075	1,335	4,602	2,470	5,888	1,376	8,144
Denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24	**78%**	**74%**	**66%**	**70%**	**85%**	**81%**	**80%**	**72%**	**81%**	**79%**
Numerator	23,791	9,518	7,711	3,265	1,486	4,686	2,578	6,390	1,563	8,466
Denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
SY 2024-25	**80%**	**75%**	**71%**	**74%**	**83%**	**82%**	**82%**	**77%**	**85%**	**82%**
Numerator	23,878	7,640	4,302	3,373	1,598	4,544	2,536	6,680	1,586	8,435
Denominator	29,696	10,204	6,084	4,580	1,934	5,567	3,087	8,693	1,872	10,343
Students with 15 or more days of MSASP Participation										
SY 2022-23	**27%**	**22%**	**18%**	**22%**	**32%**	**33%**	**32%**	**20%**	**27%**	**27%**
Numerator	8,004	2,254	1,778	994	532	1,910	997	1,731	481	2,856
Denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24	**30%**	**24%**	**18%**	**25%**	**34%**	**37%**	**35%**	**21%**	**35%**	**31%**
Numerator	9,149	3,145	2,062	1,176	595	2,136	1,119	1,848	664	3,338
Denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
SY 2024-25	**33%**	**26%**	**20%**	**27%**	**37%**	**39%**	**39%**	**25%**	**40%**	**33%**
Numerator	9,781	2,605	1,219	1,228	717	2,189	1,200	2,149	742	3,456
Denominator	29,696	10,204	6,084	4,580	1,934	5,567	3,087	8,693	1,872	10,343
Students with 30 or more days of MSASP Participation										
SY 2022-23	**12%**	**10%**	**7%**	**10%**	**15%**	**16%**	**16%**	**8%**	**13%**	**12%**
Numerator	3,725	1,021	738	460	245	955	505	711	228	1,310
Denominator	29,954	10,386	10,002	4,510	1,680	5,829	3,126	8,521	1,813	10,534
SY 2023-24	**14%**	**11%**	**8%**	**12%**	**17%**	**20%**	**17%**	**9%**	**16%**	**14%**
Numerator	4,436	1,483	913	569	295	1,172	556	822	304	1,556
Denominator	30,647	12,919	11,700	4,659	1,758	5,750	3,223	8,849	1,921	10,765
SY 2024-25	**15%**	**11%**	**8%**	**12%**	**18%**	**20%**	**18%**	**10%**	**18%**	**16%**
Numerator	4,580	1,130	486	571	355	1,135	571	896	340	1,618
Denominator	29,696	10,204	6,084	4,580	1,934	5,567	3,087	8,693	1,872	10,343

Note: Data source is MSAS administrative data

***Table 41**: Percent of High School Students With VHSL Sports Participation*



	All students	Econ Dis	ML (1-4)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**28%**	**16%**	**6%**	**18%**	**32%**	**22%**	**31%**	**16%**	**40%**	**39%**
Numerator	17,441	3,197	596	1,507	1,291	2,763	1,965	2,829	1,357	8,459
Denominator	61,419	19,982	9,232	8,312	4,059	12,424	6,285	17,556	3,392	21,534
SY 2023-24	**30%**	**18%**	**7%**	**19%**	**35%**	**25%**	**31%**	**17%**	**41%**	**42%**
Numerator	18,341	4,173	730	1,584	1,551	3,067	1,956	3,065	1,430	8,738
Denominator	61,943	23,706	10,489	8,438	4,495	12,410	6,350	18,405	3,477	21,032
SY 2024-25	**30%**	**16%**	**7%**	**20%**	**36%**	**25%**	**31%**	**17%**	**42%**	**42%**
Numerator	18,473	3,244	782	1,717	1,718	3,086	2,004	3,120	1,513	8,675
Denominator	61,200	20,147	10,652	8,457	4,807	12,406	6,377	17,990	3,565	20,612

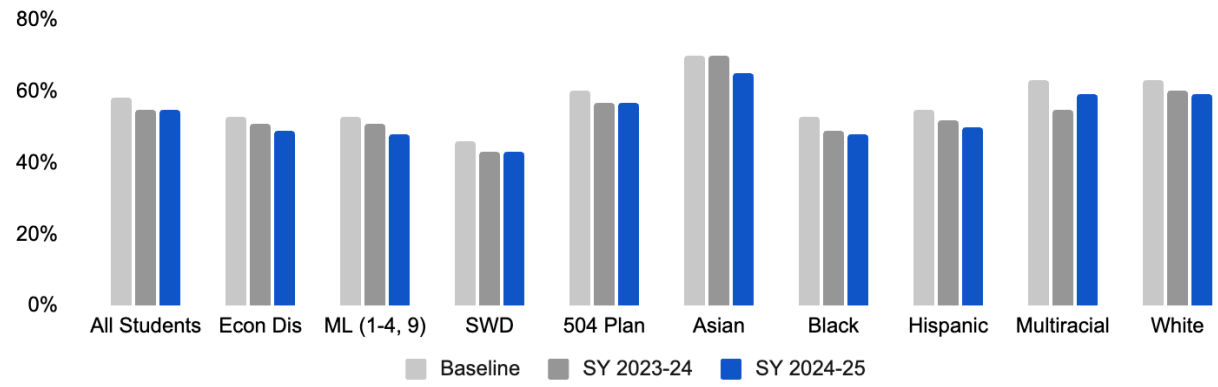
Note: Data source is VHSL unique student file and SIS enrollment. Baseline includes SYs 2021-22 and 2022-23. Includes Baseball (JV), Baseball (Var), Basketball(9th)Boys, Basketball(9th)Girls, Basketball(JV)Boys, Basketball(JV)Girls, Basketball(Var)Boys, Basketball(Var)Girls, Cheerleaders (9th), Cheerleaders (JV), Cheerleaders (Middle), Cheerleaders (Var), Cross Country Boys, Cross Country Girls, E-Sports (VHSL), Field Hockey (9th), Field Hockey (JV), Field Hockey (Var), Football (9th), Football (JV), Football (Var), Golf Coed, Golf Girls, Gymnastics Girls, Lacrosse Boys (JV), Lacrosse Boys (Var), Lacrosse Girls (JV), Lacrosse Girls (Var), Sideline Winter Cheerleading (Varsity), Soccer (JV) Boys, Soccer (JV) Girls, Soccer (Var) Boys, Soccer (Var) Girls, Softball (JV) Girls, Softball (Var) Girls, Swimming Boys, Swimming Girls, Tennis Boys, Tennis Girls, Track and Field Boys, Track and Field Girls, Volleyball Girls (9th), Volleyball Girls (JV), Volleyball Girls (Var), Winter Track Boys, Winter Track Girls, Wrestling (JV), Wrestling (Var)

***Figure 42**: FCPS Coordinated Early Intervening Services (CEIS) Discipline Data*

	SY	Asian	Black	Hispanic	White	Multiracial
Under 11 Out-of-School Suspensions	**2024-2025**	0.6	0.02	1.55	0.43	0.9
	2023-2024	0.52	0.03	1.31	0.48	1.07
	2022-2023	0.53	0.03	1.5	0.46	0.87
Over 10 Out-of-School Suspensions	**2024-2025**	TS	3.96	1.59	0.27	TS
	2023-2024	TS	2.89	2.16	0.23	TS
	2022-2023	1.08	1.76	2	0.23	1.76
Under 11 In-School Suspensions	**2024-2025**	0.39	1.86	1.9	0.47	0.78
	2023-2024	0.35	1.93	1.85	0.47	0.89
	2022-2023	0.49	1.96	1.75	0.47	0.86
Over 11 In-School-Suspensions	**2024-2025**	TS	TS	4.24	TS	TS
	2023-2024	TS	4.46	1.45	TS	TS
	2022-2023	TS	4.19	1.36	TS	TS
More than one Out-of-School and In-School-Suspensions	**2024-2025**	0.52	2.02	1.66	0.47	0.9
	2023-2024	0.47	2.24	1.57	0.47	0.97
	2022-2023	0.55	2.1	1.62	0.48	0.84

Note: Each year, the state calculates risk ratios for Students with Disabilities by race/ ethnicity compared to Students with Disabilities of all other races. Numerators can be very small when examining suspensions among student subgroups by race and SWD status and caution should be used when interpreting these data.The VDOE reports too small “TS” when numerators or denominators are less than ten. Data source is VDOE calculated risk ratios for students with disabilities by ethnicity.

***Figure 43:** Of the Students with a Discipline Referral, Percent with Only One Incident Within the School Year*



	All Students	Econ Dis	ML (1-4, 9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	**58%**	**53%**	**53%**	**46%**	**60%**	**70%**	**53%**	**55%**	**63%**	**63%**
Numerator	8,727	4,352	2,480	1,923	500	984	1,389	3,471	448	2,400
Denominator	14,934	8,147	4,645	4,138	838	1,413	2,630	6,321	705	3,805
SY 2023-24	**55%**	**51%**	**51%**	**43%**	**57%**	**70%**	**49%**	**52%**	**55%**	**60%**
Numerator	9,900	5,705	3,048	2,117	589	1,293	1,513	4,010	490	2,562
Denominator	17,859	11,098	5,957	4,879	1,032	1,836	3,076	7,701	888	4,304
SY 2024-25	**55%**	**49%**	**48%**	**43%**	**57%**	**65%**	**48%**	**50%**	**59%**	**59%**
Numerator	13,175	5,706	3,476	2,455	949	1,948	1,746	4,878	692	3,855
Denominator	24,139	11,646	7,304	5,670	1,674	2,985	3,611	9,754	1,175	6,514

Note: Data source is Student Behavior Administrator Response (SBAR). Baseline includes 2021-22 and 2022-23.

Appendix C
LEGISLATIVE STRATEGIES

State and Federal Advocacy

The 2026 Fairfax County School Board (FCSB) State and Federal Legislative Program outlines the Board's stance on significant state and federal matters. With regard to Goal 2 of the Strategic Plan, the FCSB Legislative Program has several positions focused on this Goal.

Specifically, the Legislative Program supports:

School Connectedness and Belonging

- Comprehensive and flexible after-school programs and other preventive interventions addressing expanded learning opportunities and academic success, positive peer and adult relationships, adolescent substance abuse, behavioral issues, and gang participation. [A1]
- Availability of and coordination between local, state, federal, and non-profit resources focusing on after-school programs, summertime programs, and initiatives with a proven record of effectiveness that enhance academic, social, physical, and emotional development, address opportunity gaps, and address gang violence prevention. [A2]
- The development of state-wide standards and enforcement protocols to prevent racism, discrimination, bullying, and all forms of violence during interscholastic activities. [W1]
- Significantly increased state resources for school programs and staffing - including psychologists, nurses, school counselors, social workers, and community-based initiatives - to address students' growing mental and physical health needs and to keep pace with evolving accountability requirements. This support helps schools address issues like childhood obesity, sleep, menstrual product availability, student mental health, safety, suicide prevention, and other public health crises. [Y1]
- Maintaining locally based authority and flexibility to determine the school health, mental health, and counseling models that most appropriately meet a division's needs via local policies and staffing, including preservation of the role that local health departments play in the provision of school health services. Should the General Assembly choose to mandate health-related programs or staffing, adequate and appropriate state resources must be allocated before local school divisions would be required to implement changes. [Y2]
- Increased state reimbursement for both the school lunch and school breakfast programs, including state revenues to facilitate expansion of universal free meals availability, the availability of high quality and nutritious food options, as well as to address 2026 FCSB State and Federal Legislative Program | Approved 12/04/2025 21 ongoing funding challenges for food and nutrition programs. [Y4]
- Additional funding, associated supports, and coordinated strategies to meet the growing need for substance use disorder services that target specific high-risk age groups, particularly regarding fentanyl, other opioids, and vaping. Evidence-based approaches to prevention and substance misuse treatment are necessary to address these public health crises. [Y5]

Regular School Attendance

- Attendance and truancy laws and policies that are clear; that emphasize encouraging attendance through engagement, prevention, and early intervention; and that provide appropriate timelines for addressing attendance issues. [B1]
- Adjustments to attendance and truancy regulations for students exceeding compulsory attendance age who choose to attend and continue their education so that neither the student choosing to continue their education nor the school division providing the opportunity are penalized. [B2]

- Changes in attendance reporting to allow for additional measures of attendance based on student engagement and not solely based on a student's physical presence, to include participation in virtual and remote learning activities. [B3]

Consistent, Limited Use of Suspension

- Policies that provide students and employees with an equitable, safe, and supportive school and workplace environment. [L1]
- Policies that protect students and employees, on the basis of age, race, color, sex, sexual orientation, gender identity, religion, national origin, marital status, or disability, from discrimination under any educational program, activity, or employment. [L2]
- Maintaining the current statutory authority of local school boards to adopt regulations permitting them to choose among alternative discipline procedures specified in the Code of Virginia for handling cases of suspension, expulsion, and exclusion. [X1]
- Regulations and procedures that enable prompt, understandable, consistent, and fair disciplinary action for all students. [X2]
- Continued local school board authority and discretion for offering alternative education programs to students, including those who have been suspended, expelled, excluded, or otherwise disciplined; as well as increased availability of state funding resources for local school boards to implement alternatives to suspension and/or expulsion, such as restorative justice initiatives. [X3]
- Limiting the required reporting of school-based student offenses to law enforcement only to cases where the offense would be a felony, or, in the case of instances of assault or assault and battery without bodily injury, reporting such cases to the police at the discretion of the principal. [X4]
- The provision of and funding for a safe and secure learning environment for its students and personnel, which includes securing physical facilities, addressing student mental health and wellness, as well as educating students regarding the safe use of the internet and other instructional technologies. [Z1]
- Dedicated and ongoing state funding for local school boards to use in proactively ensuring safe, secure, and respectful school environments, including advanced tools and technologies that help detect and reduce weapons in schools. [Z4]
- Authority for local school boards to apply timely and fair discipline to all students, regardless of disability status, where the violation is not determined by the student's IEP team to be a manifestation of their disability. [S7]

Academic Inclusion of Students with Disabilities

- Special education programs that help every child learn to his or her potential, which necessarily includes additional and mandatory federal and state funding to help local school divisions deliver those services. Such funding should remain aligned with increasing needs to support students with disabilities and keep pace with evolving accountability requirements. [S1]
- Leaving the ultimate determination of the provision of appropriate services for each student covered under IDEA to that particular student's IEP team, subject to due process protections. [S5]
- Initiatives to address chronic shortages of qualified special education teachers. [S8]

During the 2025 General Assembly session, several bills were considered related to Goal 2. Of note were the following bills and budget amendments that passed, as shown in Figure 44.

Figure 44: *Passed Bills and Budget Amendments Related to Goal 2 in 2025 Virginia General Assembly Session*

HB 2601 (Glass) Public schools; record of student attendance.	Requires a teacher in every public school in the Commonwealth to keep an accurate daily record of attendance of all children, both (i) at the beginning of the school day and (ii) if applicable, for each class period. Current law requires such a daily record of attendance but is silent on records of attendance for each class period.
HB 1961 (Rasoul)/ SB 738 (Pekarsky) Public elementary and secondary schools; student discipline; student cell phone possession and use policies; development and implementation.	Directs each school board to develop and each public elementary and secondary school to implement age-appropriate and developmentally appropriate policies relating to the possession and use of cell phones by students on school property during regular school hours.
SB 908 (Stanley) Public schools; student discipline and codes of conduct; prevention of and response to cyberbullying; policies and procedures required.	Requires the Board of Education to include in its guidelines and model policies for codes of student conduct developed pursuant to applicable law standards for school board policies on cyberbullying, defined as bullying that occurs through the use of technology, including through cell phones and other electronic devices and technology capable of accessing the Internet.
SB 1293 (Stanley) School board employees; health care professionals; professional development and continuing education; optional programs; children with autism spectrum disorder.	Directs the Board of Education to provide guidance on and each school board to provide each year an optional program of high-quality professional development for instructional personnel and school board employees whose duties include regular contact with students on communicating with and supporting students with autism spectrum disorder.
HB 1805 (Cohen) Public institutions of higher education; policies; individuals with disabilities; postsecondary transition planning and services; documentation or evidence; report.	Requires any individualized education program (IEP) meeting for any student with a disability held for the purpose of postsecondary transition planning and consideration of postsecondary transition services to include, consistent with the guidance developed by the Department of Education pursuant to applicable law, consideration and documentation of any information relating to such student's postsecondary transition planning and service needs that may be necessary or relevant to coordinating and facilitating the successful and efficient transition of such student from secondary school to an institution of higher education.
HB 1892 (Seibold) Children with disabilities; annual individualized education program planning process; dual enrollment courses; certain parental notice required; model notice.	Requires, during the annual individualized education program (IEP) planning process prior to any year in which a child with a disability who is enrolled at a public high school is entering the eleventh grade or twelfth grade, the IEP team to provide to the parent of such student written notice of the student's rights and obligations relating to dual enrollment courses, consistent with a model notice developed and made available by the Board of Education.
HB 2219 (Tran)/ SB 1034 (Pekarsky) Students who need or use augmentative and alternative communication; documentation of needs on individualized education program; staff training.	Requires each school division to document on the individualized education program of a student with a disability who needs or uses augmentative and alternative communication (AAC) such student's AAC and communication access and support needs prior to the provision of instruction or support to such student, including any extended school year period.
HB 2278 (Price) School boards or division superintendents; review accessibility challenges in the local school division; report.	Requires each school board or division superintendent, in consultation with such other stakeholders as it deems appropriate, to review the extent to which (i) public elementary and secondary school buildings and grounds in the local school division present physical accessibility challenges and barriers for individuals with disabilities, including challenges and barriers that may prevent such individuals from fully participating in school activities.

Appendix D
GOAL 2 METRICS CHANGES FROM THE 2024-25 REPORT

	Metrics
Measure A	Internal calculations for VDOE 6a were updated from what was reported in Goal 1 (28.04% to 28.52%) to align with state reporting submission. A new metric, *Percent of Students in Grades 3-12 who Agreed with Statements About Engaging Instruction,* has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data is available. Targets have not been set on this data.
Measure B	A new metric, *Percent of Students in Grades 3-12 who Agreed with Statements About School Climate,* has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data is available. Targets have not been set on this data.
Measure C	A new metric, *Percent of Students in Middle and High School Reporting Able to Get Help with Physical Health and Wellness Through School,* has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data is available. Targets have not been set on this data.
Measure D	Chronic Absenteeism targets have been updated to reflect 2030 targets that get within 5 percentage points of all students meeting this metric.
Measure E	A new metric, *Percent of Students in Grades 3-12 who Report Participing in Activities at Their School*, has been added. This metric reflects student responses to the Student Experience Survey, which was given for the first time in SY 2024-25. Therefore no baseline or previous year data is available. Targets have not been set on this data.
Measure F	A new metric, *Percent of Students who Received One or More In-School Suspensions,* has replaced the *Percent of Students With one or More Discipline Referrals.*

Appendix E
FOCUS OF SY 2025-26 GOAL REPORTS

Goal	Goal Report Area(s) of Focus
Goal #1: Strong Start: Pre-K-12	● School Readiness ● Multilingual Learner Progress
Goal #2: Safe, Supported, Included and Empowered	● School Climate & Discipline ● Student Engagement & Inclusion
Goal #3: Academic Growth and Excellence	● Excellence in Language Arts ● Excellence in Mathematics
Goal #4: Equitable Access and Opportunity	● Postsecondary Momentum
Goal #5: Leading for Tomorrow's Innovation	● Graduation Success

Appendix F
STRATEGIC PLAN EQUITY COMMITMENTS

Goal	Equity Commitment
Goal #1: Strong Start: Pre-K-12	We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.
Goal #2: Safe, Supported, Included and Empowered	We will amplify student voices to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.
Goal #3: Academic Growth and Excellence	We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.
Goal #4: Equitable Access and Opportunity	We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and needs.
Goal #5: Leading for Tomorrow's Innovation	We will center student voice data and use evidence to ensure each student is ready to make informed decisions, prepared for a wide range of postsecondary options, and can successfully navigate their future path.