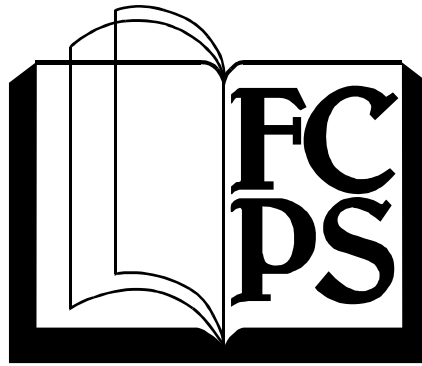




Introduction Section

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July 1, 2001

In a changing world, the mission of FCPS remains the same: educating students. This budget sets the stage for world-class learning, while recognizing the importance of cost effective schools. The challenge before us is to optimize the use of our resources and to bring services to the classroom. Based on community feedback through the Superintendent's Parent Advisory Council and other community organizations, I am confident that we have crafted a budget that will enable us to meet this challenge.

Each year we are faced with the challenge of balancing our budget using the dollars provided primarily by state and local governments. This year, less than anticipated revenues, coupled with unprecedented student enrollment, have meant that difficult cuts needed to be made from our original, needs-based proposal, in order to balance the budget.

Hiring and retaining the very best teachers and other essential employees in an economy experiencing virtually no unemployment, hinges on offering a competitive compensation and benefit plan. In the FY 2002 budget, employees will receive a 3 percent cost-of-living adjustment, and step increases for eligible staff members. In addition, the teachers' scale has been modified to enhance the entry-level pay for new teachers and increase the maximum pay on the teacher scale. These adjustments will provide an average 7 percent increase for teachers, which is money well spent in the classroom, where it benefits our children. Next year, 92 percent of all positions will be located in our schools.

In FY 2002, we expect to welcome 4,050 new students, equivalent to enough fresh minds to fill eight elementary schools. Our cost per pupil compared to surrounding school divisions demonstrates our efficiency, yet the cost just to maintain the present academic programs for these new students, represents a \$43.1 million challenge to our schools. In order to keep up with this student influx in light of stagnant revenue growth, it was necessary to adjust teacher-staffing formulas for elementary, middle, and special education by 0.5 student.

World-class learning for every student is our goal. The recently established clusters are bringing leadership closer to the schools and refocusing each department's role as a service provider to our schools. In addition, programs adopted in recent years must be continued. Academic improvement is being recorded throughout our schools, as a result of programs such as Project Excel, Success by Eight, and others.

At the center of all of these initiatives is the client: our students and families. Together our schools and community have carefully crafted this budget to be responsive to our clients, and the vision of the School Board. Working together, we will meet the challenges that are before us.

Sincerely,

A handwritten signature in cursive script that reads "Daniel A. Domenech".

Daniel A. Domenech
Superintendent of Schools



Fairfax County Public Schools Administration

Daniel A. Domenech
Superintendent

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Deputy Superintendent

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*Chief Financial Officer, Department
of Financial Services*

Dean Tistadt
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of General Services*

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*Assistant Superintendent, Department of
Special Services*

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Educational Accountability*

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Acknowledgements

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Budget at a Glance

In FY 2002 FCPS will have:

Schools and Centers

Elementary Schools (K-6)	132
Middle Schools (6-8)	3
Middle Schools (7-8)	18
Secondary Schools (7-12)	3
High Schools (9-12)	21
Alternative High Schools	3
Special Education Centers	24
TOTAL	204

Staff: Full-Time Positions

	<u>Amount</u>	<u>Percent</u>
School-Based	18,490.0	92.0%
Nonschool-Based	1,620.3	8.0%
FCPS-Funded	20,110.3	100.0%
State and Federal Projects	446.7	
TOTAL	20,557.0	

Academic Excellence

- ✓ In 2000, FCPS SAT scores were 89 points higher than the Virginia average.
- ✓ 84 percent of FCPS seniors take the SAT compared with 43 percent nationwide and 65 percent in Virginia.
- ✓ 93 percent of FCPS students attend two- or four-year colleges
- ✓ 17,000 Advanced Placement exams were taken by FCPS students in 2000.
- ✓ 207 FCPS students were semifinalists for National Merit Scholarships.
- ✓ The 2000 Virginia Geography Bee was won by an FCPS student.
- ✓ 95 percent of the special education students graduating from FCPS continue in higher education or are now employed

Operating Budget

- ✓ FY 2002 approved operating budget totals \$1.5 billion, and contains no new programs.
- ✓ 92 percent of full-time personnel are based in schools.
- ✓ Eighty-four cents of every dollar goes directly to the schools, while the remaining 16 cents funds support to the schools.
- ✓ Education is labor intensive: 86 percent of the FCPS budget funds employee compensation.
- ✓ The average cost per pupil in FCPS is \$8,938.
- ✓ FCPS' cost per pupil ranks fifth in the metropolitan area.

Student Population

- ✓ Student membership is projected to be 165,016, an increase of 4,050.
- ✓ Over the last five years, the total number of students in our schools has increased by nearly 20,000. This growth rate is greater than the total enrollment of 74 of Virginia's 132 school divisions.
- ✓ To house its students, FCPS is currently using 935 portable classrooms.
- ✓ ESOL student enrollment has increased 225 percent in the past 11 years, from 5,539 to 18,008.
- ✓ Special Education enrollment in Level 2 programs has increased 95 percent in the past 11 years, from 6,952 to 13,591.
- ✓ Students eligible for free and reduced-price lunch has increased 134 percent from FY 1991 to FY 2002, from 13,780 to 32,281.



Fairfax County Public Schools: An Overview

Fairfax County Public Schools (FCPS) is a fiscally dependent school system comprised of 204 schools and centers with a projected enrollment of 165,016 students. FCPS is the 12th largest school system in the country when ranked by enrollment and is located about ten miles outside Washington, DC. FCPS has 20,557 positions budgeted for full-time equivalent (FTE) employees, 92 percent of which are school-based. The school system is the largest employer in Virginia.

Fairfax County is the 37th largest county in the United States, with a January 2000 population of 968,225, making it larger than the population of seven states. Over 56 percent of all residents over 25 have at least a four-year college degree.

Fairfax County is one of the most affluent counties in the nation; the median household income in 2000 of \$90,937, is the highest of over 3,000 jurisdictions studied by Claritas, Inc. Moreover, the median sale price of a new single family house in Fairfax County exceeded \$550,000 in January 2001.

Vision and Targets

Fairfax County Public Schools has experienced many challenges over the past decade. Nevertheless, its mission has remained constant, and is well-expressed by the FCPS School Board's vision statement, adopted in 1998:

The vision of Fairfax County Public Schools is "to provide a gifted-quality education to every child in an instructional setting appropriate for his or her need."

This vision is supported by the mission "to educate all students to meet high academic standards and to prepare all students to be responsible citizens in the 21st century."

Fairfax County Public Schools will provide a safe learning environment that stimulates intellectual curiosity, develops positive personal qualities and well-being, fosters respect for individual differences, encourages and welcomes parental involvement, and emphasizes high expectations for student achievement and behavior.

The foundation of the school system shall be a strong and rigorous general education program that emphasizes reading, writing, speaking, thinking, mathematics, social studies, science, foreign language, technology, and the arts. The program shall support a diversified curriculum that accommodates individual students, local communities, and state or national priorities. The school system's comprehensive education program shall be developed with parent and community participation.

We're On Target



Targets

The School Board strategic targets form the basis of budget development. The targets, which are updated annually, project beyond the current year to provide guidance for long-range planning and budgeting. Targets are not ranked by the School Board, and the order in which they are listed does not relate to importance.

Listed below are the ten strategic targets approved by the School Board on April 13, 2000.

1. All students will be reading at grade level by the end of second grade; individualized goals will be established for students with limited English proficiency and for students who have disabilities that affect reading achievement.
2. One hundred percent of schools will meet or exceed the Virginia Standards of Accreditation, as measured by the Standards of Learning (SOL) tests in mathematics, science, English, and history and social science.
3. The percent of juniors and seniors enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses will be maintained or increased, with at least two-thirds of students scoring a 3 or higher on an AP exam or 4 or higher on an IB exam. Enrollment for African-American and Hispanic students will increase by 10 percent.
4. All students will successfully complete Algebra 1 and pass the SOL Algebra 1 test by the end of the ninth grade.
5. The percentage of students scoring above the national average on the verbal and on the mathematics sections of the Scholastic Achievement Tests will exceed the previous year's percentage, and the gap between minority and majority students' scores will narrow by 10 percent.

6. Through training and support, administrators, teachers, instructional assistants, and other school-based personnel will increase their capacity to successfully serve a broader range of students with disabilities at the base school. As a result, the percentage of students receiving special education services in nonbase-school programs will decrease by 5 percent.
7. FCPS will seek multiple funding sources that will bring all schools up to 50 percent of their technology profiles with a five-year replacement cycle. The school system will ensure that technology infrastructure upgrades for all renovations and new school construction meet current standards and that 100 percent of all instructional and administrative personnel, required to meet state licensure requirements by 2003, demonstrate proficiency in the use of technology for instruction.
8. Through researched-based alternatives to student suspension, staff training in methods of classroom management, and the provision of positive intervention measures that foster and promote civility within the classroom, student behavior will improve as measured by: a 10 percent reduction in the disparity of suspensions between minority and majority students, a 5 percent reduction in the rate of recidivism for suspensions due to acts of violence, and a 5 percent reduction in the rate of suspension for all students and offenses.
9. FCPS will identify and approve a coordinated and flexible plan for providing staff development that will minimize the impact on teacher planning and student instructional time while maximizing the quality of training.
10. FCPS will adopt a series of instructional accommodation plans that incorporate effective and innovative teaching methods while reducing by at least 15 percent the portion of students that otherwise would be receiving instruction in trailers.



FCPS: Legacy of Excellence

FCPS is focused on excellence in the classroom, in the school, and in the management of its schools. This commitment is demonstrated by the wide variety of awards its schools, students, and staff receive, and by many outside measures of achievement and efficiency.

Fairfax County Public Schools: A Gold Medal District

Fairfax County Public Schools once again received a “Gold Medal” rating from *Expansion Management* magazine (EM) in their 2000 rankings. EM annually rates over 2,200 school districts around the country on their performance in three areas: graduate outcome, resources invested in the classroom, and community characteristics. The Education Quotient (EQ) is the total score, computed as a weighted average of the three other scores. It may range from a low of 50 to a high of 150.

The Graduate Outcome (GO) score is composed of graduation rates, College Board (SAT and ACT) scores, and the percentage of students taking college board tests. The Resource Index (RI) measures a community’s financial commitment to its schools and is a composite of student-teacher ratios, per-pupil expenditures, and teacher salaries. The final component, the Community Index (CI), measures the level of affluence and adult education in the community.

FCPS received the highest rating of the metropolitan Washington area districts rated. Of the 20 largest public school districts in the country, FCPS was one of only two to receive the Gold Medal award. FCPS scored well above the average score of 87 for these districts.

The results are used by businesses to evaluate communities in which they are considering locating new facilities. According to *Expansion Management* magazine, the response to the EQ issue has been phenomenal. The magazine’s readers, usually CEOs or officers of manufacturing and larger service firms, emphasize the importance of education when making relocation decisions for their business and employees.

Fairfax County Tops Local School Districts in Expansion Management Magazine's 2000 Ratings					
School District	EQ	GO	RI	CI	Rating
Fairfax County	148	147	149	149	Gold
Montgomery County	142	148	118	147	Gold
Prince William County	138	137	143	142	Gold
Chesterfield County	126	127	118	138	Gold
Alexandria City	86	65	149	37	Green
Prince George's County	85	79	91	131	Green



A Legacy of Achievement

FCPS students perform well compared to their peers on many measures of achievement. FCPS student performance reflects the focus of the School Board on high academic achievement, addressing diverse student needs, and using technology efficiently.

SAT Scores: An FCPS Tradition of Excellence

Despite the size and diversity of FCPS, the SAT scores of its students are consistently well above state and national averages. FCPS students score high when compared with other local jurisdictions. Moreover, only Falls Church City schools has a higher rate of participation in the SATs, an indication that FCPS encourages all its students to excel, not just its most talented students.

The FCPS commitment to the achievement of all its students is reflected in the SAT scores of FCPS minority students compared with Virginia and national performance. The following chart shows that FCPS Asian, African American, Hispanic, and white students have higher average scores than their peers in Virginia and the United States as a whole.

Other Measures of High Academic Achievement

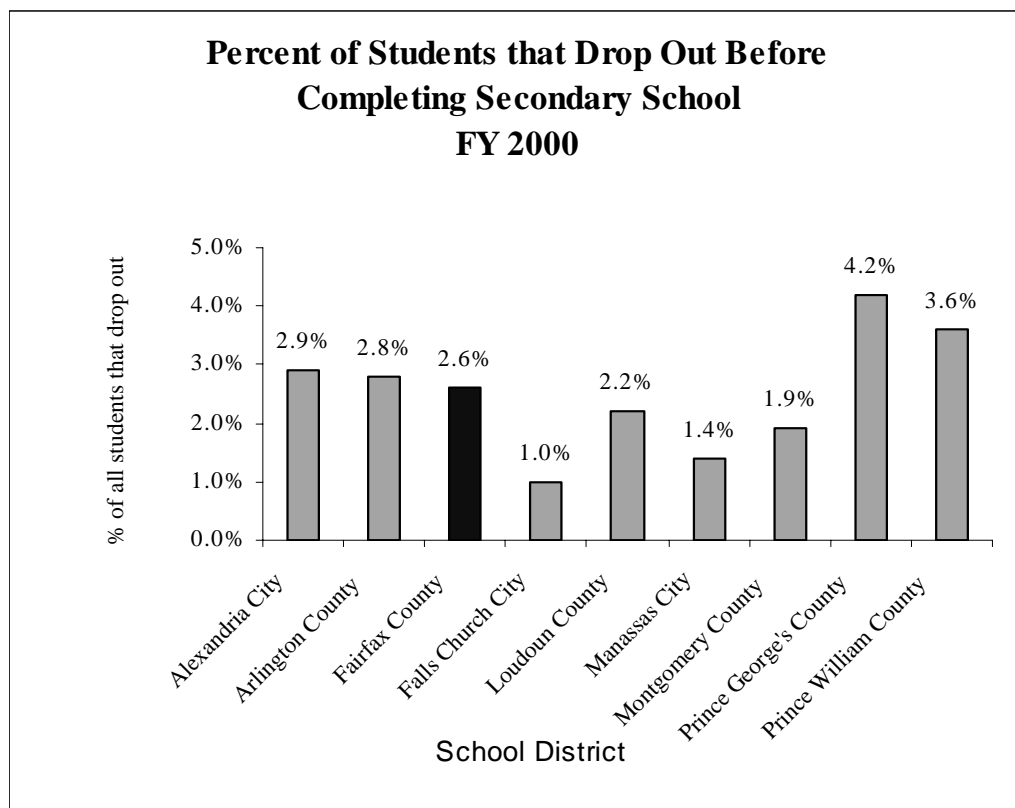
The SAT is just one of the many measures of academic achievement on which FCPS students do well. A few of the others include:

- A total of 17,000 Advanced Placement exams were taken by FCPS students in FY 2000. Moreover, more minority students took the exams and minority student scores have risen from past years.
- FCPS had 207 semifinalists in the National Merit Scholarships in FY 2000
- Nine FCPS students were among the 547 semifinalists chosen nationwide for the 1999 Presidential Scholars Program
- Thirteen students received achievement awards in writing from the National Council of Teachers of English in FY 1998. The 13 Fairfax winners were among 668 students selected from around the world.
- One student won the Prudential Spirit of Community Youth Volunteer Award. More than 20,000 students were considered for this award.

Comparison of FCPS SAT Scores School Year 1999-2000	
	Total
Falls Church City	1176
Fairfax County	1098
Montgomery County	1093
Arlington County	1058
Loudoun County	1046
Prince William County	1027
US National Average	1019
Maryland Statewide Average	1014
Virginia Statewide Average	1009
Manassas City	997
Alexandria City	953
Prince George's County	887



- One eighth grader won the 2000 Virginia State Geography Bee and placed sixth in the national competition
- Six FCPS students won top awards at the 2000 Intel Science and Engineering Fair. The student finalists emerged from a field of nearly one million students who competed in regional competitions around the world.
- Four FCPS students won second place in the 2000 MATHCOUNTS competition
- FCPS Transitional Services Delivery Model for disabled students entering the world of work has been adopted as a state model and has been replicated by other school divisions in Virginia
- In FY 2000, FCPS had a dropout rate of 2.6 percent compared to a high of 4.2 percent and a low of 1.0 percent for districts in the metropolitan Washington area. Fairfax County's dropout rate is below the statewide rate of 3.2 percent.





FY 2002 Approved Budget Adjustments

	<u>Amount</u>	
I. Revenue Adjustments		
State Aid	\$ (5,073,400)	
Federal Aid - IDEA	2,072,671	
Federal Aid - FECEP	165,000	
Federal E-Rate Reclassification	1,200,000	
Insurance Proceeds	729,089	
Transfers-In - County General Fund	(16,614,992)	
Transfers-In - School Insurance Fund	1,516,947	
Beginning Balance	<u>(3,000,000)</u>	
Total Revenue Adjustments	\$ (19,004,685)	
 Expenditure Adjustments		
	<u>Amount</u>	<u>Positions</u>
II. New Items Identified Since FY 2002 Advertised		
Virginia Retirement System Rate Reduction	\$ (12,900,000)	0.0
Leases	481,871	0.0
Federal Aid - IDEA	405,846	7.0
Federal Aid - FECEP	165,000	0.0
Federal E-Rate Reclassification	1,200,000	0.0
Short-Term Disability	-300,000	0.0
Excel Curriculum Model	0	2.0
Technology Plan Offset	208,000	0.0
Kindergarten Planning Time	<u>0</u>	<u>16.0</u>
Total New Items	\$ (10,739,283)	25.0
 III. Priority Department Requests		
Fire Sprinkler Inspection Section	\$ 86,672	1.0
Intersession Coordinators	0	3.0
Technology Plan	0	15.0
Utility Adjustment	866,308	0.0
Oracle License	250,000	0.0
DIT Position Conversions	0	3.0
Facilities Services - Maintenance Services	1,000,000	0.0
Student Transportation	200,000	0.0
Homebound Teacher	49,032	1.0
Central Registration Services	75,000	1.0
Modified School Calendar	46,772	0.0
SOL Test Mailing	<u>150,000</u>	<u>0.0</u>
Total Department Adjustments	\$ 2,723,784	24.0



	<u>Amount</u>	<u>Positions</u>
IV. Support Services Adjustments		
Replacement Equipment	\$ (3,050,000)	0.0
Buses	(2,000,000)	0.0
Maintenance	(1,000,000)	0.0
Insurance Liability Accounts	(983,053)	0.0
Conference Travel	(150,000)	0.0
Copier Leases	(400,000)	0.0
Textbook Freight Management	(400,000)	0.0
Enterprise Desktop Management	(350,000)	0.0
Legal Fees	(300,000)	0.0
Administrative Reductions	(1,000,000)	TBD
Total Support Services Adjustments	\$ (9,633,053)	0.0
V. Instructional and Academic Services Adjustments		
Instructional Supplies and Textbooks	(3,361,591)	0.0
Tuition Reimbursement	(300,000)	0.0
Technology Plan Initiatives	(2,000,000)	0.0
School-Based Staff Development	(100,000)	0.0
Time Out Rooms	(1,200,000)	(66.0)
Library Material	(1,490,000)	0.0
School Flexibility Reserve	(260,000)	0.0
Professional Development	(700,000)	0.0
Classes with more than 30 Students	500,000	10.0
Total Instructional and Academic Services Adjustments	(8,911,591)	(56.0)
VI. Employee Compensation		
Revise Teacher Scale	\$ 6,000,000	0.0
Additional 1 Percent COL for All Employees	11,100,000	0.0
Teacher Stipend	350,000	0.0
Implement Market Scale Study for Maintenance Positions	350,000	0.0
Adjust Staffing Formulas By .5 Student	(7,644,542)	(166.0)
Employee Initiatives	(2,600,000)	0.0
Total Employee Compensation	\$ 7,555,458	(166.0)

Summary

	<u>Amount</u>	<u>Positions</u>
I. Total Revenue Adjustments	\$ (19,004,685)	
Expenditure Adjustments		
II. Total New Items	\$ (10,739,283)	25.0
III. Total Department Adjustments	2,723,784	24.0
IV. Total Support Services Adjustments	(9,633,053)	0.0
V. Total Instructional and Academic Services Adjustments	(8,911,591)	(56.0)
VI. Total Employee Compensation	7,555,458	(166.0)
Total Expenditure Adjustments	\$ (19,004,685)	(173.0)



Highlights of the Approved Budget

Unprecedented student enrollment and the need to maintain competitive salaries in a zero-unemployment work environment has meant that FCPS will not be able to initiate any new programs in FY 2002. However, FCPS will continue to provide programs to meet the educational needs of all students in a safe learning environment that stimulates intellectual curiosity, develops positive personal qualities, fosters respect for individual differences, encourages parental involvement, and emphasizes high expectations for student achievement and behavior. Highlights of some of these instructional programs are contained below.

Project Excel: The goal of Project Excel is to provide students in 20 elementary schools with additional instructional time and an augmented academic program. Project Excel schools have a uniform school day, including full-day kindergarten, focused instructional programs, and computer-based phonics instruction to supplement new reading textbooks with a strong phonics emphasis.

Riverside Elementary School/Professional Development Academy: A professional development academy has been established at Riverside Elementary School. The academy is a first-of-its-kind program and includes four teachers who are certified by the National Board for Professional Teaching Standards (NBPTS). These nationally certified teachers have two assignments: they teach primary and upper elementary students, and they also serve as mentors and coaches for other teachers.

Success by Eight: The Success by Eight program began in FY 1999 and currently includes 17 elementary schools that have restructured K-2 classes to include a combination of multiage groups, multiyear and single grades. This flexible grouping, based on continuous assessment, accommodates the changing needs of students for direct instruction. Children can be organized by specific skills needed rather than by grade. Full-day kindergarten programs are a major component to the program as well as an emphasis on team teaching and the implementation of quality early childhood practices.

K-2 Initiative for Academically At-Risk Students: In FY 1997 the School Board funded several approaches to improving reading in the early grades at Centre Ridge, Dogwood, and Rose Hill Elementary Schools.

Special Needs Schools: FCPS schools designated as special needs schools have large enrollments of students with high variability in test scores, limited English proficiency, and free and reduced-price lunch status. Forty-nine schools in Fairfax County have the special needs designation. These schools are staffed at a lower pupil-teacher ratio.

Foreign Language Immersion: Thirteen elementary and 13 middle schools offer partial-immersion foreign language programs in French, German, Japanese, or Spanish. At the elementary level, the foreign language is acquired through teaching math, science and health in the target language. The program was expanded at the middle school level to include a transitional course for seventh grade students and high school credit courses for eighth grade students to allow them to continue to develop their language proficiency.



Gifted and Talented Programs: Fairfax County Public Schools offers a full-time center classroom program for high ability learners and a weekly pull-out program for selected students.

English for Speakers of Other Languages: The English for speakers of other languages (ESOL) program provides services to students in elementary, middle, high, transitional, and alternative high schools. The ESOL curriculum is aligned with the Language Arts Program of Studies, preparing students for the transition from ESOL into language arts classes alongside their native English-speaking peers. The three ESOL transition centers are for older limited English proficient students who have not completed their high school diploma and need to learn English as well as improve their literacy skills.

Modified School Calendars: The goal of the modified school calendar program is to improve student achievement by promoting an atmosphere of continuous learning. This year, six schools are joining Timber Lane and Dogwood Schools by adopting modified school calendars. The six schools are Stuart High School, Falls Church High School, Glasgow Middle School, Franconia Elementary School, Glen Forest Elementary School, and Graham Road Elementary School. The school year for elementary students begins on July 30 and secondary school begins on August 20. Although elementary students will continue to attend the required 180 days of school, school days will be distributed over the year so that children attend nine-week school sessions followed by two-week intersessions. The optional intersessions cover topics based on student, teacher and parent interests and needs. The secondary schools begin two weeks earlier than traditional schools, to allow students more time to prepare for standardized tests and exams.

Summer School Remediation and Enrichment: Summer school includes many program opportunities for students in addition to SOL remediation. However, students who did not pass all four SOL tests in grades 3, 4, 5, and 8 are provided the opportunity to attend selected summer school programs at no charge. Last summer, approximately 1,666 students were enrolled in the general education remediation programs during summer school.

Thomas Jefferson High School for Science and Technology (TJHSST): TJHSST is the Governor's regional magnet school, which is designed to attract and serve students with special interests and aptitudes. The school is designed to serve students with special abilities and interests in science, mathematics, and computer science.

International Baccalaureate (IB) Programme: The IB Programme is available to highly motivated 11th and 12th grade students and focuses on a worldwide perspective. One of the primary goals of the IB Programme is to enhance the intellectual, philosophical, and social development of the student. This diploma often serves as an academic passport to universities around the world, as well as those within the United States. Students may elect to enroll in individual IB courses or the complete diploma program. The International Baccalaureate Middle Years Programme (IBMYP) was implemented in FY 2001 at Glasgow, Whitman, and Hughes Middle Schools.

Advanced Placement (AP) Diploma High Schools: Students in selected FCPS schools are now eligible to receive AP diplomas as part of a pilot study by the College Board. High school students can earn the diploma if they complete a broad college-level academic program that approximates a typical college freshman year.



Advancement via Individual Determination (AVID): AVID is an academic class that meets daily to provide study skills instruction and tutorial support to students taking a college preparatory program. AVID is open to all students who need daily instructional support to be successful in high-level, college-bound or gifted and talented courses. The emphasis is on students with academic potential who are underachieving and most under-represented in post-secondary education.

High School Academies: Advanced technical and specialized elective courses are available at Academies located at Chantilly, Edison, Fairfax, Marshall, Westfield, and West Potomac High Schools for students interested in pursuing careers in International Studies and Business; Engineering and Scientific Technology; Health and Human Services; or Communications, Fine and Performing Arts. Enrollment in the Academy elective course offerings will provide juniors and seniors with career and academic preparation for future learning in college and career fields.

Alternative Instruction Arrangement/Saturday School (AIA): This program is designed to deal with students who are first-time offenders for excessive tardiness, unexcused absences, and use of profanity. The program was established in lieu of in-school suspension. Notices are sent to teachers who give students their work assignments for the day. Students spend the day in a designated room doing schoolwork.

Career and Transition Program: The Career and Transition Programs and Services component of special education provides training and related services to students with disabilities seeking employment in occupational areas not available through the general technical education program. These special programs include instruction in building and grounds maintenance, food service, office technology procedures, small engine repair, landscape/nursery, work awareness and transition, and community integration. Emphasis is placed on community integration.

Professional Technical Studies Program: Professional Technical Studies provides programs that prepare students for successful entry into post-secondary education and employment. Funding provides for a variety of technical studies courses in all middle and high schools. The professional technical studies curricula are focused around six program-specific areas: business, health occupations, industrial technology, trade and industrial, work and family studies, and marketing.

Focus 2004: Focus 2004 provides additional funding for one middle school and four high schools to increase time for student learning. Strategic academic support is provided for special populations including all students who failed two or more Standards of Learning (SOL) end-of-course tests.



FY 2002 Approved Budget

The FY 2002 approved budget consists of ten major funds under the control of the School Board.

School Operating Fund: This fund provides for day-to-day operations and maintenance of the schools and is supported primarily by county and state funds.

Food and Nutrition Services Fund: This fund provides for all food services' operating and administrative costs. It is totally self-supporting, primarily by food sales and federal and state subsidies.

Grants and Self-Supporting Programs Fund: This fund accounts for federal grants, state grants, private grants, summer school, and SOL remediation.

Adult Education Fund: This fund contains adult education revenues and expenditures.

School Debt Service Fund: This fund pays principal and interest costs on bonds sold to finance capital projects in the School Construction Fund. Fairfax County provides funding for debt service.

Insurance Fund: This fund provides administration for workers' compensation insurance, self-insurance funds for auto and general liability, and commercial liability insurance.

Health and Flexible Benefits Fund: This fund provides for the administration of health care benefits for employees and retirees and payment of eligible health care and dependent care expenses for employees participating in the flexible spending account program. The primary sources of revenue are employer and employee contributions.

School Board Funds (\$ in millions)			
<u>Fund</u>	<u>FY 2001</u> <u>Estimate</u>	<u>FY 2002</u> <u>Approved</u>	<u>Change</u>
School Operating			
Budget	\$1,425.8	\$1,471.2	\$45.5
Positions	19,970.4	20,557.0	586.6
Food and Nutrition			
Budget	\$52.4	\$50.2	(\$2.2)
Positions	39.0	39.0	0.0
Grants and Self-Supporting			
Budget	\$47.2	\$40.6	(\$6.6)
Positions	217.0	216.5	(0.5)
Adult Education			
Budget	\$14.2	\$9.7	(\$4.5)
Positions	87.8	88.3	0.5
Debt Service			
Budget	\$98.0	\$107.4	\$9.4
Positions	0.0	0.0	0.0
School Construction			
Budget	\$358.9	\$145.6	(\$213.3)
Positions	82.3	84.3	2.0
Insurance			
Budget	\$7.6	\$9.2	\$1.6
Positions	6.3	6.3	0.0
Health and Flexible Benefits			
Budget	\$104.3	\$109.6	\$5.3
Positions	7.0	7.0	0.0
Central Procurement			
Budget	\$16.0	\$14.0	(\$2.0)
Positions	1.0	1.0	0.0
ERFC (Retirement)			
Budget	\$104.0	\$114.7	\$10.7
Positions	34.2	34.2	0.0



Central Procurement Fund: This fund accounts for centrally procured orders for textbooks, supplies, and equipment. This is primarily a clearing account and does not increase the total budget of the school system.

Educational Employees of Fairfax County Defined Benefit Plan (ERFC): This fund provides payments to employees retired from FCPS. The primary sources of revenue are employee and employer contributions and investment income.

Revenue

As shown in the chart, when compared to the FY 2001 estimate, the FY 2002 revenue is expected to increase \$45.5 million, or 3.2 percent; and when compared to the FY 2001 approved, the FY 2002 revenue is expected to increase \$96.4 million, or 7.0 percent. In FY 2002, it is anticipated that funds will be available for a \$7.0 million beginning balance. The primary source of operating revenue, the County General Fund transfer, is projected to increase 9.1 percent. State aid, the second largest funding source, is projected to decrease by 0.1 percent. Together, these two funding sources comprise 87.8 percent of all revenue projected for FY 2002.

Revenue Comparison (\$ in millions)							
Category	FY 2001 Approved	FY 2001 Estimate	FY 2002 Approved	Comparison Approved to Approved		Comparison Approved to Estimate	
				Amount	Percent	Amount	Percent
Revenue							
State Aid	\$213.5	\$213.6	\$213.3	(\$0.2)	-0.1%	(\$0.3)	-0.1%
Sales Tax	106.6	104.4	110.2	3.6	3.4%	5.8	5.6%
Federal Aid	22.5	29.1	26.7	4.2	18.7%	(2.4)	-8.2%
City of Fairfax	23.8	23.9	25.8	2.0	8.4%	1.9	7.9%
Other	7.8	9.9	8.6	0.8	10.3%	(1.3)	13.1%
Subtotal	\$374.2	\$380.9	\$384.6	\$10.4	2.8%	\$3.7	1.0%
Beginning Balance	\$15.4	\$56.8	\$7.0	(\$8.4)	-54.5%	(\$49.8)	-87.7%
Net Funds Available	\$389.6	\$437.7	\$391.6	\$2.0	0.5%	(\$46.1)	-10.5%
Transfers In							
County Transfer	\$985.2	\$988.0	\$1,078.1	\$92.9	9.4%	\$90.1	9.1%
Insurance Fund Transfer			1.5	1.5		1.5	
Total Transfers In	\$985.2	\$988.0	\$1,079.6	\$94.4	9.6%	\$91.6	9.3%
Total School Operating Fund	\$1,374.8	\$1,425.7	\$1,471.2	\$96.4	7.0%	\$45.5	3.2%



The County General Fund: Our Primary Source

Real and personal property tax dollars are the primary revenue source for Fairfax County government. From total county funds, the Board of Supervisors approves a transfer to finance the major portion of the School Operating Fund (SOF) and a portion of the School Construction Fund. For FY 2002, the County General Fund transfer of local tax dollars will provide approximately 73.3 percent of total school operating fund revenues. Included in this total is \$1.6 million to fund the annual installment of the outstanding teacher salary liability, part of a ten-year plan.

State Revenue

Revenue is received from the Commonwealth of Virginia in two forms: sales tax and state aid. State aid is projected to decrease 0.1 percent from the FY 2001 estimate and sales tax is projected to increase 5.6 percent.

State Aid

State aid will decrease from \$213.6 million in FY 2001 to a projected level of \$213.3 million in FY 2002. This decrease is due primarily to a VRS rate reduction. Included in this amount is \$15.3 million in lottery proceeds and \$3.7 million in the state's support for the funding of the Standards of Learning.

When distributing state aid to localities, the state equalizes payments using the local composite index (LCI). The state average LCI is .5500 and counties and cities with a lower composite index receive more state funding, while those with a higher index receive less. In FY 2002, the LCI for FCPS is .7171 and therefore, FCPS will receive less state aid per pupil than the average school division in Virginia. According to the latest Annual Report of the State Superintendent of Instruction, in FY 2000, FCPS received \$1,336 per pupil in state aid, while the state average per pupil was \$2,642.

When compared with other school divisions in Virginia, Fairfax funds a much larger portion of its school budget with local funds. The average Virginia school division receives less than half of its financial support from its local government, while FCPS must rely on local funds for almost three-fourths of its budget.

Sales Tax

The projected revenues of \$110.2 million are based on a 5.6 percent increase in sales tax receipts. Of the 4.5 cents sales-and-use tax levied in Virginia, one cent of the amount collected is returned directly to the local government for General Fund use. When distributing the additional one cent sales tax designated for education, the state equalizes the funds among the school divisions based on each locality's number of school-age children. If sales tax revenues were distributed to public schools using the same methodology used for local government, FCPS would receive approximately \$32 million in additional revenue in FY 2001.



Federal Aid

Federal aid is projected to be \$26.7 million in FY 2002. Major sources of federal funds are provided through the Impact Aid program and categorical aid for specific purposes. Federal programs, except for Impact Aid, are budgeted by the federal government a year in advance of actual use by localities. Actual entitlements, however, are not known until the beginning of the school year.

City of Fairfax

Fairfax County Public Schools operates the schools owned by the City of Fairfax in accordance with a contractual agreement which employs a complex tuition formula to derive the payment due to FCPS from the City of Fairfax. FCPS is projected to receive \$25.8 million from the City of Fairfax to provide educational services to the 2,695 students projected for FY 2002.

Other Revenue

Other sources of revenue totaling \$8.5 million include student fees, out-of-county tuition, and building rental fees.



FY 2002 Approved Budget

Expenditures: How the Money is Spent

Expenditures in the School Operating Fund in FY 2002 total \$1.5 billion, an increase of approximately \$45.5 million, or 3.2 percent, over the FY 2001 estimate. The increase over the FY 2001 approved budget is 7.0 percent, or \$96.4 million. The increase is due primarily to membership growth, a 3 percent cost-of-living increase, step increases, and the continuation of programs to meet our students' academic needs. Among these programs are SOL remediation programs, caps on class size, Advanced Placement and International Baccalaureate Programs, Project Excel, Focus 2004, Success by Eight, and High School Academies.

The chart below shows total expenditures by type. Compensation-related expenditures are nearly 86 percent of the total budget, a fairly typical pattern for a labor-intensive enterprise such as a school system.

Total compensation expenditures are projected to increase by \$77.7 million over the FY 2001 estimate, while logistic accounts will drop by \$32.2 million. Most of this decrease is attributable to FY 2001 carryover funds from FY 2000. A summary of the significant budget adjustments are identified below:

- \$43.1 million increase as a direct result of rising enrollment
- \$33.3 million for a 3 percent cost-of-living adjustment
- \$28.7 million increase due to step increases
- \$26.4 million decrease for expected savings from position vacancies and turnover

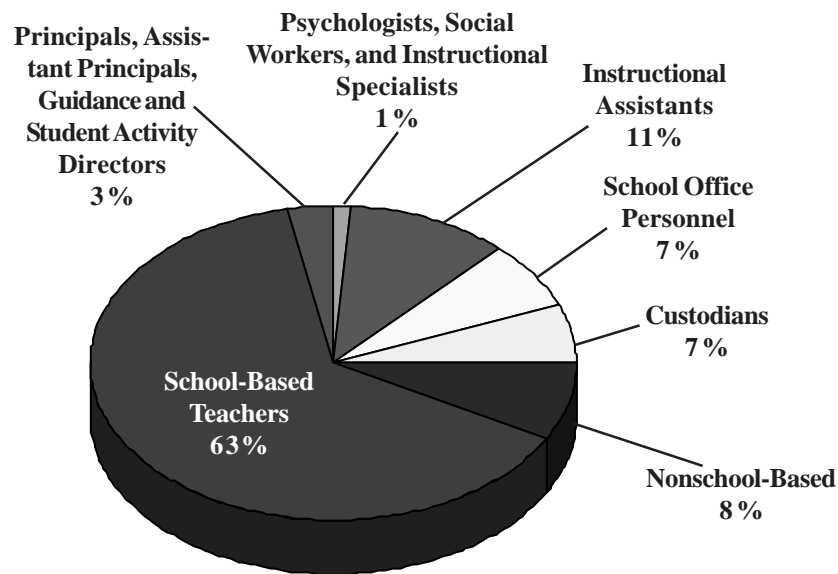
Expenditure Comparison					
(\$ in millions)					
	FY 2001	FY 2001	FY 2002	Change Over	Change Over
	Approved	Estimate	Approved	FY 2001 Approved	FY 2001 Estimate
Regular Salaries	\$872.8	\$874.9	\$944.5	8.2%	8.0%
Hourly Salaries-Contracted	35.1	35.3	39.7	13.1%	12.5%
Hourly Salaries-Noncontracted	31.7	36.9	35.5	12.0%	(3.8%)
Salary Supplements	14.4	12.6	16.5	14.6%	31.0%
Reimbursable Salaries	(2.7)	(3.3)	(2.8)	3.7%	(15.2%)
Employee Benefits	238.7	235.3	236.0	(1.1%)	0.3%
Subtotal Compensation	\$1,190.0	\$1,191.7	\$1,269.4	6.7%	6.5%
Privatized Services	\$20.0	\$27.9	\$25.9	29.5%	(7.2%)
Materials/Supplies	63.2	76.0	62.7	(0.8%)	(17.5%)
Utilities	31.3	34.5	35.5	13.4%	2.9%
County Services	16.4	16.5	18.0	9.8%	9.1%
Other Funds	2.3	2.3	0.6	(73.9%)	(73.9%)
Transfers	19.3	22.4	25.5	32.1%	13.8%
Other Operating Expenses	11.9	12.6	11.0	(7.6%)	(12.7%)
School Board Reserve	0.0	6.7	0.0	0.0%	(100%)
Capital Outlay	20.4	35.1	22.6	10.8%	(35.6%)
Subtotal Logistics	\$184.8	\$234.0	\$201.8	9.2%	(13.8%)
TOTAL	\$1,374.8	\$1,425.7	\$1,471.2	7.0%	3.2%



In addition, the flexibility reserve will be maintained at \$8.0 million in the operating fund. This reserve is used for emergency purposes during the current year and carried over from year to year.

The compensation portion of the budget will fund 20,557.0 full-time equivalent employees. As indicated in the position growth chart, 92 percent of FCPS-funded positions are school-based. Since 1997, approximately 3,463.3 school-based positions, a 23.0 percent increase, have been added to support membership growth and program improvements. Over the same period, nonschool-based positions have only increased 7.6 percent, or 114.5 positions.

Distribution of FY 2002 FCPS-Funded Positions



FY 1997 to 2002 Position Growth						
Description	FY 1997		FY 2002		FY 1997 to 2002	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	15,026.7	90.9%	18,490.0	92.0%	3,463.3	23.0%
Nonschool-Based	<u>1,505.8</u>	9.1%	<u>1,620.3</u>	8.0%	<u>114.5</u>	7.6%
Total FCPS-Funded	16,532.5	100.0%	20,110.3	100.0%	3,577.8	21.6%
State & Federal Projects	<u>305.5</u>		<u>446.7</u>		<u>141.2</u>	<u>46.2%</u>
Total	16,838.0		20,557.0		3,719.0	22.1%



There are two additional categories of expenditures that also contribute to expenditure growth from FY 2001 to FY 2002. These categories are summarized below and further detail is included in the Financial Section:

Category	Amount (in millions)
New Resources & Program Expansions	\$1.0
Employee Initiatives	<u>1.4</u>
Total	\$2.4

New resources and program expansion items total \$1.0 million, and include the following:

- Funding of \$177,780 (3.0 positions) for the Success Through Academic Readiness (STAR) at Falls Church High School. Cosponsored by the Institute for Student Achievement (ISA), this program helps to maximize students' learning potential toward meeting the Virginia Standards of Learning in English, math, social studies, and science.
- Funding of \$177,780 (3.0 positions) for the Children of Many Educational Talents (COMET) at Jackson Middle School. Cosponsored by the ISA, this program helps to maximize students' learning potential toward meeting the Virginia Standards of Learning in English, math, social studies, and science.
- Funding for Professional Technical Academy teachers (5.2 positions) is required to provide sequential course offerings for students currently enrolled in level one of an existing course. The cost of the additional teachers is \$280,962.
- Other program initiatives in the amount of \$355,813 include an assistant principal position (1.0 position) for Woodson High School's hard-of-hearing program, an International Baccalaureate (IB) coordinator at Lee and Annandale High Schools (1.5 positions), and department chair funding (2.0 positions) for Frost Middle School's emotional disabilities and hard-of-hearing programs. In addition, new funding is included for a community outreach teacher funded with state revenue (1.0 position) at Thomas Jefferson High School for Science and Technology, and converting two part-time positions to full-time positions for a net increase of 0.9 position.

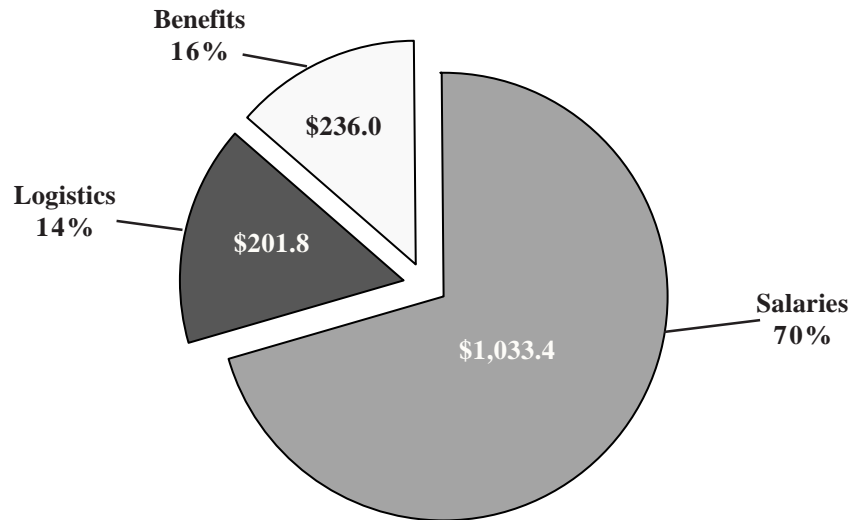
Employee initiative items represent an increase of \$1.4 million to maintain FCPS' competitiveness by providing more planning time for kindergarten teachers, and to adjust the promotional compensation for support employees (US-Scale).



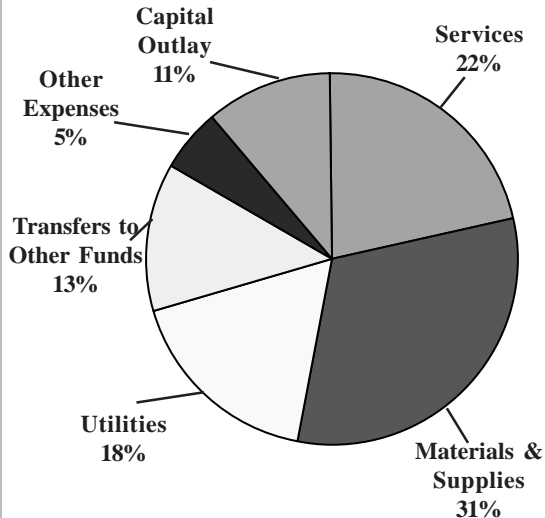
Fairfax County Public Schools FY 2002 Approved Budget (\$ in millions)

The following set of charts displays the major components of the FY 2002 Approved Budget for the School Operating Fund. Salaries and benefits represent the employee compensation portion of the budget and accounts for 86 percent of the operating fund. The remaining 14 percent covers the logistics needs of the school system. The chart also provides the composition of both the benefits and logistics portions of the operating budget.

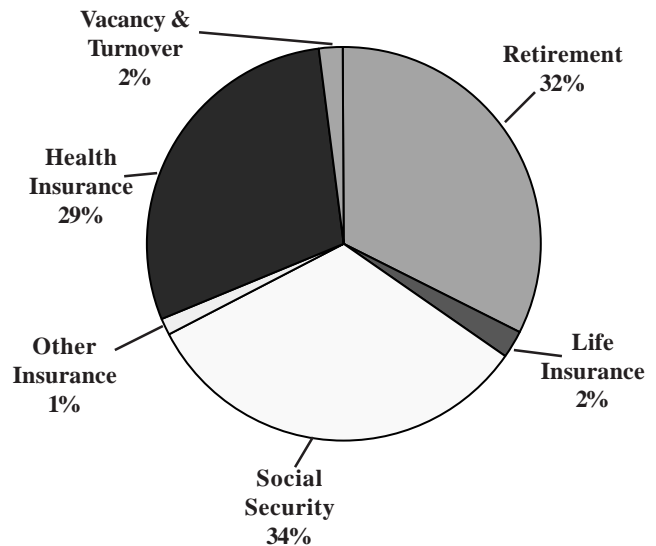
FCPS Operating Fund



FCPS Logistics



FCPS Employee Benefits





FCPS Cost Per Pupil

Cost-per-pupil figures provide a global perspective of the cost of instructional programs. They also provide a measure of the overall efficiency of the school system in comparison to previous years, state and federal averages, and surrounding jurisdictions. The FY 2001 approved cost per pupil, computed according to the Metropolitan Area Boards of Education (MABE) guidelines, is \$8,553. FCPS has maintained a cost per pupil lower than many other school districts, while its student performance has traditionally been higher than that of the surrounding jurisdictions. As the chart below indicates, FCPS ranks fifth in comparison to other metropolitan school districts in its FY 2001 cost per pupil. The FY 2002 approved cost per pupil is \$8,938, an increase of 4.5 percent over FY 2001.

Metropolitan Area Boards of Education (MABE) Cost-Per-Pupil Comparison (ranked by FY 2001 Cost Per Pupil)			
	FY 2000	FY 2001	Change
Arlington County	\$10,579	\$11,254	6.4%
Falls Church City	\$10,618	\$10,962	3.2%
Alexandria City	\$9,848	\$10,609	7.7%
Montgomery County	\$8,508	\$9,063	6.5%
Fairfax County	\$8,203	\$8,553	4.3%
Loudoun County	\$6,890	\$7,827	13.6%
Manassas City	\$7,951	\$7,608	-4.3%
Prince William County	\$6,708	\$7,105	5.9%
Prince George's County	\$5,936	\$6,087	2.5%



FY 2002 Budget Development Calendar

<i>July 1, 2000</i>	<i>FY 2001 begins, FY 2001 approved budget issued</i>
<i>Sept. 2000</i>	<i>Clusters and departments submitted budget requests</i>
<i>Sept. - Nov. 2000</i>	<i>Community input solicited OBS reviewed requests and calculated centralized accounts</i>
<i>Dec. 8, 2000</i>	<i>Superintendent released preliminary FY 2002 budget</i>
<i>Jan. 3, 2001</i>	<i>Superintendent released the FY 2002 proposed budget</i>
<i>Feb. 1, 2001</i>	<i>School Board public hearing</i>
<i>Feb. 6, 2001</i>	<i>FY 2002 advertised budget adopted</i>
<i>April 3, 2001</i>	<i>School Board presented budget to Board of Supervisors (BOS)</i>
<i>April 2-4, 2001</i>	<i>County BOS public hearings on budget</i>
<i>April 23, 2001</i>	<i>County BOS approved transfer to schools</i>
<i>May 7, 2001</i>	<i>School Board work session</i>
<i>May 14, 2001</i>	<i>School Board public hearing</i>
<i>May 17, 2001</i>	<i>School Board work session</i>
<i>May 24, 2001</i>	<i>School Board adopted FY 2002 approved budget</i>
<i>July 1, 2001</i>	<i>FY 2002 begins</i>

The Budget Development Process

Throughout the budget development process, there were many opportunities for citizens to become involved. The preparation of the FY 2002 budget began in the summer of 2000 when community input was solicited from parents and community leaders regarding the School Board's priorities.

Each year, in early December the Superintendent releases his preliminary budget. The community and citizens are invited to provide feedback and get involved. In early January the proposed budget is presented to the School Board at a work session. The School Board then conducts public hearings at the end of January, providing further opportunity for citizen input. After considering all of the input received from participants, the School Board's Advertised Budget is adopted in early February.

The advertised budget is presented to the Fairfax County Board of Supervisors (BOS) in early April. The BOS holds two public hearings during the month of April. The BOS then determines the amount of funding that will be transferred to Fairfax County Public Schools. Once this is determined, the School Board will hold public hearings and work sessions during May, prior to the adoption of the approved budget in late May.

The approved budget will govern the financial operations of the school system beginning on July 1.

Fairfax County School Board

The Fairfax County School Board is charged by the statutes of Virginia and the regulations of the Virginia Board of Education to provide and operate the public schools of Fairfax County. It is the function of the Board to set general school policy and, within the framework of Virginia Board of Education regulations, to establish guidelines and rules that will ensure the proper administration of the county school program.

School Board members are elected to four-year terms. One member represents each of the county's nine magisterial (election) districts and three members serve at-large. One student representative sits with the Board at all meetings and participates in discussions, but has no vote.

Residents of the county are encouraged to attend public meetings of the School Board, or watch them on cable channel 21, to observe its deliberations.



Jane K. Strauss, Chairman

Dranesville District
703-246-4780

Active in education for more than 25 years. Former elementary and preschool teacher. M.A.T. from the Harvard Graduate School of Education and B.A. from George Washington University. Past president of the Franklin Sherman PTA and the Fairfax County Council of PTAs and past chair of the Council's education and budget committees. Served on the FCPS Career and Technical Preparation Task Force, the Fairfax Framework for Student Success, the Division Planning Committee, and the Area III Superintendent's Advisory Committee and cochaired the 1993 Citizen's Bond Committee. Chair of the School Board Budget Committee 1996-1999. Vice-Chair - 2000-2001. Mother of one current and three former FCPS students. Board service 1991-93, 1996-present.



Ernestine C. Heastie, Vice Chair

Providence District
703-246-4783

Head Start teacher for 24 years in public schools. M.A.T. in early childhood education from Trinity College and B.A. from Howard University. Parent of two graduates of FCPS. School-related involvement includes Oakton High School Band Boosters and member of the Superintendent's Community Advisory Council. Past chairman of the Fairfax County Child Care Advisory Council and steering committee member for the Fairfax Alliance for Human Services. Former chair of the School Board Instruction and Legislation Committees. Board service 1996-present.



Cathy Belter
Springfield District
703-246-4772

Reference librarian with Fairfax County Public Library. M.L.S. from the University of Maryland and B.A. from Good Counsel College. Former president of the Virginia PTA and the Fairfax Public Library Employees Association and vice president for legislative activity, National PTA. Consultant on the National Coalition for Parent Involvement in Education. Member of League of Women Voters and the Fairfax Committee of 100. Served on Virginia's Advisory Committee for the Education of the Gifted and FCPS Advisory Committee for Special Education. Coauthored "The Connection: A Citizen's Guide to Involvement in Fairfax County Public Schools." Board service 2000-present.



Mychele B. Brickner
At-Large Member
703-246-4788

Earned a B.S. in nursing from the University of Pittsburgh. Appointed to the Advisory Board on Teacher Education and Licensure by the Virginia Board of Education and to the Education Advisory Committee of the Council on Information Management by then-Virginia Governor George Allen. Serves on the board of the Fairfax Partnership for Youth and chairs the Treatment and Enforcement Task Force. Volunteered service to PTA committees, classrooms, youth sports, and her church. Board service 1996-present.



Christian N. Braunlich
Lee District
703-246-4789

B.A. in political science and history from Hofstra University. Member Hayfield Elementary School, Edison High School, and Hayfield Secondary School PTAs. Odyssey of the Mind problem-solving coach; former Hayfield PTA board member and former Tartan Village Community Association board member. Board service 1996-present.



Isis M. Castro
Mt. Vernon District
703-246-4787

Educator and community activist. Consulted for the Dallas Independent School District. M.A. from New York University and B.A. from the City College of New York. Served on PTA boards at Stratford Landing Elementary, Sandburg Middle, and West Potomac High Schools. Served on several FCPS advisory committees such as those for foreign language textbook adoption, foreign language curriculum, and gifted and talented. Served on the board of directors for United Community Ministries and for Good Shepherd Housing and Family Services. Member of the Mount Vernon Coalition and the Mount Vernon School-Community Coalition. Board service 2000 - present.



Robert E. Frye, Sr.

At-Large Member
703-246-4779

Retired director of the Office of Planning and Evaluation, U.S. Consumer Product Safety Commission. M.P.A. from American University and B.S. from Howard University. Completed the executive education program of the Federal Executive Institute. Served as consultant for the National School Boards Association (NSBA). Son and daughter attended FCPS from kindergarten through grade 12, now UVA and Harvard graduates. Board service 1978-85, 1989-93, 1996-present. Board chairman, 1999 and 2000.



Stuart D. Gibson

Hunter Mill District
703-246-4786

Senior trial attorney for the U.S. Department of Justice, Tax Division. Five-time recipient of the Tax Division outstanding performance award, most recently in 1999. J.D., cum laude, University of Minnesota Law School and B.S. in journalism from Northwestern University. Former legislation chair for Fairfax County Council of PTAs and former copresident of the Lake Anne Elementary PTA. Member of Reston Optimists. An avid choral singer and the father of two daughters, one of whom is a Fairfax County Public Schools graduate, and the other one attends FCPS. Board service 1996-present.



Kaye Kory

Mason District
703-246-4785

Advocate for parent and community involvement in public schools for over 20 years; 16-year Mason District resident. Has been PTA president at Sleepy Hollow Elementary and Glasgow Middle Schools and board member at Stuart High School; served on the Fairfax County Council of PTAs and the Fairfax County Community Action Board. Program development and management positions include project analyst, Fairfax County Department of Community Action, and executive director, S. B. Moon Senior Center-South County Transportation. Two sons who are FCPS graduates and a daughter who is currently an FCPS student. Board service 1999-present.



Gary A. Reese

Sully District
703-246-3062

Attorney and partner in the firm Patterson and Reese. J.D. from the University of Virginia and B.A. from the College of William and Mary. Served as member or officer for the Franklin Middle and Navy Elementary PTAs, the Centreville School Bond Committee, Fairfax Citizen's Assembly, Optimists, the Centreville District Council of Civic Federations, and the Fairfax Committee of 100. Member of the Governor's Advisory Committee on Business and Schools. Board service 1992-present.



Rita S. Thompson

At-Large Member
703-246-4774

National spokesperson for Concerned Women for America and former director of public relations and communication, Office of Springfield District Supervisor. J.D. from Georgetown University, M.A. in international law and diplomacy from the Fletcher School, and B.A. in political science from Regis College. Appointed by then-Governor Allen as Virginia's representative to Education Commission of States. Chair Emeritus of Republican Black Caucus for Virginia. Was parent volunteer at Orange Hunt Elementary and soccer coach for the Springfield Youth Club. Was on PTA board at West Springfield High School. Board service 2000-present.



Judith (Tessie) Wilson

Braddock District
703-246-4781

Owner of CW Accounting Services. B.A. from American University. Fairfax County resident for 25 years. Member of Superintendent's Advisory Council, Middle School Language and Grammar Textbook Advisory Committee, and Task Force on Middle School Grading. Was vice president of Bonnie Brae PTA and cofounder of the Youth Council. Was treasurer of the Woodbury Woods Community Association and Fairfax County Republican Committee and was operations chairman for Braddock District Republican Committee. Past treasurer of Robinson PTSA and member of Steering Committee for Scholarship Fund of Fairfax. Mother of a current FCPS student and an FCPS graduate. Board service 2000-present.



Matthew Wansley

Student Representative
703-246-4784

Junior at Thomas Jefferson High School for Science and Technology. Former president and vice president of the class of 2003. Active member of Student Government Association cabinet, Model United Nations Club, and French Honor Society. Runner for cross country and track teams. Senior editor of *Fragments* Literary magazine and intern writer for *The Connection* newspapers. Grade point average over 4.0.



Daniel A. Domenech

Superintendent of Schools
703-246-2631

Dr. Domenech spent much of his 32 years in public education in New York having served as a district superintendent of the Secondary Supervisory District, Suffolk County; chief executive officer, Western Suffolk Board of Cooperative Education Services; and superintendent of Deer Park and South Huntington school districts. He was appointed superintendent of Fairfax County Public Schools in January 1998. He is past president of the American Association of School Administrators. Dr. Domenech was appointed by the Secretary of Education to serve a four-year term on the National Assessment Governing Board. He also serves on the Advisory Board to the Department of Defense Schools, Board of Directors of the Fairfax County Chamber of Commerce, and the Board of Directors of the Fairfax County Council of the Arts. Dr. Domenech, a Cuban native, moved to the United States at age nine.