



Fairfax County School Board

Strategic Governance Manual

**Adopted: December 7, 2006
Effective: January 1, 2007
Last Revised: September 24, 2009**

In October 2005, the Fairfax County School Board launched a bold new venture called the Strategic Governance Initiative. Although the product of the Board's work includes portions of the new strategic plan that are owned by the School Board (Beliefs, Vision, Mission, and Student Achievement Goals), the Initiative includes features that go far beyond a typical strategic plan.

The Fairfax County School Board recognizes that the Board has a unique and important role to play in assuring that the school system achieves the results expected by the community and deserved by the students the school system serves. The Board also recognizes that as an elected Board that represents and serves the people of the county, it must design for itself a governing process that allows it to exercise its responsibilities in a manner that assures that the staff, under the authority of the Superintendent, has the freedom and authority to do its work without interference but also has full accountability for the results of its decisions. And, the Board accepts the challenge to perform its own duties with the same degree of excellence expected of the Superintendent and staff members.

In addition to specifying the results expected for students, the Board has stated operational expectations that are reasonable for the Superintendent and staff members to work within. The initiative includes those operational expectations as well as student achievement goals as measures of school system success. The Superintendent and staff members are empowered to develop strategies and action plans to achieve both the specified student achievement goals and the operational expectations.

School system performance in both areas will be monitored regularly throughout the year by the Board to assure that reasonable progress is being made toward achieving the student achievement goals and that the system is complying with the Board's operational expectations. And the Board will monitor its own performance just as rigorously in order to assure excellent performance at all levels, from the Boardroom to the classroom. The Fairfax County School Board believes that the Strategic Governance Initiative will assure that a very good school system will become an even better one.

This manual supersedes the following School Board policies, which are rescinded effective December 31, 2006, and July 24, 2008:

- 1520.1 School System Relationships with Other Agencies and Organizations
- 1803.3 Election of School Board Officers
- 1804.7 Committees of the School Board
- 1805.3 Duties, Responsibilities, and Authority of School Board Members and Officers
- 1806.2 School Board Ethics
- 1807.3 Orientation of New School Board Members
- 1808.3 Attendance at Conferences by School Board Members
- 1809.4 Salary, Compensation, and Reimbursement for School Board Members and the Student Representative
- 1811.1 School Board Attorney
- 1812.5 School Board Meetings—Types, Calendar, Notification
- 1813.1 School Board Meeting Procedures
- 1814.4 School Board Closed Meetings
- 1815.6 Citizen Presentations to the School Board
- 1816.6 School Board Agenda
- 1817.2 Minutes of School Board Meetings
- 1818.2 Annual School Board Conference(s)

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DEFINITIONS

Beliefs

Beliefs are the School Board's and the school system's value system. They serve as the corporate conscience that drives other decision-making.

Vision

The **Vision** is a statement of how the school system is intended to look at a point in the future, assuming all goals are met and all parts of the district's strategic plan are successful. It is a statement intended to express both aspiration and inspiration.

Mission

The **Mission** is the over-arching, ultimate goal for student achievement. It is the sum of more specific Student Achievement Goals, and will be the result of their attainment.

Student Achievement Goals

Student Achievement Goals are the Board's statement of expected performance outcomes for students attending our schools. The Board will judge the overall success of the school system on the basis of reasonable progress toward achieving these goals, along with the system's compliance with the Board's stated Operational Expectations. Continuous monitoring by the Board will provide the means for judging reasonable progress toward achieving the Student Achievement Goals.

Operational Expectations

While the Mission and Student Achievement Goals are the major drivers of what happens in the school system, the Board also has concerns about how the system operates. These **Operational Expectations** express those concerns to the Superintendent and staff. Continuous monitoring by the Board will provide the means for judging whether compliance with the Operational Expectations has been achieved.

Board Roles and Responsibilities

The School Board views its role to be different from any other entity associated with the school system. That role is defined in this statement.

Board Governing Commitments and Processes

In order to do its job effectively, the School Board must create for itself a governing culture that allows 12 very diverse individuals to function as a unit. That thoughtfully-crafted culture is reflected in these **Board Governing Commitments and Processes**. The Board commits itself to the same degree of excellence expected of the Superintendent and staff, and these provisions are the yardstick against which the Board will measure its own performance.

Superintendent and District Evaluation

The Board has vested operational control of the school system in the Superintendent. The Board views the performance of the school system and the performance of the Superintendent to be the same. This section clarifies the basis and the means for evaluating the performance of both the school system and the Superintendent.

Reasonable Interpretation

The Board expects the Superintendent to apply reasonable interpretations to its statements of Student Achievement Goals and Operational Expectations, and to present those interpretations to the Board as part of the monitoring process. The Board recognizes that strategic choices will be based upon those interpretations, and therefore the interpretations of the Superintendent must be reasonable. The Board further recognizes that there may be several potential interpretations to the Student Achievement Goals and the Operational Expectations, all falling within the realm of "reasonable." The Board will accept any interpretation made by the Superintendent, as long as the Board considers it to be reasonable.

Statement of Condition

Each Operational Expectation of the Board will be monitored to determine whether the conditions actually existing in each operational area are consistent with the Board's stated expectations. In presenting monitoring reports, the Superintendent will provide information sufficient for the Board to understand and determine the acceptability of the conditions in each area.

BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his/her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

VISION

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

MISSION

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

STUDENT ACHIEVEMENT GOALS

1. ACADEMICS

All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps. Students will:

- 1.1. Achieve their full academic potential in the core disciplines of:
 - 1.1.1. English language arts:
 - 1.1.1.1. Reading.
 - 1.1.1.2. Writing.
 - 1.1.1.3. Communication.
 - 1.1.2. Math.
 - 1.1.3. Science.
 - 1.1.4. Social studies.
- 1.2. Communicate in at least two languages.
- 1.3. Explore, understand, and value the fine and practical arts.
- 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5. Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

STUDENT ACHIEVEMENT GOALS (continued)

2. ESSENTIAL LIFE SKILLS

All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. Working in partnership with school and family, students will:

- 2.1. Demonstrate honesty, responsibility, and leadership:
 - 2.1.1. Model honest and ethical behavior.
 - 2.1.2. Take responsibility for their actions.
 - 2.1.3. Keep their promises and commitments.
 - 2.1.4. Respect people, property, and authority.
 - 2.1.5. Act responsibly toward others, including respect for cross-cultural differences and perspectives.
 - 2.1.6. Be capable of placing their own self-interests in perspective with the interests of others.
- 2.2. Work effectively within a group dynamic.
- 2.3. Develop the resilience and self-confidence required to deal effectively with life's challenges.
- 2.4. Possess the skills to manage and resolve conflict.
- 2.5. Be inspired to learn throughout life.
- 2.6. Courageously identify and pursue their personal goals.
- 2.7. Develop practical life skills including but not limited to:
 - 2.7.1. Problem solving/critical thinking.
 - 2.7.2. Work habits.
 - 2.7.3. Financial competency.
 - 2.7.4. Self-sufficiency.
 - 2.7.5. Time management.
- 2.8. Make healthy and safe life choices.

STUDENT ACHIEVEMENT GOALS (continued)

3. RESPONSIBILITY TO THE COMMUNITY

All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all. Students will:

- 3.1. Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2. Be respectful and contributing participants in their school, community, country, and world.
- 3.3. Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4. Exercise good stewardship of the environment.

OPERATIONAL EXPECTATIONS

The Superintendent will maintain a system that conforms to policies of the School Board, the regulations of the Virginia Department of Education, applicable county, state, and federal laws and regulations and ensures that procedures exist for the review and revision of these policies.

Operational Expectation Areas

- 1. Human Resources**
- 2. Professional Learning and Training Accountability**
- 3. Budget and Financial Management**
- 4. Technology**
- 5. Accountability and Audit**
- 6. Instructional Program and Treatment of Students**
- 7. Facilities and Transportation Services**
- 8. Community Relations**
- 9. Relationship with the Board**

1. **HUMAN RESOURCES:** The Superintendent will recruit, select, and retain a high quality and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale and loyalty to the FCPS mission and goals and in compliance with relevant laws and regulations.

A. Recruitment, Selection, and Retention. The Superintendent will:

1. Recruit and hire qualified employees of diverse backgrounds.
2. Retain a highly qualified and diverse workforce with a reasonable annual turnover rate.
3. Ensure that all staff members are qualified to perform the responsibilities assigned to them.
4. Administer appropriate and thorough background inquiries and checks prior to hiring.

B. Staff Treatment. The Superintendent will:

1. Encourage full use of talents and energies.
2. Establish a culture of respect that treats all staff members in a fair and balanced manner.
3. Establish an atmosphere of openness, civility and responsiveness that seeks broad-based staff participation in identifying organizational needs and means of implementing improvements; consider various viewpoints and reasoned dissent while achieving sound decision-making.

C. Staff Evaluation. The Superintendent will:

1. Evaluate regularly all personnel based on job performance expectations aligned to the Board's goals and values, recognizing excellence and providing constructive suggestions for improvement.
2. Recognize excellence and provide programs that celebrate outstanding contributions to our workplace and student success.

D. Staff Compensation. The Superintendent will:

1. Develop compensation and benefit plans that are fair and equitable and consider the minimum living wage in an effort to attract and retain the highest quality employees competitive with the applicable marketplace.

2. **PROFESSIONAL LEARNING AND TRAINING: The Superintendent will provide superior training designed to increase individual and system effectiveness. The Superintendent will:**
1. Provide career enrichment and advancement opportunities.
 2. Identify and develop a diverse pool of strong leaders and ensure leadership continuity.
 3. Support staff members in their efforts to help students meet high academic standards by increasing individual and system effectiveness.

3. **BUDGET AND FINANCIAL MANAGEMENT**

A. **Budget**: The Superintendent will develop a balanced, clearly presented, needs-based budget that optimizes resources and meets the community's expectations and the School Board's goals. The Superintendent will:

1. Develop a budget that reflects a multiyear perspective, analyzes the current financial condition of FCPS, presents long-range financial needs, and demonstrates support for Board priorities and annual goals.
2. Develop a budget based upon an analysis of each budget category in a five-year period, including:
 - a. The amount received and spent during the previous three years;
 - b. The amount budgeted currently; and
 - c. The amount budgeted for the next fiscal year.
3. Present budget and reporting documents that describe assumptions upon which the budget is based and identify significant trends and changes, and provide budget and financial information in a consistent, understandable, transparent, and easily accessible format.

B. **Financial Management**: The Superintendent will manage financial affairs in a fiscally accountable, transparent manner consistent with School Board budget and goals, maximizing effectiveness and conserving resources. The Superintendent will:

1. Ensure that resources are expended in accordance with the budget and School Board expectations.
2. Receive, process, and disburse funds under controls consistent with generally accepted accounting principles, including:
 - a. Settling all debts in a timely manner;
 - b. Maintaining complete and accurate financial records;
 - c. Conducting an annual audit of all school division funds and accounts by an independent auditing firm.
3. Base purchases upon prudent judgment and sound financial practice, including comparative pricing as appropriate, while taking into account long-term quality and cost.
4. Maintain reasonable insurance coverage on school division property and against liability losses to Board members, staff members, and the school division itself.

C. **Food and Nutrition Services**: The Superintendent will operate a self-supporting child nutrition program within Federal guidelines that promotes healthy choices and wellness.

4. TECHNOLOGY: The Superintendent will use technology to support teaching, learning, and the Board's operational expectations and goals. The Superintendent will:

1. Provide a comprehensive and functional technology infrastructure.
2. Provide technology capabilities that are useful for staff members and students.
3. Use technology to support diverse learning techniques and styles.
4. Provide a means for interactive communication between the school system, parents, students, and the community.
5. Provide information electronically about school and division programs and academic progress.
6. Provide a system to access relevant and current data by appropriate users.

5. **ACCOUNTABILITY AND AUDIT:** The Superintendent will maintain a system of continuous improvement that tracks, measures, and evaluates FCPS effectiveness in realizing student achievement and business processes, including both benefits and costs, in a timely manner. The Superintendent will:

1. Establish a multi-year plan for program evaluation that identifies evaluation criteria and the relationship to student achievement goals. New program proposals shall include an evaluation plan that assures its evaluation within the first three years. All evaluations should recommend whether a program should be continued, modified, or discontinued based on its effectiveness and cost.
2. Conduct a regular fiscal and performance audit of business functions.
3. Provide public access to audit results.

6. INSTRUCTIONAL PROGRAM AND TREATMENT OF STUDENTS: The Superintendent will provide a learning environment and program of instruction, drawing on innovative and best practices, aligned to achieve the School Board's goals and meet the community's expectations. The Superintendent will:

1. Provide equal educational opportunity in a safe, healthful, non-discriminatory, and secure environment for all students.
2. Improve instructional programs and services based on research and best practices, while encouraging innovation, in order to meet the needs of all students, addressing their diverse learning styles..
3. Measure effectively each student's progress toward achieving or exceeding performance standards.
4. Maintain a climate characterized by support and encouragement by all adults for high student achievement and student well-being.
5. Maintain a safe and healthful learning environment free from disruption and violence.
6. Appropriately involve stakeholders in curriculum development and the selection of instructional materials.

7. **FACILITIES AND TRANSPORTATION SERVICES**

- A. Facilities: The Superintendent will provide the necessary infrastructure to support instruction and operations and maintain safe, healthful, and up-to-date classrooms and work environments that support the instructional program. The Superintendent will:**
1. Ensure facilities that are clean, sanitary, and safe.
 2. Develop and annually report on a master plan required to implement an effective preventive maintenance program.
 3. Provide for public use of facilities as long as student safety, student functions, and the instructional program are not compromised and use guidelines are administered consistently.
 4. Establish and regularly update a Facilities Comprehensive Plan, organized by regional areas, which reflects School Board policy and guides decision making to ensure sound instructional practices; a reasonable balance of capacity utilization; and wise, efficient, and environmentally-responsible use of resources.
 5. Establish a Capital Improvement Program of major maintenance, renovation, and new construction which ensures that classroom capacity and infrastructure meet instructional program and community use needs and which endeavors to be equitable across the county.
- B. Transportation: The Superintendent will assure the transportation of all students in a safe and timely manner, to instructional programs for which they are eligible or that meet their needs, in a cost-effective manner.**
- C. Safety and Security and Emergency Preparedness: The Superintendent will provide physical security and safety programs that ensure the protection of students, staff members, visitors, and FCPS property.**
1. Ensure that updated emergency management plans are in place, that key personnel receive training as appropriate, and that a collaborative and effective working relationship is maintained with local, state, and federal emergency management representatives.

8. COMMUNITY RELATIONS: The Superintendent will encourage and maintain effective communication, appropriate involvement, and active support of parents and our diverse community members in advocating for and achieving the FCPS mission and goals for student achievement. The Superintendent will:

1. Involve parents and families as partners in the education of their children, providing an open, responsive, and welcoming environment that treats all people with respect, dignity, and courtesy.
2. Establish meaningful, regular, two-way communication between the school and home.
3. Provide opportunities for community involvement with FCPS, including, as needed, the formation of committees that offer community advice and expertise.
4. Establish mutually beneficial partnerships with the business, industry, and nonprofit organizations in the community.
5. Establish honest, effective relationships with the news media.
6. Establish effective working relationships with educational leaders in other local school systems, the Virginia Department of Education, postsecondary institutions, and national groups and officials.
7. Pursue effective and cooperative work with the County Board of Supervisors and county staff; local, state, and federal officials; legislative staffs; and agency officials in all levels of government.
8. Participate in diverse community activities and events as advocates for all students.
9. Implement a strategic communications plan to enable effective communications between the school system and the community it serves.

9. RELATIONSHIP WITH THE BOARD: The Board values a harmonious and positive relationship with the Superintendent characterized by excellent communication, mutual respect, personal ethics, and professional integrity and guidance. To assure this result, the Superintendent will:

1. Maintain an ethical and harmonious working relationship with the entire Board. The Superintendent will:
 - treat all members impartially;
 - refrain from criticism of individual members;
 - respond to Board concerns in a timely and courteous manner;
 - communicate immediately and directly with the Board or individual Board members when an honest difference of opinion exists; and
 - promote a positive relationship in Board meetings.
2. Keep the Board informed on issues, needs, policies, and operation of the school system and:
 - offer professional advice to the Board with appropriate recommendations based on thorough study and analysis supported by ample information, including assessment of alternatives, to enable Board members to make informed decisions.
3. Encourage communication and cooperation between Board members and staff members so as to be responsive to concerns of Board members.
4. Interpret, implement, and support Board policy to staff members and the public, including the implementation of Board priorities (goals) in budget planning and in all operational areas defined and monitored by the Board.
5. Interpret needs of school personnel and students to the Board and:
 - keep Board members informed of personnel problems and methods used to solve problems.

SUPERINTENDENT AND DIVISION EVALUATION

The Superintendent has two major responsibilities upon which he will be evaluated. Those responsibilities are to assure that the school system:

1. Makes reasonable progress toward achieving the student performance goals described by the Board in the school division's strategic plan.
2. Operates in a manner consistent with the Board's stated operational expectations and achieves the Board's identified target goals for improvement of operations.

The Board considers the overall performance of Fairfax County Public Schools in these two areas and the performance of the Superintendent to be the same. Therefore, the Board will evaluate the school division's performance and credit the Superintendent with the results of that evaluation.

Formative Evaluation: The Board will establish an annual calendar and work plan for its work, which will include scheduled monitoring throughout the year of each stated student goal, and scheduled monitoring of each operational expectation. The Superintendent will provide thorough and detailed monitoring reports as prescribed in the Annual Calendar (see the Appendix for a sample monitoring report). The Board will respond to each monitoring report indicating one of the following:

1. Acceptance of the report as evidence of satisfactory performance; or
2. Expectation for improvement based on the conclusion of a majority of the Board.

Summative Evaluation: In June, the Board will review the prior year's monitoring documents submitted by the Superintendent. The Board will use these reports as a basis to develop an overall summative evaluation document of the Superintendent's performance. The summative evaluation document will include areas for commendation as well as areas that require additional attention. Operational goals for the succeeding year will be decided on the basis of the summative evaluation.

External Monitoring: At its discretion, the Board retains the option of asking for external monitoring of any performance area, either student achievement goals or operational expectations, as a means for assessing performance.

BOARD ROLES AND RESPONSIBILITIES

The role of the Fairfax County School Board is to direct Fairfax County Public Schools and focus the greater Fairfax County community toward ensuring the successful education of students, consistent with the vision and goals adopted by the School Board. To carry out that role, the School Board will:

1. Establish expectations for student achievement, provide resources to enable students to meet those expectations, and hold Fairfax County Public Schools accountable for student achievement.
 - a. Develop goals and rigorously monitor performance against approved benchmarks and toward identified goals.
 - b. Hire and regularly evaluate the performance of the Superintendent.
 - c. Adopt operating and capital budgets that support the Board's identified goals.
2. Represent and serve the interests of the citizens of Fairfax County.
 - a. Engage the community to solicit input about expectations for student achievement and preparation for the future.
 - b. Report regularly to the community on student achievement, operational goals and challenges, and initiatives to improve achievement and effectiveness of division operations.
 - c. Exercise stewardship of resources by monitoring the use of resources to ensure that operating and capital funds are spent wisely and effectively.
 - d. Ensure that Fairfax County Public Schools responds respectfully and in a timely manner to issues raised by members of the community.
3. Build coalitions with parents and guardians and with groups representing the diverse elements of the Fairfax County community.
4. Advocate for the needs of Fairfax County Public Schools—and the children it serves—with local, state, and federal elected and appointed officials and with the citizens of Fairfax County.
5. Respect the value and importance of employees and employee organizations.

GOVERNING COMMITMENTS AND PROCESSES

Governance Commitment

1. The primary purposes of the Board are to assure that FCPS achieves the Student Achievement Goals specified in this document and that the system operates effectively and efficiently as specified in the Operational Expectations section of this document.
2. The Board will hold itself accountable for its performance. The Board will monitor its performance periodically and engage in Board development to assure continuous improvement in its capacity to govern effectively. School Board members shall participate annually in professional development.
3. The Board will focus on strategic leadership rather than administrative details, observe clear distinction between Board and superintendent responsibilities, and give direction through majority decisions of the full Board rather than through individual decisions.
4. Communicate frequently and regularly with citizens in the communities, maintaining public trust through full and open communication.
5. The Board will govern and fulfill its commitments and will take action to prevent any officer, individual or committee from hindering its performance or prevent the Board from fulfilling its commitments.
6. The Board will govern legally, assuring that all actions are consistent with State and Federal laws and with the Board's own policies and commitments.

Board Member Code of Conduct

The Board commits itself and its members to ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

1. Each member has the obligation to bring constituent issues or new initiatives to the Board or the Superintendent, depending on whether the issue involves the Board's role or the Superintendent's role. However, each Board member is obligated to act in the best interest of the school system as a whole. This obligation supersedes:
 - a. any conflicting loyalty a member may have to other advocacy or interest groups;
 - b. loyalty based upon membership on other boards or staffs;
 - c. conflicts based upon the personal interest of any Board member or any member of their family; or
 - d. any obligation to represent a particular constituency or subset of the county.

2. Board members may not attempt to exercise individual authority over the organization:
 - a. members will refer complaints back into the system, with notification to the Superintendent. Although members may assist constituents in navigating the system, members will not take personal responsibility for reaching any particular resolution;
 - b. members will not give personal direction to any part of the operational organization;
 - c. when speaking on behalf of the Board, members will communicate only explicitly-stated Board decisions.

3. To build trust among members and to ensure an environment conducive to effective governance, members will:
 - a. focus on issues rather than personalities;
 - b. respect decisions of the full Board;
 - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;
 - d. recognize the positive and negative aspects of dissent and shall refrain from public criticism of the motives, thinking, and philosophy of other members but may make their own views clear when in disagreement with a publicly stated opinion of the Board;
 - e. not publicly disparage the superintendent or staff;
 - f. make every reasonable effort to protect the integrity and promote the positive image of the system and one another;
 - g. never intentionally embarrass each other or the school system.

4. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board or the school system, especially those matters discussed in closed session. If, for any reason, a School Board member prefers not to participate in a confidential discussion that is authorized or has a conflict of interest with the subject under discussion, he or she should leave the meeting before it begins.

5. Avoid conflicts of interest and the use of School Board membership for personal gain or even the appearance of impropriety, which can result from that position. A School Board member should exclude himself or herself from discussion or votes on subjects pertaining to a potential conflict of interest in accordance with the State and Local Government Conflict of Interest Act.

Policy Development and Review

The School Board is the entity responsible for policy review, amendment, and adoption. Any policy may be reviewed, amended, adopted, or rescinded by the Board at any time.

If a member wishes to initiate policy action, the member may notify the Board of the intended recommendation.

The School Board office will ensure policies are reviewed by appropriate staff members at least every five years, and revised as needed, in compliance with the *Code of Virginia*. Policies with no change, minimal change, or change in department of responsibility are included on a no--change memo. The no-change memo is sent to the Governance Committee for a 10-day review, then to the entire Board and Leadership Team for an additional 10-day review period. A Board Member who wishes to discuss a policy from the no-change memo may refer it to a future Forum work session for discussion. See the current versions of Policy and Regulation 1102 for further information.

Policies that have been referred by the Board or the Superintendent will be scheduled for a work session discussion. All policies [except those on the no-change memo] will be scheduled for new business and action at a regular meeting.

Board Member Options for Issue Education, Advocacy, or Policy

The annual Strategic Governance calendar with its specific, scheduled reviews has been developed to ensure that key governance issues are considered at an appropriate time each year and are not left out. The calendar may be altered or added to at any time by the Board. Such changes may be made in a Board Forum, during a Monitoring Session or in a regularly scheduled meeting. In order to learn more about an operational, curriculum, or other issue of concern, Board Members have the following options available to them.

1. Contact the Superintendent
 - a. Call, write, or meet with the Superintendent
 - b. Utilize the Superintendent's School Board/Staff Communication Process (additional information is attached at Appendix B):
 - i. Level 1—Information
 - ii. Level 2—Research
 - iii. Level 3—Policy Research/Recommendation

2. Advocate at a Board Forum
 - a. Any Board member may bring any issue to a Board Forum where the Board member may speak or present an issue of concern or request for information.
 - b. For purposes of an effective discussion, it is recommended that the Board member:
 - i. Write a very brief summary; and
 - ii. Send the summary to Board members at least one day in advance.
 - c. Forum discussion will focus on the merits of considering the issue further in a more formal Board venue, such as a specific committee meeting, work session, or formal business meeting.
 - d. With the concurrence of a majority of the Board, the issue would be addressed in one of the following ways:
 - i. Refer the issue to the Superintendent for further research and response to the Board by e-mail or at a future meeting;
 - ii. Refer the matter to a committee for further consideration;
 - iii. Refer the issue to a future meeting for further consideration;
 - iv. The issue is withdrawn or no action is taken.

3. Address at a Board Meeting
Request the Board's vote for an out-of-sequencing monitoring report on an area of significant concern.

Meeting Protocol

1. To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will:
 - a. come to meetings adequately prepared;
 - b. identify issues of concern before the meeting, whenever possible;
 - c. circulate proposed motions and amendments, whenever possible, at least 48 hours before the meeting;
 - d. speak only when recognized;
 - e. not interrupt each other during debate;
 - f. not engage in disruptive and disrespectful side conversations;
 - g. minimize unnecessary repetition;
 - h. not monopolize the discussion;
 - i. address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
 - j. support the chair of the meeting's efforts to facilitate an orderly meeting;
 - k. communicate openly and actively in discussion and dialog to avoid surprises;
 - l. value equal participation of all members;
 - m. practice respectful body language;
 - n. listen actively when other members speak; and
 - o. not surprise or embarrass each other or members of the staff.
2. The Board will attend to consent agenda items as expeditiously as possible. An item may be removed from the consent agenda upon request of one member before the meeting is convened.
3. In order to share meeting leadership, two Board members per month will be responsible for managing and facilitating that month's scheduled work sessions (additional information is attached at Appendix C).
4. The Board will monitor the effectiveness of its meetings through a debriefing process at the end of every meeting.

Role of the Chair

The Board empowers the chair to provide leadership to the Board by ensuring the integrity of the Board's processes, exercising interpretive responsibilities with integrity, fairness and impartiality—reflecting the spirit and intent of the Board in its deliberations — and normally serving as the Board's official spokesperson.

The chair has the following authority and duties:

1. Support and monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization.
 - a. Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues;
 - b. Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Chair Board meetings with all the commonly accepted power of that position as described in *Robert's Rules of Order, Revised*;
 - d. Lead timely periodic self-assessments to ensure process improvement.
2. Facilitate sound Board decision making by anticipating and addressing board and member needs.
3. Compile and facilitate the Board's summative evaluation of the Superintendent.
4. Except as otherwise provided in the section authorizing committee chairs to speak for the Board on specific matters, represent the Board as appropriate and serve as spokesperson for the Board in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the chair. The chair may delegate this authority to other Board members when appropriate, but the chair remains accountable for such delegation.
5. Execute all documents authorized by the Board, except as otherwise provided by law.
6. With the advice and consent of the Board, appoint the chair and the vice chair and/or liaison of all Board committees.
7. With the advice of the Board, appoint the members of all ad hoc Board committees.
8. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual work plan.

9. The chair will appoint two Board members per month to manage and facilitate the scheduled work sessions (additional information is attached at Appendix C).

The chair has no authority to supervise or direct the Superintendent except as authorized by the Board.

When the chair is not available, the vice chair shall perform the role and duties of the chair. The chair and vice chair shall work together to assure that the duties of the chair are accomplished effectively.

Annual Planning Cycle and Work Plan

1. The Board will follow an annual planning cycle that includes a work plan that schedules continuing monitoring, review and refinement of all Student Achievement Goals, Operational Expectations, linkage meetings with community constituent groups, and activities to improve Board performance.
2. The planning cycle will end each year in July in order that administrative decision making and budgeting for the forthcoming year can be accomplished.
3. The planning cycle will start with the Board's development of its annual work plan for the next year, and will include:
 - a. Scheduled linkage discussions and consultations with selected groups and persons whose insights and opinions will be helpful to the Board;
 - b. Education discussions on governance matters, including, as appropriate, orientation of candidates and new Board members in the Board's governance process, and periodic discussions by the Board about means to improve its own performance;
 - c. Board development activities and topics, especially Board member skill-building and education related to the Board's work.
 - d. Scheduled monitoring of all Student Achievement Goals and Operational Expectations.
 - e. Budget direction timeline for budget decisions.

Board Liaisons

1. The Board may designate one or more of its members to serve as a liaison in connection with a specified activity or area of interest to the Board. Within the scope of the Board's designation, each such liaison shall function individually and may perform his or her designated responsibilities independently. Unless otherwise specified, an individual liaison may prepare alternatives, implications, or recommendations for consideration by the full Board.
 2. A Board liaison will not be appointed to direct or oversee school system staff. Nor will a Board liaison be designated or used to perform activities or functions assigned to the Superintendent.
 3. No Board liaison may speak or act for the Board except when formally and expressly given such authority for specific and time-limited purposes.
 4. Board liaisons are those listed here.
- A.** Standing liaisons supporting the Board's work:

1. **Legislative Liaison(s)**

Charge: To guide the development of the Board's legislative program and to provide input to the VSBA legislative program in coordination with the Office of Government Relations; to advocate with the appropriate legislative and governmental bodies; report to the Board on current issues.

Members: Two School Board Members (one state and one federal)

Staff Contact: Director, Government Relations

Reporting Schedule: During legislative session and as needed

Termination/Renewal Date: annually at the first business meeting in July

- B.** Other liaisons as may be designated by the Board from time to time.

Annually the chairman of the Board shall appoint a School Board liaison to the following: Fairfax City School Board, Fairfax County Park Authority, Fairfax County Planning Commission, Fairfax Cares, Community Criminal Justice Board, and Partnership for Youth (two liaisons).

Board Committees

1. The Board may create one or more committees of the Board to perform delegated functions or to advise the Board. Among other tasks which may be assigned, Board committees may assist the Board by preparing alternatives, implications, or recommendations for consideration by the full Board.
2. These provisions apply to groups that are formed by Board action, whether or not they are called committees and whether or not they include Board members.
3. Board committees will not be created to direct or oversee school system staff, which is the function of the Superintendent. Nor will Board committees be created or used to perform or support activities or functions assigned to the Superintendent. Any direction to the Superintendent related to a committee recommendation will come from the full Board.
4. No Board committee may speak or act for the Board except when formally and expressly given such authority for specific and time-limited purposes.
5. Board committee expectations and authority will be stated carefully by the Board to assure that committee authority will not usurp or conflict with the Board's own authority or conflict with the authority delegated to the Superintendent.
6. These rules do not apply to committees formed by the Superintendent to support the Superintendent's work.
7. Board committees are those listed here.
8. The Board will annually develop charges and appoint a Board member liaison for each citizen advisory committee.
9. Specifics about each committee are listed in Policy 1710 on the web site.

A. Standing committees supporting the Board's work:

1. Audit Committee

Charge: To oversee the Office of Internal Audit and conduct an annual evaluation of the Audit Director; to review the annual audit plan and audit budget prepared by the office and submit its recommendation to the School Board; and to review audit reports and proposals and take action to implement recommendations or forward them to the School Board, as appropriate. The School Board shall have final approval authority in regard to the audit plan, the audit budget, and the implementation of any significant recommendations.

Members: Two School Board members, one of which shall be appointed by the chairman, Superintendent, and Deputy Superintendent; the Chief Financial Officer is a non-voting participant.

Staff Liaison: Internal Auditor

Reporting Schedule: Bi-monthly

Duration of Term: Annually at the first business meeting in July

2. Budget Committee

Charge: To work with the Superintendent and the Chief Financial Officer in clarifying and articulating the School Board's budgetary requirements and priorities to the Board of Supervisors and the community.

Members: Full Board; one member shall be appointed the chairman and one member shall be appointed the vice chairman.

Staff Contact: Chief Financial Officer

Reporting Schedule: As needed

Termination/Renewal Date: Annually at the first business meeting in July

3. Governance Committee

Charge: To support the work of the Board as that work is defined in the Strategic Governance Manual, including the following: 1) to define governing values and process recommendations for Board action; 2) to develop formats and processes for Board meeting debriefing and Board self-assessments on a regular and periodic basis; 3) to monitor a current one-year calendar of Board work to include: operational expectations, student achievement goals, Board governing principles and commitments, and Board development topics; 4) to review and recommend to the Board proposed modifications to the manual; and 5) to coordinate with consultants retained to support the Board in its work.

Members: Four School Board members, one of which shall be appointed the chairman.

Staff Liaison: Superintendent and the Clerk of the School Board

Reporting Schedule: Following each meeting of the committee

Duration of Term: Annually at the first business meeting in July

4. Linkage Committee

Charge: To plan strategies, topics, timelines, and other matters related to Board/community dialogue and to coordinate physical logistics related to the Board's outreach to stakeholders.

Members: Four School Board members, one of which shall be appointed chairman.

Staff Liaison: Assistant Superintendent, Department of Communications and Community Outreach and the Clerk of the School Board

Reporting Schedule: As needed

Duration of Term: Annually at the first business meeting in July

5. Other committees as may be designated by the Board from time to time.

B. Legally Required Committees:

1. Advanced Academic Programs Advisory

Purpose: Va. Code §22.1-18.1—Each school board shall appoint, in accordance with the regulations of the Board of Education, a local advisory committee on gifted education. The local advisory committee on gifted education shall annually review the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented.

Current Focus: <http://www.fcps.edu/schlbld/advisory.htm>

Members: The School Board shall appoint 31 members to the committee to include parents, teachers, community members, and the coordinator for advanced academic programs. Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives shall be nominated for appointment as follows:
 - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
 - (2) One representative by the Fairfax City School Board.
 - (3) One representative by George Mason University.
 - (4) One representative by the Minority Student Achievement Oversight Committee.
 - (5) One by each of the following community organizations:
 - (a) American Association of University Women
 - (b) Fairfax County Association for the Gifted
 - (c) Fairfax County Chamber of Commerce
 - (d) Fairfax County Council of PTAs
 - (e) Fairfax County Federation of Citizens Associations
 - (f) Human Relations Advisory Committee
 - (g) League of Women Voters of the Fairfax Area
- b. Staff representatives on the committee shall be nominated by the Division Superintendent for appointment as follows:
 - (1) Three teachers: one elementary school, one middle school, one high school
 - (2) Six principals: one elementary school, one middle school, and one high school from the principal associations and one elementary school, one middle school, and one high school selected by the cluster directors.
 - (3) The coordinator of the advanced academic programs.

Staff Resource: Coordinator, Advanced Academic Programs

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

2. Advisory Committee for Students with Disabilities

Purpose: 8 VAC 20-80-90-E—A local advisory committee for special education, appointed by each local school board, shall advise the school board through the division superintendent. The composition of the committee shall include parents of children with disabilities and persons with disabilities.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: The School Board shall appoint 34 members to the committee, including parents of students with disabilities, persons with disabilities, and other interested individuals. Any individual who is paid by Fairfax County Public Schools, whether as an employee, as a consultant, or in any other capacity shall be ineligible for membership on the committee. Local school division personnel shall serve only as consultants to the committee. Members of the advisory committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
- b. One representative by the Fairfax City School Board.
- c. One parent of a student with disabilities representing each of the eight Fairfax County Public Schools (FCPS) administrative clusters.
- d. One representative by each of the following community organizations:
 - (1) Fairfax Area Disability Services Board
 - (2) Fairfax County Council of PTAs
 - (3) Fairfax County Medical Society or Fairfax County Health Department
 - (4) Fairfax-Falls Church Community Services Board
 - (5) League of Women Voters of the Fairfax Area
 - (6) Parent Educational Advocacy Training Center
 - (7) The Fairfax County Federation of Citizens' Associations
- e. One representative from each of the following community programs providing services for students with disabilities:
 - (1) Assistive technology
 - (2) Career and transition programs and services
 - (3) Fairfax County Therapeutic Recreation Services
 - (4) Higher education
 - (5) Preschool, Part C program under IDEA (Individuals With Disabilities Education Act)

Staff Resource: Director, Office of Special Education

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

3. **Career and Technical Education Advisory**

Purpose: 8 VAC 20-120-50—Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: The School Board shall appoint a maximum of 30 members to the committee. Members of the advisory committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives on the committee shall be nominated for appointment by the following:
 - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
 - (2) One by the Fairfax County Council of PTAs.
 - (3) Remaining committee members appointed by the Fairfax County School Board from a list of representatives from business, industry, and labor who have been nominated by a selection committee under the guidelines of the advisory committee bylaws.
- b. The assistant superintendent for instructional services and the director of career and technical studies shall be continuous ex officio members and advisors to the committee.

Staff Resource: Director, Office of Career and Technical

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

4. **School Health Advisory**

Purpose: Va. Code §22.1-275.1—Each school board shall establish a school health advisory board of no more than twenty members which shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. The advisory board shall assist with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: The School Board shall appoint 20 members to the committee. Members shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives shall be nominated for appointment as follows:
 - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
 - (2) One representative from the Fairfax County Council of PTAs
 - (3) One representative from the Fairfax County Health Department
 - (4) One representative from the Northern Virginia Pediatric Society or the Medical Society of Northern Virginia
 - (5) One Fairfax City resident selected by the Fairfax City School Board
- b. Staff representatives on the committee shall be nominated by the Division Superintendent for appointment as follows:
 - (1) Two school-based administrators
 - (2) One representative from the Department of Special Services.

Staff Resource: Director, Office of Student Services

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

5. **Family Life Education Curriculum**

Purpose: 8 VAC 20-131-170—Each school may implement the Standards of Learning for the Family Life Education program promulgated by the board or a Family Life Education program consistent with guidelines developed by the board, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.

Current Focus: Provide advice and counsel to curriculum coordinators as they develop goals, objectives, instruction programs and assessments, and teacher training for the subject areas.

Members: The committee shall consist of teachers, school-based administrators, central office staff members, and community members. Members shall be representative of all instructional levels, special programs as appropriate, and clusters.

Staff Resource: Director, Office of Middle School Instruction

Reporting Schedule: Annual

Duration of Term for Board Appointees: One year (ending on June 30)

C. Other Committees:

1. Minority Student Achievement Oversight

Purpose: The committee shall be responsible for monitoring the implementation of the following: a) proposed solutions contained in the MSA Joint Committee Action Plan under Instruction, Organizational Structure, and Parent and Community Involvement; b) staff development; c) accountability measures; and d) determining whether the approaches undertaken are consistent with the guiding principles. The committee's work may include such activities as focus groups and data review. Because of confidentiality issues, discussion of individual records or situations is not within the scope of the committee's responsibilities.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: The School Board shall appoint 39 members of the committee divided among school staff members, parents, community members, and students. Members shall be appointed by the School Board in July for two-year terms and may succeed themselves. Nominations may be given by interested parents and community groups. Membership shall be broadly diverse in racial and ethnic composition, shall represent various levels of responsibility of school staff members, and shall be geographically representative.

- a. Twenty-four parents, community members, and students:
 - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and two student members by the student representative.
 - (2) One Human Relations Advisory Committee representative
 - (3) One representative from the Superintendent's Community Advisory Council
 - (4) One representative from the Fairfax County Council of PTAs
 - (5) One representative from the ESL Advisory Committee
 - (6) One representative from the College Partnership Advisory Board
 - (7) One representative from the Advanced Academic Programs Advisory Committee
 - (8) Four representatives nominated from community organizations, including the NAACP
- b. Fifteen school staff members:
 - (1) Four administrative staff members representing the following departments or offices: special services, instructional services, communications and community outreach, and the Superintendent's office.
 - (2) Three principal representatives from the principal associations.
 - (3) Eight staff members representing the clusters: teachers, counselors, and administrators.

Staff Resource: Department of Accountability
Reporting Schedule: Annually
Duration of Term: Two years (ending on June 30)

2. Adult and Community Education

Purpose: The committee represents the community and brings to the School Board's attention resource and programmatic issues associated with adult education and pre-K through 12 education beyond the school day.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves. One representative is nominated by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.

Staff Resource: Director, Adult and Community Education

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

3. Human Relations

Purpose: The committee shall respond to charges given by the School Board and shall bring to the School Board's attention human relations issues associated with education that may arise from the charges.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves. Members of the advisory committee shall be nominated as individuals concerned with promoting good human relations as part of excellence in education. The committee shall be composed of up to 40 members as follows:

- a. One representative nominated by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and two student members by the student representative.
- b. The following organizations shall be invited to submit names of individuals interested in the work of the committee:
 - (1) Advisory Committee for Students With Disabilities
 - (2) American-Arab Antidiscrimination Council--metro area
 - (3) Elementary School Principals' Association
 - (4) Fairfax County Chamber of Commerce
 - (5) Fairfax County Council of PTAs
 - (6) Fairfax County Federation of Citizens Associations
 - (7) Fairfax County Federation of Teachers
 - (8) Fairfax County Human Rights Commission
 - (9) Fairfax Education Association
 - (10) Hispanic Committee of Virginia
 - (11) Korean Association of Northern Virginia
 - (12) League of Women Voters-Fairfax chapter

- (13) Middle School Principals' Association
 - (14) National Association for Advancement of Colored People (NAACP)-
Fairfax chapter
 - (15) Organization of Chinese Americans-Northern Virginia chapter
 - (16) Secondary School Principals' Association
 - (17) Support Services Employees' Advisory Council
 - (18) Vietnamese Committee of Washington, Maryland, and Virginia
- c. The Office of Equity and Compliance may recommend up to six other nominees interested in the work of the committee, among whom could be representatives of religious organizations.
- (1) The term of the representative of any employee organization shall be one year.
 - (2) Members whose terms have expired may be reappointed.

Staff Resource: Director, Office of Equity and Compliance

Reporting Schedule: Annual

Duration of Term: Two years (ending on June 30)

4. **District Advisory Council Title I**

Purpose: The *No Child Left Behind Act of 2001* requires that a school district consult with teachers and parents as the district designs and implements its Compensatory Education Title I program.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: The District Advisory Council (DAC) shall be composed of representatives from each Title I school. A teacher liaison shall be appointed by the Title I coordinator. Parents whose children are currently receiving compensatory education services must make up at least 51 percent of the DAC.

Staff Resource: Department of Instructional Services

Reporting Schedule: Annual

Duration of Term: One year (ending December 31)

5. **FECEP/Head Start**

Purpose: The federal Head Start Program Performance Standards require a formal structure of program governance that provides parents and other community representatives with the authority and opportunity to participate in shared decision-making concerning the program design and implementation.

Current Focus: <http://www.fcps.edu/schlbd/advisory.htm>

Members: Membership shall be composed of at least 51 percent parents of children currently enrolled in FECEP and 49 percent community representatives appointed at large with the approval of elected parent representatives. A parent representative and an alternate to the committee shall be elected by the parent committee of each FECEP school. Community representatives may represent agencies (public and private) and civic or professional organizations that have a concern for children of low-income families. They may also be former FECEP parents. All representatives of the community shall be approved by elected members of the committee. FECEP staff members shall not serve on this committee in a voting capacity.

Staff Resource: Department of Instructional Services
Reporting Schedule: Annual
Duration of Term: One year (ending December 31)

PROCESS FOR ADDRESSING VIOLATIONS OF POLICY OR GOVERNING COMMITMENTS

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies and Governing Commitments. In the event of a member's willful and continuing violation, the Board will seek remedy by applying any of the following measures:

- A. Conversation in a private setting between the charged member and the Board chair or other individual member;

If a Board member perceives that a fellow member has violated the policies or commitments of the Board, that member may address his concerns with the member who is perceived to be in violation. Alternatively, the member may refer the concern to the Board chair. If the Board chair is suspected of the violation, the concern would be referred to the Vice chair. The purpose of this step is to attempt to resolve any perceived violations at the lowest possible level, involving the fewest number of individuals.

- B. Discussion in a private session between the charged member and the full Board (if permitted by law);

In the event of additional violations by the same member, any member of the Board may request the chair schedule a closed session discussion with the charged member. The charged member will be notified in writing by the chair at least three workdays prior to the closed meeting of the entire Board, and will be provided with a statement of the alleged violation. The closed meeting will be announced in advance and convened upon vote of the majority of the School Board members in attendance in public session. The meeting may be attended by School Board members and the School Board attorney.

- C. Possible removal from any leadership or committee positions to which the charged member has been appointed or elected;

If action is to be taken by the Board majority to remove the charged Board member from any appointed or elected position, the Board shall reconvene in open session immediately after the conclusion of the closed meeting and shall take a recorded vote on any such action.

- D. Public censure of the charged member of the Board.

If the majority of the School Board members determine that it is in the best interest of protecting the public image and credibility of the School Board or division to reprimand the violating member in public, such vote and statement of separation from that individual's actions will be made in public session immediately following the closed meeting discussion.

APPENDICES

A. BYLAWS

I. Fairfax County School Board

The School Board must approve the use of the name "Fairfax County School Board" as a sponsor or participant in any activity, program, or publication sponsored, in whole or in part, by persons or groups outside of the school system.

II. School Board Members

A. Officers

The chair and the vice chair of the School Board shall be elected by the School Board members during the organizational meeting, which is the first regular business meeting held in July, and shall serve until their successors are elected at the next year's organizational meeting. The chair shall approve all travel reimbursement forms including transportation, room, and board for Board members. The vice chair shall approve travel reimbursement forms for the chair.

B. Salary and Reimbursement

1. Annual Salary

School Board members shall receive an annual salary, not to exceed the limit established by the General Assembly, approved by the School Board in accordance with the Code of Virginia. The chair of the School Board shall receive an additional annual stipend of \$2,000, as permitted by law.

2. Travel Reimbursement

Board members shall be reimbursed for necessary travel incurred while on authorized School Board business at the same rate per mile as that paid employees. They also shall be reimbursed for all necessary expenses incurred while attending School Board-related conferences, meetings, or workshops, including transportation, meals, room, and registration fees. The School Board office, upon request, shall make arrangements for members to attend conferences and meetings. All necessary expenses of attending, including transportation, meals, room, and registration fees, shall be charged against School Board-appropriated funds.

C. Orientation

1. Attendance at Meetings

In the interim between being elected and actually assuming office, new Board members shall be invited to attend all meetings and functions of the Board and shall receive pertinent materials normally sent to Board members.

2. School Division Operations

Meetings shall be scheduled with the assistant superintendent for each department and appropriate cluster and with the School Board attorney for the primary purpose of orienting each new Board member to his or her responsibilities, to the operation of the school division, and to school division policies and concerns.

3. Governance Training

The chair or his designee will arrange for training in Strategic Governance for all official candidates for the School Board.

4. Publications and Documents

New Board members shall be provided with copies of all appropriate publications and documents. Fairfax County Public Schools directives and the Board of Education regulations are available on the Internet at www.fcps.edu/Directives and www.pen.k12.va.us/VDOE/VA Board/home.shtml respectively.

D. Travel for Outgoing Board Members and Board Members-Elect

School Board members in the last two months of their terms, who will not be returning to the Board for the following term, may be reimbursed for travel to conferences and meetings if they will be representing the School Board and the chair has approved their travel in advance. The School Board will reimburse travel and expenses for School Board members-elect prior to their assuming office if the Board chair determines in advance that such travel and expenses will contribute to their professional growth as Board members or will otherwise benefit the School Board.

E. Consultation with School Board Attorney

School Board members wanting to seek legal advice on a legal matter shall be encouraged to contact the School Board chair, the Division Superintendent, or the division counsel first to determine whether a staff member is able to answer an inquiry before referring it to the School Board attorney.

III. Student Representative

The student representative is not a member of the School Board but serves in a nonvoting, advisory capacity, representing the interests of the students of Fairfax County Public Schools. The student representative is elected in February by a convention of the Student Advisory Council (SAC) for a one-year term beginning July 1. The student representative shall sit with the Board members at the Board table, participate in the discussion, and serve as liaison to the SAC. The student representative shall receive compensation for attendance and participation in all public meetings not to exceed \$50 per day. The student representative shall also be reimbursed, with the approval of the School Board chair, for any expenses incurred while on School Board business.

IV. Clerk and Deputy Clerk

The School Board shall appoint, and evaluate the performance of, the Clerk of the School Board. The School Board clerk shall be responsible for efficiently and effectively managing the School Board Office and for:

- A. Keeping full and accurate records of the proceedings of the Board and arranging for the safekeeping of such records, other documents, and correspondence pertaining to the actions and proceedings of the Board;
- B. Signing and certifying for the Board official documents which may be required in the conduct of the business of the school system;
- C. Discharging such other duties in connection with the business of the school division as may be required of him or her by the County School Board or State Board of Education.

The Board shall appoint deputy clerks to act when the clerk is not available.

IV. Meetings

All gatherings of School Board members when sitting as a body or entity, or as an informal assemblage of three members or more, wherever held, with or without minutes being taken, whether or not votes are cast, are "meetings" under Virginia law, except for a gathering or attendance of any members of the School Board at any place or function where no part of the purpose of such gathering or attendance is the discussion or transaction of School Board business, and such gathering or attendance was not called or rearranged with any purpose of discussing or transacting any business of the School Board. With the exception of closed meetings called pursuant to the Virginia Freedom of Information Act, all meetings shall be open to the public and held in a location accessible to the public. Minutes shall be kept for all open meetings. Notice shall be posted at least three days prior to the meeting. [Code of VA §2.2-3707]

A. Types of Meetings

1. Annual Organizational Meeting

The annual meeting of the School Board shall be the first regular meeting in July, effective July 9, 2009, at which time officers shall be elected. Procedural actions may be taken to set School Board member compensation; to appoint clerks and agents of the School Board; to designate individuals to sign legal documents; to retain legal counsel; to organize School Board committees; and to designate the regular business meeting schedule.

2. Regular Meetings

Regular meetings of the School Board shall be held twice a month at 7 p.m. in the School Board room at Jackson Middle School, 3020 Gallows Road, Falls Church, Virginia, unless otherwise announced. All meetings shall be open to the public except when the School Board is in closed meeting as described in #5 below.

3. Special Meetings

Special meetings of the School Board may be called by the chair, or at the request of any two School Board members or the Division Superintendent, provided that all members are notified of the time and purpose 48 hours prior to the meeting unless a majority of the School Board agrees to meet upon shorter notice. Notice, reasonable under the circumstance, of special or emergency meetings shall be given to the public and the media at the same time the notice is provided to the members of the School Board.

4. Work Sessions

The School Board may convene a work session as needed. Any action taken at such meetings will be announced at the next regular or special meeting of the School Board.

5. Closed Meetings

Closed meetings are permitted by statute to discuss specific matters as provided by law. The Code of Virginia permits closed meetings in order to discuss specific topics in private. Closed meetings must be convened by vote of the majority of the School Board members in attendance in public session. Closed meetings of three-member committees of the School Board are held regularly throughout the school year and at other times, as required, in order to hear student disciplinary cases. Times of such closed meetings are posted at the School Board office. No action taken in a closed meeting shall become effective unless confirmed in public by School Board vote at a regular or special meeting.

a. Certification of Closed Meeting Compliance

At the conclusion of each closed meeting, the School Board shall reconvene in open session immediately thereafter and shall take a recorded vote to be included in the minutes of that meeting certifying that, to the best of the members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements and (ii) only such public business matters as were identified in the action by which the closed meeting was convened were heard, discussed, or considered in that meeting by the School Board. Any member of the School Board who believes that there was a departure from those requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

b. Confirmation of Actions Taken in Closed Meeting

No actions taken in a closed meeting shall become effective unless the School Board reconvenes in open meeting and takes a vote of its membership on such action, which shall have its substance reasonably identified in the open meeting.

c. Attendance

Closed meetings may be attended by School Board members, the School Board attorney, the Division Superintendent, and the School Board clerk. The School Board may permit nonmembers to attend a closed meeting if such persons are deemed necessary or if their presence will reasonably aid the School Board in its consideration of a topic that is the subject of the meeting. The School Board may vote to dispense with the attendance of the Division Superintendent or his or her designee at a special closed meeting of the School Board.

6. Public Hearings

The School Board may convene a public hearing as needed. A School Board committee may hold public hearings with prior School Board approval.

7. Recessed or Adjourned Meetings

Meetings may be recessed and resumed at a later time or date. Such a meeting shall serve as a continuation of an established meeting and not a new one. Any meeting of the School Board may be adjourned to a specified time and place.

B. Meeting Procedures

1. Quorum

The School Board chair shall call the meeting to order at the appointed time and place, if a quorum is present, to transact business according to the agenda. At any meeting of the School Board, a majority of the members shall constitute a quorum for the purpose of convening a meeting.

2. Parliamentary Procedure

The Board shall observe *Robert's Rules of Order, Revised*.

3. Agenda

An agenda for each regular School Board meeting shall be prepared under the direction of the School Board chair in consultation with the Division Superintendent. School Board members wanting to have an item included on the agenda shall contact either the School Board chair or the clerk with the request. The Division Superintendent or individual School Board members may bring up new business not listed as part of

the agenda. The chair has the prerogative to limit or postpone discussion of new business until the next scheduled School Board meeting unless overruled by a majority of the School Board.

The agenda and all supporting documents and information shall be made available to the School Board and the public and posted to the web at least five days in advance of the meeting.

4. Voting

All voting on motions or resolutions shall be by voice vote or hand sign, and the chair shall announce the vote for the record.

5. Public Notification of Meetings

The School Board clerk, in consultation with the School Board chair and the Division Superintendent, shall publish, in July, an annual calendar of meeting dates. Notice of all School Board meetings shall be given to the public to include electronic and televised announcements through the media and posted in a prominent place in the School Board Office. Additions or deletions of meeting dates shall be made to the calendar throughout the year, as necessary.

C. Citizen Participation

Members of the community are invited and encouraged to attend public meetings of the School Board to observe its deliberations.

1. Regular Meetings

Fairfax County and City residents and non-Fairfax County business partners* who want to address either a new business or an action item, as listed on the School Board regular meeting agenda, may sign up to speak [online](#) at 6 a.m. on the Monday preceding the meeting or by calling the School Board office at 571-423-1075 during regular business hours of 8 a.m. to 4:30 p.m. The list consists of a maximum of ten speakers, first come, first served. The list closes when the maximum number is reached or at 4:30 p.m. on the day before the regular meeting. Unfilled spaces may be assigned on a first-come, first-served basis thirty minutes before the meeting is called to order. Requests should be made to the deputy clerk of the School Board. Citizens signing up for these unfilled spaces may address any school-related topic. Individuals shall limit their remarks to three minutes; additional written information may be submitted (20 copies). The School Board will not hear statements involving issues that have been scheduled for public hearings (such as Capital Improvement Program, budget, and boundaries), or personal attacks on any person. Complaints regarding

individual students or school-based employees should not be raised at public meetings. Any such concerns should be directed to the appropriate school principal or other school official. Citizens are encouraged to write the School Board on any school-related topic.

*The Chairman may make exceptions about who may address the Board during citizen participation.

2. Public Hearings

Procedures for signing up to speak at a public hearing are the same as those for being placed on the speakers list for a regular meeting. The speakers list for hearings shall be closed at 4:30 p.m. on the workday immediately preceding the day of the hearing for weekday hearings or at 4:30 p.m. on the Thursday preceding a Saturday public hearing. Only citizens who have signed up in advance shall have an opportunity to speak at public hearings.

3. Substitute Speakers

In the event a scheduled speaker cannot attend, a substitute speaker may present his or her remarks. If a scheduled speaker wishes to relinquish their slot to someone else, he or she should call the School Board Office no later than 4 p.m. on the day of the meeting. No one person shall be permitted to substitute for more than one speaker on the list and no one person shall be permitted more than one slot on the speakers list.

4. Written Communications

The opportunity to speak at Board meetings is only one way for people to present their views to the School Board. The Board welcomes correspondence from community members, and written comments may be presented to the Board by delivering such material to the School Board Office, 8115 Gatehouse Road, Suite 5400, Falls Church, VA 22042, or by electronic mail to SchoolBoardMembers@fcps.edu.

D. Minutes

1. The minutes of open meetings of the School Board shall include:
 - a. The date, time, and location of meeting;
 - b. The Board members recorded as Absent or Present (including late arrival or early departure);
 - c. A notation of the presence or absence of the Division Superintendent and/or of the student representative to the Board;
 - d. A record of any corrections to the minutes of the previous meeting;

and

- e. A summary of discussions on matters proposed, deliberated, or decided and a record of any votes taken. The minutes shall be permanently retained and indexed for reference purposes. The exhibit files (agendas, minutes, and all supporting documentation) for all open meetings shall be permanently retained.

2. Record of Closed Meetings

The School Board clerk shall attend closed meetings (unless expressly excused) for the purpose of taking brief notes that may include: date, time, and location of the meeting; a record of all persons in attendance; itemization of issues discussed; materials distributed; and any action taken (including motion and vote). These notes shall not be transcribed or distributed but shall be maintained separately in the School Board office and shall be made available, upon request, to Board members and other individuals permitted to be present at the closed meeting in accordance with statutes governing closed meetings. Closed meetings shall not be tape-recorded.

B. SCHOOL BOARD/STAFF COMMUNICATION PROCESS

Level I – INFORMATION

Requests: Routine, readily available information, quick response, copy of report that has already been generated, constituent need/information.

Process: Request may be made directly to the appropriate Leadership Team (LT) member. If the request is made by e-mail, please copy the Superintendent and Clerk of the Board (Pam Goddard). NOTE: If request is by phone, in person, or other-there is no need to inform the Superintendent.

Level II - RESEARCH

Requests: Preparation of talking points, reports, or other correspondence; any request for analysis (i.e., hiring process, discipline data, or test scores; updates on programs or initiatives; etc.); any other request that requires staff time to generate a new document; includes requests for staff support to attend meetings scheduled by Board members.

Process: Request must be made in writing—via FDO ("From the Desk Of" memo) or, occasionally, e-mail—directly to the Superintendent, who will coordinate with the appropriate LT member, taking into consideration prioritization with normal duties, establishing reasonable response time, and linking with student achievement goals and operational expectations.

NOTE: These requests are routed from the School Board Office.

SPECIAL NOTE: If a level II request is sent directly to an LT member, the LT member should respond to the School Board member that "the Superintendent has asked that all Level II requests come through him" and, therefore, the request will be forwarded to him.

Level III - POLICY RESEARCH/RECOMMENDATION

Requests: Analysis of current/future policy or issue requiring School Board attention.

Process: Referred to School Board for review and appropriate direction to Superintendent.

NOTE: There will be a discussion with Superintendent and School Board members to decide on the level of Board interest before request is sent to staff. The hope is that many issues will be handled by discussion.

C. MEETING MANAGER ROLES AND RESPONSIBILITIES

Overview

The Chairman shall appoint two Board Members to be meeting managers for each of the Board's monthly work sessions. These "Meeting Managers" are responsible for ensuring that the meetings materials have been sufficiently prepared for Board consideration, with appropriate attachments, including having clear objectives or desired outcomes, respond to likely Board Member questions and are posted to BoardDocs in a timely manner.

Process/Checklist

1. The Chairman shall inform the two Board Members of the work session they are to manage at least one month before the scheduled meeting.
2. These "Meeting Managers" should review with the Chairman the purpose or need for inclusion of these items on the agenda and the outcome expected at the work session.
3. Meeting Managers should meet with appropriate Leadership Team members to discuss the topics for the work session *two weeks in advance*. They should discuss the following items with staff:
 - a. Purpose and expected outcome of the agenda item e.g., informational only, action required
 - b. The information and attachments on the BoardDocs cover sheet
 - c. The time required to present the agenda item
 - d. Likely questions or concerns of the Board that staff should be aware of
 - e. Who will be presenting the material
4. Meeting Managers should review all material to be presented and make suggestions to improve the material that will further the Board's ability to make a decision or understand the material presented.
5. Meeting Managers should contact the Chairman to advise if any concerns, particularly the time set aside for each agenda item three weeks in advance.
6. Meeting Managers should develop a communication plan for contacting Board Members as soon as the work session material is posted to BoardDocs, which should be the Friday ten days before the work session. Meeting Managers should contact all Board members prior to the meeting to solicit questions and concerns. Additionally, Meeting Managers should advise Board members of the objective or outcome expected for the agenda item, which should also be posted on the BoardDocs Summary Sheet.

7. Meeting Managers, prior to the Work Session, will determine which Manager will facilitate each section and which will record the summary notes to be reviewed by the Board at the end of each section.
8. Meeting Managers role at the Work Session is to:
 - a. Facilitate each topic to ensure that discussion is meaningful, broad-based, respectful and outcomes-focused.
 - b. Refrain from advocating a particular position while in the role of facilitator.
 - c. Regularly remind Board Members during each topic of the time remaining and outcomes expected.
 - d. At the end of each discussion, the Manager not facilitating the topic should be prepared to summarize the actions agreed upon by the Board including the follow-up required, person(s) responsible and due date(s).
 - e. If discussion on a specific topic is not concluded, the Board will decide whether the same Meeting Manager or Managers will continue facilitating the topic through the next Work Session.

D. PROCESS GUIDELINES FOR SCHOOL BOARD MEMBERS

Ad Hoc Planning Studies

In order to ensure consistent behavior by School Board members during the public engagement activities associated with studies related to the comprehensive planning process, the following guidelines and protocols for School Board members are provided.

1. The School Board reviews and approves a study and the process for selection of the members of the Ad Hoc Committee that will participate.
2. After agreement by the Board to establish the study committee, Board members should do the following:
 - A. District members whose schools may be impacted, along with any other interested Board member, should review the staff communication and committee staff support plan which may include press releases, letters, fliers, notices to community and PTA associations, or as otherwise may be requested by the Ad Hoc Committee.
 - B. District members should affirm with their respective communities the Board's decision to proceed with the public engagement process on issues related to the study.
 - C. During the study, all Board members should adhere to the following protocols:
 - i. Reinforce and adhere to limited personal engagement in the public engagement process to that of an observer and listener, refraining from offering opinion or support on issues.
 - ii. Seek ways to reaffirm the purpose of the public engagement process prior to Board involvement while acknowledging the challenges and reiterating purpose of the process.
 - iii. Affirm support for staff and their role to:
 1. Educate the Ad Hoc Committee on school planning functions such as school capacity calculations, enrollment projections, instructional considerations, etc.
 2. Provide additional information, data, and analysis as requested by the Ad Hoc Committee.
 3. Provide professional, technical, and administrative support in the development of options and pro and cons of options.
 - iv. Remind the public that the Board has charged the Ad Hoc Committee to validate the study in terms of scope and issues and to report back to the Board before continuing on with development of and presentation to the Board, of options, including pros and cons, and that the Board's next active involvement will be consideration of these options and provide directive to staff.

- D. Reinforce the value and purpose of the public engagement process and constituent communications before the Board authorizes a scope of work.
 - i. Remind constituents of the Board’s objectives in developing this public engagement process.
 - ii. Direct constituents to contact the appropriate representatives on the Ad Hoc Committee and/or staff.
 - iii. Encourage public participation at any community engagement meetings which may be held by the Ad Hoc committee and/or staff or any electronic surveys or comment opportunities that may be developed.
 - iv. Reinforce that Board Members have agreed to be observers and listeners at this portion of the process and agreed to refrain from commenting on Ad Hoc Committee activities and work until after final presentation of the Committee report to the Board.
 - v. Encourage effective community input within the process to maximize effectiveness and not through separate meetings.
 - vi. Refrain from making comments or offering alternative options that might undercut the work of the Ad Hoc Committee while the public engagement process is underway.
 - vii. Refrain from making public comments implying or confirming that Board opinions have already been formed or decisions made in advance of the public presentation of the Ad Hoc Committee’s work.
- E. Communicate with our communities.
 - i. Create email templates of responses that help to reinforce the Board approved public engagement process and encourage community members to participate in the process through the Ad Hoc Committee:
 - 1. Identifying appropriate Ad Hoc Committee and/or staff contacts.
 - 2. Identifying web site links where information is posted.
 - 3. Encouraging participation in any town or community meetings that may be scheduled.
- F. Communication between Board Members.
 - i. Share comments from the affected communities.
 - ii. After Ad Hoc Committee reports to the Board, discuss with other board members the options the Board may want to consider.
 - iii. After the Board’s public hearing or work session, provide a directive to staff on scope of work, sending amendments or modifications to be considered to Board Members.

Boundary Studies

1. Carefully review staff boundary adjustment study recommendation
 - A. What is the problem or objective the study is designed to address or achieve?
 - B. Do the areas and the schools to be included encompass a broad enough geographic area to ensure that all schools likely to be impacted are included?
 - C. What are the key decision criteria to be considered in formulating any school boundary changes?

- i. What is the order of importance?
 - ii. Should any other criteria be included?
- 2. After agreement by the Board to begin a boundary adjustment study, Board Members should do the following:
 - A. District members whose schools are directly impacted by the area to be studied, and any other interested member, should review the staff communication plan to ensure the affected communities receive sufficient information including:
 - i. The Letters/Flyers/Notices to be sent;
 - ii. Timing for sending;
 - iii. The schools and how parents will be notified; and
 - iv. Neighborhood or community associations and how they will be notified.
 - B. Affirm the Board's decision to proceed with the study with their respective communities and:
 - i. Reinforce your personal engagement as a Board Member in the boundary process and that you will be actively listening to all participants and the issues presented;
 - ii. Seek ways to reaffirm the purpose of the study while acknowledging the challenges and reiterating the decision criteria to be used;
 - iii. Support staff as they follow the Board's expectation that they will:
 - 1. Follow the decision criteria spelled-out by the Board;
 - 2. Present the most accurate information available; and
 - 3. Professionally sort through the multitude of options available to arrive at their recommendation to the Board.
 - iv. Remind the public that the Board has charged staff with performing the boundary study and holding town meetings and that the Board's next involvement and action role begins after staff has completed their work and makes their recommendation to the Board.
 - C. Reinforce the value and purpose of the study process in constituent communications.
 - i. Remind constituents of the Board's objectives for asking staff to perform the study and reiterate in constituent communications the study's specific decision criteria on which the Board's decision will be based.
 - ii. Direct constituents to the staff's town meeting process and urge them to participate.
 - iii. Reinforce that Board Members have agreed to be observers and to actively listen during the staff portion of the boundary study and to refrain from commenting on staff study activities, except to encourage community participation, until after staff makes their recommendation to the Board.
 - iv. Encourage effective community input within the process to maximize effectiveness, not through separate meetings.
 - v. Refrain from making comments or offering alternative scenarios that might undercut the boundary study process while it is being performed by staff.

- vi. Refrain from making public comments in advance of the public hearings that imply or confirm that you have already made a decision on the boundaries.
- D. Communicate with our communities:
 - i. Create email templates of responses that help to reinforce the Board approved decision criteria and highlight the most effective ways to communicate questions, support or concerns and to be involved:
 - 1. Pre town meeting;
 - 2. During town meetings;
 - 3. Post town meeting/recommendations by staff; and
 - 4. Post Board public hearings.
- E. Communicate with other Board Members:
 - i. Share comments from the affected communities;
 - ii. After staff's recommendation to the Board, discuss individually with Members alternatives the Board may want to consider; and
 - iii. After the Board's public hearings, send to Members modifications or amendments that you want the Board to consider.

E. SAMPLE MONITORING REPORT

Fairfax County School Board
Operational Expectations Monitoring Report
A = acceptable condition U = unacceptable condition

TECHNOLOGY

Period covered:

The Superintendent will use technology to support teaching, learning, and the Board's operational expectations and goals. The Superintendent will:

1. Provide a comprehensive and functional technology infrastructure.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

2. Provide technology capabilities that are useful for staff members and students.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

3. Use technology to support diverse learning techniques and styles.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

4. Provide a means for interactive communication between the school system, parents, students, and the community.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

5. Provide information electronically about school and division programs and academic progress.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

6. Provide a system to access relevant and current data by appropriate users.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Superintendent State of Condition:

Board Comments:

Summary Statement of the Superintendent:

Summary Statement of the Board:

Areas for Improvement:

Areas of Commendation:

Goal(s) for Technology for School Year:

Date for Re-Monitoring:

F. REVISION NOTES

1. March 8, 2007
Section 2, p. 14, Human Resources, move B4 to p. 15, Professional Learning and Training, #3
Section 4, p. 34-36 Board Liaisons and Board Committees (page numbers revised from p. 34 on)
Appendix D, Revision Notes, added, p. 59
2. October 11, 2007
Section 4, p. 38, Advisory Committee for Students with Disabilities, d.(5)
Fairfax County Therapeutic Recreation Services added
3. October 25, 2007-Remove the following Notes:
Section 4, p. 37. 7.B. *Legally Required Committees*
Section 4, p. 41. 7.C. *Other Committees*
4. December 10, 2007-Revise language for Accountability and Audit Operational Expectation 1 and delete Operational Expectation 2, p. 18
5. January 5, 2008-Change School Board Chair's salary, p. 46.
Add Appendix C, Meeting Manager Roles and Responsibilities, pp. 56-57.
Change Appendix C, Sample Monitoring Report, to Appendix D, p. 58.
Change Appendix D, Revisions, to Appendix E, pp. 61-62.
Add reference to Appendix C to Meeting Protocol, p. 30, and Role of the Chair, p. 32.
6. March 10, 2008
Section 2, p. 14, Human Resources, Revised C.1. and C.2. revised
7. June 9, 2008
Section 2, p. 16, 3. Budget and Financial Management, A. Budget and B. Financial Management revised
Section 2, p. 19, 6. Instructional Program and Treatment of Students, delete 4.
Section 2, p. 20, 7. Facilities and Transportation Services, A. Facilities revised
Section 2, p. 21, 8. Community Relations, 2. deleted "with processes for the effective handling of complaints"; 5. deleted "cooperative, open" and added "honest, effective." added 9.

8. June 19, 2008
 Section 1, p. 11, Student Achievement Goals, 2. Essential Life Skills, language revised for 2.1., 2.1.1., 2.2., and 2.7.2.; 2.1.5. moved to 3. Responsibility to the Community, 3.4
 Section 1, p. 12, Student Achievement Goals, 3. Responsibility to the Community, 3.4 moved from 2. Essential Life Skills, 2.1.5

9. September 4, 2008
 Section 4, p. 33, Annual Planning Cycle and Work Plan, e. added.
 Section 4, p. 35, Board Committees, 8. and 9. added.
 Section 4, p. 36, Linkage Committee, Community Leadership Council (CLC) purpose and membership added
 Section 4, p. 37, Advanced Academic Programs Advisory Committee, (2), a Fairfax City School Board appointee added
 Section 4, p. 38, Advisory Committee for Students with Disabilities, b., a Fairfax City School Board appointee added
 Section 5, p. 53, C. Citizen Participation, 2. Public Hearings,speakers list for hearings shall be closed at 4:30 p.m. on the workday immediately preceding the day of the *hearing or at 4:30 p.m. on the Thursday preceding a Saturday public hearing* added.

10. May 7, 2009
 Section 2, p. 21, Community Relations Operational Expectation 3. deleted the word "citizen" and inserted the word "community"; deleted Operational Expectation 9.
 Section 2, p.14, Human Resources Operational Expectation A.3. revised to delete the words "and trained. "
 Section 2, p. 15, Professional Learning and Training Operational Expectation 2 revised to add the words "a diverse pool of."
 Section 4, p. 28, revised to reflect new procedures for adopting School Board policies.
 Section 4, p. 36, integrated the Community Leadership Council (previously part of the Linkage Committee) with the Superintendent's Business and Community Advisory Council
 Section 4, p. 37-44, updated and revised information related to six School Board citizen advisory committees.
 Section 5, p. 52-53, updated to clarify the procedure for citizen participation, to permit non-Fairfax County business partners and Fairfax City residents to address the Board, and to allow the Chairman to make exceptions as to who may address the Board during citizen participation.

11. May 11, 2009
 Section 2, p. 21, added Operational Expectation 9 to Community Relations.

12. September 24, 2009
Section 2, Operational Expectations, p. 19, combined Operational Expectations 2 and 3 for Instructional Program and Treatment of Students.
Section 4, Board Roles and Responsibilities, Board Liaisons and Board Committees, p. 34-43, updated for consistency.
Section 5, Appendices, p. 57-60, the addition of Appendix D, Process Guidelines for Board Members.

13. November 9, 2009
Section 2, Operational Expectations, p. 14, revised Operation Expectation D. Staff Compensation