

NEW SCHOOL OPENING HANDBOOK



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NEW SCHOOL OPENING HANDBOOK

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NEW SCHOOL OPENING HANDBOOK

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NEW SCHOOL OPENING HANDBOOK

Chapter 1 – Introduction

Part I – Introduction

This handbook is designed to assist Fairfax County Public Schools personnel plan and manage new school openings. Information and recommendations in this handbook have been provided by principals and support staff members who have been involved with opening new schools.

Within a year of the scheduled opening day of the new school, the Department of Facilities and Transportation Services assembles key staff from the departments involved in providing services necessary to the school opening. However, years of planning and design have taken place prior to convening the New School Opening Committee. This committee will meet monthly, and participants will serve as direct points of contact for the Principal.

The following chapters provide an overview of the roles, responsibilities and services provided by each department during the new school project. Please visit the respective department/office web site for additional information.

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

- Develops referendum budget
- Develops construction budget, Develops construction specifications and drawings
- Solicits bids and awards construction contracts
- Manages project and monitors construction schedule
- Advises principal on progress of construction project
- Coordinates safety and security, to include emergency management matters relating to construction project
- Supports school use of construction equipment funds
- Facilitates New School Opening Committee meetings

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

Appendix A –Facilities Planning Services Guidelines

The mission of Facilities Planning Services is to manage processes and information necessary to ensure the efficient and effective accommodation of over 174,000 students and their educational programs.

Responsibilities include:

- Produces a five-year Instructional Accommodations Plan (AP) and Capital Improvement Program (CIP), which provides: projections of student enrollment, assessments of facilities capacity, and capital improvements.
- Works with the School Board appointed citizen member Facilities Planning Advisory Council (FPAC) in recommending school closings, adjustments to school attendance areas, recommends new schools, and program and school attendance area realignments.
- Works with the School Board’s Ad-Hoc Committee, the Comprehensive Planning Development Committee, which has been charged with designing a recommendation for a comprehensive facilities planning progress in order to address potential school facilities issues and long range facility planning.
- Proposes, in partnership with other offices within the department of Facilities and Transportation Services, bond referenda to fund required capital improvements.
- Prepares special studies targeted to specific geographic or program concerns.
- Provides input on the appropriate allocation and placement of an inventory of over 500 portable classrooms.

Appendix B– Design and Construction Services Guidelines

This office provides for the acquisition of new school sites and the administration of the design and the construction of new schools, additions to existing buildings, and renewals of existing school facilities in accordance with approved educational specifications and building codes.

The Construction Management office maintains construction project management and monitors the construction schedule and progress of the new school. The construction manager is the authorized FCPS contract administrator and is responsible for all Design and Construction personnel associated with the project, and is the final authority for all construction-related decisions.

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

Appendix B– Design and Construction Services Guidelines (Continued)

The construction manager also holds bi-weekly construction meetings with the general contractor, the major subcontractors, the project architect, and field construction representative. The construction manager will keep the principal and other school administrators apprised of the project status on a weekly basis.

The Design and Construction Office (D&C) supports an onsite field construction representative for each work shift when the contractor is working. In addition to the onsite representatives, D&C utilizes an assorted team of technical specialists. These specialists have expertise in the mechanical/plumbing, electrical, sound, security, fire alarm, CATV, safety, roofing, and telecommunication aspects of the project.

D&C communicates and coordinates construction with all FCPS departments, including Facilities and Transportation, Information Technology, Financial Services, Instructional Services, and Special Services.

Appendix C– Financial Management & Contracting Services Guidelines

The Financial Management and Contracting Section (FM&C) is responsible for all bid and contract support, as well as eConstruction Fund financial and budget support for the project.

Financial Management and Contracting Section in coordination with the Office of Procurement Services, takes the lead in arranging a meeting with the principal to provide information about the equipment fund account procedures for placing orders and the use of the declining balance cards as the preferred method of payment. The FM&C staff works in conjunction with the school to reconcile the procurement cards. FM&C staff monitors the availability of the funds and ensures that the items are paid in a timely manner. The construction equipment account for the new school will be available for use by the school until August 31st, one year from the substantial completion date (i.e. if the substantial completion date is November 18th, 2010 then the equipment account will close on August 31, 2011).

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

Appendix D – Safety and Security Services Guidelines

Safety:

- Coordinates the installation of highway signs, crosswalks, and road markings with the Virginia Department of Transportation,
- Initiates installation of Wink-O-Matic lights where needed,
- Evaluates proposed walking routes for students,
- Provides operational assistance and signage for Kiss & Ride operations,
- Recommends the approval by the Police Department of crossing guard position(s) to assist walking students,
- Installs Fire Evacuation Staging Areas for non-ambulatory students located on the upper floors of the school building,
- Assists in identifying emergency evacuation routes,
- Coordinates chemical signage and Employee Right to Know Material, Safety Data Sheets information,
- Coordinates Science Chemical Hygiene and laboratory chemical storage (HS and MS), Reviews fire lane, site and building plans,
- Identifies tornado shelter areas, and
- Performs new playground inspections and other building inspections as needed.

Security:

- Site visits and comprehensive assessments for security and emergency management issues,
- Assists in the design, inspection and training of Security and Fire Alarm System (SAFAS),
- Coordinates with the principal or designees for creating crisis management and security plans, to include mapping, document distribution and training,
- Assists in the design and implementation of applicable security technology systems,
- Coordinates the communications infrastructure for day to day and emergency operations at the site,
- Coordinates the physical site security for technology and other equipment during construction.

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

Appendix E – Facilities Management/Plant Operations Services Guidelines

The Office of Facilities Management is responsible for providing preventive and corrective maintenance to all Fairfax County Public Schools (FCPS) buildings, grounds, and mechanical and electrical equipment. The office also provides project management for capital outlay and minor improvement projects, and manages the monitoring and mitigation of environmental hazards at FCPS buildings.

The [Plant Operations](#) section provides custodial staffing information, technical assistance, training, supply management, and pest control services to all facilities.

Appendix F – Infrastructure and Environmental Engineering Services Guidelines

The infrastructure and Environmental Engineering Section provides construction/contract management and technical support for the maintenance and renovation of FCPS buildings and grounds.

The Environmental Engineering Section is responsible for providing awareness training to school employees, and to ensure overall indoor air quality in school buildings.

Appendix G – Transportation Services Guidelines

The Office of Transportation Services is responsible for developing bus routes to meet the bell schedule at new school for all students who ride the bus.

They will provide principal a listing of proposed bus routes and stops in the school's attendance area in May prior to school opening. Final decisions regarding bus routes and schedules are dependent on approval of proposed boundaries. In addition, information about special program populations such as FECEP and special education must be made before they can begin the process of developing actual bus runs and stops for new school.

Chapter 2 – Roles and Responsibilities

Part I – Department of Facilities and Transportation Services

Appendix G – Transportation Services Guidelines (Continued)

Principal will be provided final information on bus routes and pickup times for students by August 15 or a minimum of two weeks prior to school opening.

They will coordinate with the School Safety Section and school staff regarding bus stops, walking boundaries, and walking routes to school.

They will coordinate with the Office of Design and Construction Services and the School Safety Section for the design, placement, and associated signs and striping needed for traffic flow, ingress, egress, Kiss-and-Ride” points, bus loading areas, bus parking area, and other parking areas.

Chapter 2 – Roles and Responsibilities

Part II –Department of Financial Services

- Allocates staffing and per pupil funding based on standard formulas
- Develops food preparation and serving related equipment specifications
- Provides procurement support in equipping new schools
- Assist the principal in receiving deliveries and moving equipment and furniture
- Participates in monthly New School Opening Committee meetings
- Provides guidance on property losses

Chapter 2 – Roles and Responsibilities

Part II –Department of Financial Services

Appendix A – Food and Nutrition Services Guidelines

Before Construction:

- Director or designee meets with architect and Office of Design and Construction Services to develop kitchen layout. Student enrollment and special programs dictate the kitchen layout and the kitchen equipment needs for specific school (elementary, middle and high),
- Director approves proposed kitchen layout and works cooperatively with the Office of Design and Construction Services throughout construction of new school.

During Construction:

- General contractor normally marks up approximately 15% on kitchen equipment that is included in design specifications. To save the markup, the Office of Design and Construction Services requests that mobile kitchen equipment such as milk coolers and ice cream cabinets, etc. be purchased from County of Fairfax contract by the Office of Food and Nutrition Services. The Office of Food and Nutrition Services forwards a memorandum to the Office of Design and Construction Services requesting transfer of the cost of mobile kitchen equipment from general construction account,
- The Office of Food and Nutrition Services purchases small equipment, safe, computer terminal, printer, and forwards a memorandum to the Office of Design and Construction requesting transfer of the cost from construction equipment account, and
- The Office of Food and Nutrition Services provides furniture specifications for manager's office for procurement with construction equipment money.

Four Months Before School Opens:

- Food service specialist/coordinator determines grade and advertises manager vacancy. Panel composed of principal and food service specialist/coordinator interviews manager applicants.

Chapter 2 – Roles and Responsibilities

Part II – Department of Financial Services

Appendix A – Office of Food and Nutrition Services Guidelines (Continued)

Before School is Released:

- Director or designee completes site visit, checking equipment specifications to ensure they meet approved layout,
- The Office of Food and Nutrition Services purchases and delivers food and supplies to school when kitchen is released,
- Food service specialist/coordinator, manager, and staff attend equipment demonstrations,
- The contractor and design and construction site representative coordinate an inspection by the Fairfax County Health Department prior to the release of the kitchen. The food service supervisor/coordinator for the school is available on site for the health inspection and provides the appropriate hand washing signs and equipment thermometers,
- The contractor and design and construction site representative coordinate the equipment demonstration with food and nutrition services after the health inspection is complete,
- Manager prepares point of sale cards for all students. Student fund balances from former schools are transferred to student accounts,
- Food service specialist/coordinator provides menu boards, signage, and posters,
- Manager and staff work three and two extra days respectively cleaning and sanitizing kitchen and equipment; stocking food and supplies; and setting up files,
- Parent menus are sent to school office for distribution,
- Extra free and reduced-price meal applications are sent to school office for parents new in the community,
- Director determines type of menu service (hot or cold lunch) for the first week of school. All efforts are made to offer a hot lunch. The principal is kept informed so parents can be notified before school opens, and
- Manager is available to accept prepayments at school's open house.

Chapter 2 – Roles and Responsibilities

Part II –Department of Financial Services

Appendix B – Procurement Services Guidelines

Procurement Services Responsibilities include:

- Establishes annual requirement contracts for the items typically required to furnish schools,
- Receives the fund cost center and the amount allotted for purchasing from Financial Services,
- Designates a school buyer as the single point of contact to assist the principal or his/her designee in outfitting a new a school,
- Provides on-site personnel to receive orders.

The buyer provides the following services:

- Meets with the principal (or designee) to coordinate and plan procurement schedule,
- Assist the principal (or designee) in developing an equipment procurement list,
- Coordinates with the curriculum specialists' equipment procurement lists,
- Coordinates with the principal (or designee) and vendors furniture procurement lists,
- Determines procurement lead time to ensure that delivery remains consistent with construction schedule,
- Purchases equipment and furniture items approved for purchase by the principal (or designee),
- Coordinates deliveries with the principal (or designee) and vendors,
- Coordinates conference calls with principal (or designee),
- Expedites and follows up orders as needed,
- Works with accounts payable to ensure timely payment to vendors.

Appendix C: Comptroller Guidelines

Risk Management Responsibilities Include:

- Provides guidance on filing property loss reports in accordance with Regulation 5720,
- Oversees the reimbursement of property loss claims,
- Assists the principal with completing proper insurance documentation.

Chapter 2 – Roles and Responsibilities

Part III – Department of Human Resources

- Assists the cluster director in the selection of the new principal
- Develops employment schedule and timeline for all position classifications
- Assists the principal in the advertising and employment of administrative, instructional and support personnel

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Chapter 2 – Roles and Responsibilities

Part III – Department of Human Resources

Appendix A: Employment Services Guidelines

Appointment of Principals of New Schools:

- New elementary and middle school principals are appointed seven months (by February 1) prior to a scheduled fall opening. Principals of new high and secondary schools are appointed 14 months (July 1) prior to a scheduled fall opening. (Reg. 4151.1)

Newly Appointed Principals:

- Until permanently assigned to the new school and separated from the old school, newly appointed principals may need to divide time between job responsibilities. Once permanently assigned, the principal will move to a temporary office location. An Administrative Assistant should be selected as soon as office space is available. Other allocated administrative assistants will be selected to provide assistance as needed. Prior to moving to the new school site, the building supervisor will be selected and other allocated custodians selected as soon as needed at the new school.
- Principals of new schools will work very closely with Human Resource staffing specialists to schedule early staff interviews and selections.
- Human Resources will process employment requests in a timely manner. Principals of new schools and HR specialists will monitor all personnel requirements and ensure that no delays occur in appointments. Teachers selected will not be able to change schools or assignments during Transfair.

Chapter 2 – Roles and Responsibilities

Part III – Department of Human Resources

Appendix B: Staffing Guidelines

Hiring Instructional Employees:

As soon as new principal is named, he/she may begin the process of staffing teachers and instructional assistants. The new staff should be as diverse as possible and include transfer teachers, teachers who have been destaffed, and newly hired teachers. The principal should work with the cluster director and employment director to set guidelines for how many transfer teachers might come from other schools. The Department of Human Resources will staff positions in the new school based on the number of positions authorized by the Department of Financial Services. Any requests for additional staff should be communicated to the Director, Employment Services, after discussion with the cluster director.

The office of instructional employment will advertise in Job Opportunities in mid February. Resumes will be sent directly to the principal of the new school. Interviews should be scheduled during March with selections made by mid-April, well before the transfair event in May. All requests for transfer are sent to the staffing specialist. The principal should make every attempt to interview all of the teachers seeking a transfer from the schools that are sending students to the new school.

The principal may also wish to review the files of teachers who are being considered for early contracts. These applicants can be interviewed after the transfer teachers. Requests for hire or placement should be sent to the staffing specialist.

The principal must leave vacant a certain number of positions for teachers who have been destaffed. These teachers will be assigned, after consultation with the cluster director, in early June. After July 1, the principal may choose any applicant for remaining vacancies.

Chapter 2 – Roles and Responsibilities

Part IV – Department of Information Technology

Information Technology staff work closely with the Office of Design and Construction Services, the Instructional Services Department, other departments as necessary, the principal and your school-based technology team before and during your school new construction project to ensure that the appropriate technology is installed and operational in your school. IT maintains the School Technology Profiles which are used to update the Educational Specifications/Technology Addendum (which is maintained by D&C) and the Guidelines for Equipping Schools (maintained by OPS). The following sections describe how the various sections of IT support the opening of a new school.

Chapter 2 – Roles and Responsibilities

Part IV – Department of Information Technology

Appendix A – Network and Systems Services Guidelines

The Network and Systems Services section assists the new principal with the following:

- Installation of the LAN, WAN and wireless network services and associated devices to provide data network connectivity to wired and wireless users.
- Installation of server and data storage solutions in accordance with school capacity and computing requirements as determined by IT.
- Develops educational specifications for local area network (LAN) and wide area network (WAN) and wireless networks

Appendix B – Project Management Services Guidelines

The Project Management Services section designates a project manager as the point of contact to assist the principal of a new school in outfitting administrative and instructional technology-related equipment. This is your “GO TO” person for technology. The project manager is the IT liaison for the principal to ensure that all of the technology is in place and functioning. In coordination with the technology sub-committee of the New School Opening Committee, the project manager assists the principal in developing a procurement list for administrative and instructional technology and audio/video equipment. Once finalized, the principal forwards the procurement list to the Office of Procurement Services for acquisition and coordination of delivery by the vendors.

Appendix C – Multimedia Engineering Guidelines

Multimedia Engineering provides consultation, design, and in some cases installation, for advanced TV studio systems, distance learning classrooms, and teleconferencing systems. Multimedia Engineering assists the principal (or designee) in the initial design and equipment specification, through system completion. Each school may work with Sprague’s Multimedia Engineering to customize the system to suit their instructional and operational needs.

No funding is supplied by Multimedia Engineering and all installation work is done on a charge-back basis.

Chapter 2 – Roles and Responsibilities

Part IV – Department of Information Technology

Appendix D – Multimedia Design Guidelines

Multimedia Design provides graphic design and consultation support for the following:

- Mascot design solutions once a mascot has been chosen. In partnership with the IT Project Manager and the Department of Facilities, provides appropriate file formats so the mascot design can be applied to carpet, gym floors and outside signage if needed.
- Color scheme consultation to insure the school color selection will be effective in a variety of applications including paint accents on walls and colors on print and web publications.
- Outside Banners to announce the Opening.
- FCPS print material to parents, such as postcards.

Appendix E –ITFASTeam Guidelines

The Information Technology FASTeam (IT FASTeam) supports new school opening by providing a variety of services designed to streamline delivery, training, consulting and support for a variety of enterprise applications.

The FASTeam ensures the new school is added to and properly configured for access in the appropriate enterprise applications including ACIS, the library database (see SirsiDynix Library Support-Appendix J) and web catalog, Keep In Touch, FCPS 24/7 Learning for courses and organizations,

For the student information system, the FASTeam ensures new students are enrolled in the school at the time the database is established. They also assist school staff in gaining access to the new school data, user accounts, opening of school procedures, registrations and enrollments, scheduling, grading, transcripts, lockers, calendars, and related functions in the student information system.

IT FASTeam provides access to EDSL and EDSL eCART data from the feeder schools to assist in planning for classes and decision making.

Chapter 2 – Roles and Responsibilities

Part IV – Department of Information Technology

Appendix F – Document Management Guidelines

The Document Management section provides necessary assistance in developing passive order for forms. The forms passive order work sheet provided to the new school by Document Management contains the standard forms sorted by department and form number to include the stockroom and space for passive order quantities.

The URL for the Passive Order Work Sheet is:

http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/passive.pdf

Appendix G – Field Services Section Guidelines

The Field Service Section provides central funding for copiers and RISO duplicators. Per FCPS regulation 6310.3, the correct allocation of centrally funded copiers and duplicators is determined by the student enrollment. Machines will be ordered by the Field Services Section to ensure that they are delivered and installed immediately after the secured storage spaces are made available.

Appendix H – Field Information Systems Section Guidelines

The Field Information Systems section assists the new principal with the following:

- Installation of the telephone and voicemail systems, including telephone company connections and all desktop telephony devices
- Installation of the cable television (CATV) head-end system and associated components to provide for the delivery of broadcast video

Appendix I – Technology Support Services Guidelines

The Technology Support Services Section provides technology consulting and support to the principal in preparation for the opening of the new school. An assigned Senior TSSpec will work collaboratively with the principal to gain an understanding of the principal's vision for how technology will be utilized in support of teaching and learning in the new school. The Senior TSSpec consults with all IT support partners in recommending the appropriate technologies (in accordance with FCPS standards) to promote instructional excellence and academic achievement. The Senior TSSpec will also organize any necessary "TSSpec blitzes" (scheduled days of several TSSpecs working on-site at the new

Chapter 2 – Roles and Responsibilities

Part IV – Department of Information Technology

Appendix I – Technology Support Services Guidelines (Continued)

school) to ensure all technology is appropriately configured and installed prior to the first day of school (this includes, but is not limited to, ensuring all classroom display components such as DVD players, interactive whiteboards, switching devices and data projectors are operational and properly routed to the teacher presentation systems).

The new school TSSpec provides critical onsite support to essential administrative personnel while in the pre-building (trailer) phase, and after the move to the completed building. The TSSpec will inventory, set-up, configure and maintain mobile and desktop workstations for administrative staff and participate in preparation and planning activities for technology in the new school.

Appendix J – SirsiDynix Library Support Guidelines

SirsiDynix Library Support provides a profile for the technology hardware and software to be ordered for **SirsiDynix** library automation system.

Chapter 2 – Roles and Responsibilities

Part V – Department of Instructional Services

- Develops educational specifications
- Maintains standards for instructional related equipment and supplies
- Reviews and updates standards for equipping schools
- Assist the principal of the new school in developing a procurement list for instructional related equipment, supplies and textbooks
- Assist the principal of the new school in developing and ordering a core collection of library books and materials

Chapter 2 – Roles and Responsibilities

Part V – Department of Instructional Services

Appendix A – Elementary, Middle and High School Instruction Guidelines

The appropriate office provides the principal of a new school with a list of curriculum guides, manuals and instructional materials and guidelines for equipping each grade level.

Program coordinators and curriculum specialists assigned under each office of instruction will be available for consultation with the principal of a new school regarding specific instructional materials that can be ordered for each subject area or program.

Instructional technology specialists serve as members of the New School Opening Committee and participate in the technology sub-committee meetings to develop a procurement list for instructional technology hardware and software. The SBTS Management office will also coordinate with the principal to advertise and hire the School Based Technology Specialist. Technology specialists can work with the principal and school based technology specialist to which training will need to be given to the newly hired teachers so that they can be proficient in the use of instructional technology.

Appendix B – Library Support Services Guidelines

The Library Information Services (LIS) Section assists the librarian to develop a core collection of library books and materials. LIS purchases, receives, processes catalogs and ships the materials to the new school library. LIS closely coordinates the delivery of materials with vendors to ensure that the construction schedule does not impact storage space. Library Support Services maintains new school start-up funds for a two-year period and provides training to the new librarian.

Chapter 2 – Roles and Responsibilities

Part VI – Department of Special Services

The Department of Special Services provides a planned program of instructional, psychological, social, preventive, and related services to help schools meet the unique needs of students and their families. Special Services provides a network of support to staff, students, and families that eliminates obstacles, facilitates instruction, and enables students to succeed as individuals within the learning environment. Through instructional leadership, curriculum development, program evaluation, staff development, and support for alternative, special education, and student services programs, the department ensures that all program areas in schools are fully supported and able to comply with fiscal, legal, and personnel requirements.

The department supports the School Board's student achievement goals by identifying research-based best practices and supplemental materials to support the achievement of students with disabilities and by providing programs and services that foster the academic, health, and social success of all students. The department programs and services contribute to constructive school climates that actively teach and encourage all students to demonstrate the aptitude, attitude, and skills to lead responsible and fulfilling lives and to demonstrate respectful and responsible behaviors so as to become productive members of the community.

Chapter 2 – Roles and Responsibilities

Part VI – Department of Special Services

Appendix A – Special Education Instruction Guidelines

The Office of Special Education Instruction directs and supports the development, implementation, operation, and evaluation of Pre-K – 12 educational programs, curricula, and services that meet the unique needs of students with disabilities. Technical assistance and professional development to schools is offered so that students with disabilities grades PK-12 will access and make progress in the general curriculum. Services are also provided to special education students at the secondary level supporting their transition from high school to post secondary educational and employment opportunities. The office provides instructional leadership, including supervision, coordination, and evaluation of early childhood, elementary, secondary, related services, career and transition programs and coaches for new teachers.

The Office of Special Education Instruction plans and delivers research-based, innovative professional development opportunities for teachers, school-based administrators, and paraprofessionals. School-based professional learning opportunities with follow-up build the capacity of staff members to provide high quality support and services for students with disabilities and their families. This office operates in collaboration with all other special education sections within DSS and works closely with the Instructional Services Department and other FCPS departments and offices to ensure division wide support to schools and staff.

Appendix B – Special Education Procedural Support Guidelines

The Office of Special Education Procedural Support provides guidance to staff, families, and students in areas related to the implementation of and compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, as amended. Each school pyramid is assigned a procedural support liaison who provides direct guidance to schools providing services to students with Individualized Educational Plans (IEPs) or 504 plans to ensure that schools are in compliance with federal, state and local regulations.

Procedural support liaisons also respond to school, parent, and community concerns regarding special education services, placement, and 504 plan implementation.

The Due Process and Eligibility section of the office of Special Education Procedural Support assists school staff and parents in proceedings related to dispute resolution, systems of mediation, complaints, and due process hearings around issues related to IDEA or Section 504.

Chapter 2 – Roles and Responsibilities

Part VI – Department of Special Services

Appendix C – Intervention and Prevention Services Guidelines

The Office of Intervention and Prevention Services is responsible for Nontraditional School Programs, Psychology Services, Social Work Services, and Student Safety and Wellness. The office provides copies of the Student Rights and Responsibilities Handbook, addresses concerns regarding student attendance, assigns psychology and social work services, and works with new schools to establish programs to build strong relationships within the new school community, including mentoring, peer mediation, and conflict resolution. The office works with principals to address the needs of students experiencing significant personal, family or community difficulties, and can assist in accessing a range of school and community resources. Crisis intervention services are also provided in the event of significant loss (i.e. death of a teacher or student; natural disaster; public emergency).

Appendix D – Operations and Strategic Planning Guidelines

The Office of Operations and Strategic Planning ensures that Department of Special Services programs and special education students are adequately supported in their fiscal, data, registration and health requirements. The Data Management section provides support to the DSS, schools, centers, and staff regarding all special services database requirements and statistical analysis. This includes program analysis, documentation of the Individualized Education Program (IEP) process, validation of data, and report preparation for FCPS, state, and federal reporting. Data Management facilitates daily support and learning for the Special Education Administrative System for Targeting and Reporting Success (SEA-STARS) and GETIEP. The help desk supports user access, application training, as well as user assistance.

For new schools the DSS Data Management section provides projections for special education students that will be included in the new schools boundaries as identified by facilities. Student Registration is responsible for the registration of language minority students; provision of interpretation and translation services to schools, parents, and students; student transfer and home instruction processing, and health services. Student Registration provides school enrollment services for students whose home language is other than or in addition to English (Bilingual specialists are available to help families with limited English proficiency.); foreign students; all students whose natural parents or legally adoptive parents do not reside in Fairfax County; tuition-paying students; students in foster care. The Language Services staff provides translations and interpretations to facilitate communication between the school system and the homes of FCPS students in which a language other than English is spoken. The

Chapter 2 – Roles and Responsibilities

Part VI – Department of Special Services

Appendix D – Operations and Strategic Planning Guidelines (Continued)

Student Transfer team oversees the process that enables students to attend a school other than their base school. The Home Instruction staff processes notifications on an annual basis from parents who choose to provide home instruction for their school-aged children and the annual evidence of academic progress submitted for these children. The staff also processes applications for religious exemption that are forwarded to the School Board. The Health Services program provides direction and expertise on health issues, policies and regulations pertaining to health topics to school-based and administrative office staff members.

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Chapter 3 – Documents, Activities and Responsibilities

Part I – Documents, Activities and Responsibilities

Documents	Activities	Responsibilities
Construction Specifications and Blue Prints	Construction Progress and Schedule for new school	Office of Design and Construction Services, Department of Facilities Services
Bond Fund for New School Equipment	Allocation of Construction Funds for new school equipment	Budget and Contracting Section, Department of Facilities Services
School Operating Budget for New School Logistics	Allocation of Appropriated Funds for Instructional Supplies, Textbooks, Library Materials, Green Dollar	Office of Budget Services, Department of Financial Services
School Operating Budget for New School Custodial Supplies	Allocation of Appropriated Funds for Passive and “Start-Up” Custodial Supplies	Plant Operations Services Section, Department of Facilities Services
School Operating Budget for New School Forms	Allocation of Appropriated Funds for Passive Order for Forms	Forms Management Section, Department of Information Technology
School Operating Budget for New School Copiers	Allocation of Appropriated Funds for Copiers	Field Services Section, Department of Information Technology
School Operating Budget for New School SASI File Server and Printer	Allocation of Appropriated Funds for SASI File Server and Printer	Financial Management, Department of Information Technology
Procurement List of New School Copiers	Developing Procurement List and Purchasing Copiers	Field Services Section, Department of Information Technology
Procurement List of SASI Server and Printer	Developing Procurement List and Purchasing SASI Server and Printer	Student Application Fast Team and Financial Management, Department of Information Technology
Procurement List of Instructional and Administrative Technology Hardware and Software and Audio/Video Equipment	Developing Procurement List of Instructional and Administrative Technology Hardware and Software and Audio/Video Equipment	Principal or his/her designee in coordination with the technology sub-committee of the new school opening committee

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Part I – Documents, Activities and Responsibilities (Continued)

Documents	Activities	Responsibilities
Procurement List of non-technology related equipment and furniture	Developing procurement list of other non-technology related equipment and furniture	Principal or his/her designee in coordination with various curriculum coordinators and specialists
Approved Procurement List of technology and non-technology equipment and furniture	Ordering approved list of technology and non-technology equipment and furniture	Office of Procurement Services, Department of Financial Services
Procurement List of a core collection of library books and materials	Developing procurement list of a core collection of library books and materials	Librarian or his/her designee in coordination with Library Support Services, Department of Information Technology
Approved procurement list of a core collection of library books and materials	Ordering approved list of a core collection of library books and materials	Library Support Services, Department of Information Technology
Passive Order for Instructional Supplies	Developing passive order for instructional supplies	Principal or his/her designee based on passive order template provided by the Office of Procurement Services
Passive Order for Custodial Supplies	Developing passive order for Custodial supplies	Principal or his/her designee based on passive order template provided by the Office of Procurement Services
Passive Order for Forms	Developing passive order for forms	Principal or his/her designee using passive order worksheet for forms provided by Forms Management, Department of Information Technology.
“Start-Up” Instructional Supply List	Developing “Start-Up” Instructional Supply List	Principal or his/her designee by indicating appropriate quantities on a copy of instructional supply catalog.
“Start-Up” Custodial Supply List	Developing “Start-Up” Custodial Supply List	Principal or his/her designee by indicating appropriate quantities on a copy of custodial supply catalog.
Procurement List of Textbooks	Developing Procurement List of textbooks	Principal or his/her designee by indicating appropriate quantities on a copy of textbook catalog.

NEW SCHOOL OPENING HANDBOOK

Part I – Documents, Activities and Responsibilities (Continued)

Documents	Activities	Responsibilities
Procurement List of instructional/curriculum related materials and subscriptions	Developing Procurement List of instructional/curriculum related materials and subscriptions	Principal or his/her designee in coordination with department chairpersons and curriculum specialists
Approved Procurement List of textbooks, instructional/curriculum related materials and subscriptions	Ordering approved list of textbooks and curriculum related materials and subscriptions	Office of Procurement Services, Department of Financial Services
Kitchen Equipment	Confirms equipment meets specifications and layout. Attends Health Department inspections. Attends equipment demonstration.	Director of food services specialist Office of Food and Nutrition Services
Food Service Personnel	Arranges for panel interview with principal for food service manager. Arrange for staff.	Principal or his/her designee with food service specialist
Food Service Meal Schedules	Arrange for food and supplies purchases and deliveries. Coordinates meal schedules.	Food services specialist

Chapter 4 – Movement and Relocation of Equipment & Furniture

Part I – Internal Movement of Equipment and Furniture

If the required movement of equipment, furniture and/or boxes will exceed the capability of the school's custodial staff, the Plant Operations Services Section should be contacted for assistance.

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Chapter 5 – Directory

Part I -- Directory

TOPIC	NAME	TELEPHONE NO./EMAIL ADDRESS
Air Quality		
Boundaries		
Budget		
Construction Site Inspector		
Copier Acquisition		
Equipment, Acquisition		
Finances		
Food Services		
Forms		
Library Books, Acquisition		
Personnel, Instructional		
Personnel, Support		
Pre-Construction Planning		
Principal		
Principal		
Principal		
Risk Management/ Insurance		
Safety		
Security		
Software, Acquisition		
Supplies, Acquisition		
Technology, Acquisition		
Telephones		
Textbooks, Acquisition		
Trailers, Classrooms		
Transportation		
Walking Routes		