

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

COMMUNITY RELATIONS

Period covered: July 1, 2007 – June 30, 2008

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:

Reasonable Interpretation:

It is the business of Fairfax County Public Schools to educate children. It is our culture to know that the business of *public* education should not, can not, and will not happen in a vacuum.

The Superintendent advances the FCPS mission and goals by:

- Establishing communications as a critical component of organizational success.
- Building internal understanding of, and appreciation for, the power and value of communications to build citizen involvement through trust.
- Advancing genuine public engagement and active involvement by building relational trust.

The following are the interpretations of the key phrases of the School Board's expectations.

Encourage and Maintain Effective Communication: FCPS provides timely and relevant information to community members to cultivate cooperative, open, and honest dialogues. Communication methods and strategies will be continuously adjusted based on research, need, effectiveness, and solicited feedback.

Appropriate Involvement: Community members will participate in FCPS activities for effective two way communication.

Active Support: Community members will receive timely information from staff to be engaged in pertinent dialogue so they can become advocates for FCPS.

Parents and Our Diverse Community Members: Constituents include parents and guardians of children attending FCPS and other residents.

Advocating For: Community members will be engaged as champions of the beliefs, vision, mission, and student achievement goals of FCPS.

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.

Superintendent: A U
School Board: A U

Reasonable Interpretation:

Parents and families of FCPS' children will feel especially welcome to work with school-based personnel and those in the administration so that all stakeholders can effectively collaborate to achieve the FCPS mission and new student achievement goals.

To achieve the desired open environment, the division will encourage and promote customer service models--at all levels--that train staff members to employ communications best practices that involve community members as partners.

The following are the interpretations of the key phrases of the School Board's expectations.

Involve: FCPS engages openly and honestly with community members in regular, meaningful, and two-way communication.

Parents and families as partners: All stakeholders in the child's education including the student, school personnel, parents, and others who are equally committed and have shared responsibilities.

In the education of their children: Parents/guardians work with school personnel developing and implementing individual learning plans, promoting academic achievement, acquiring essential life skills, actively participating in community, successfully transitioning through passages, and graduation.

Open, responsive and welcoming: FCPS will be client-centered in that they are approachable, willing to listen, attentive, responsive, and sensitive to schedules.

Welcoming environment: FCPS conveys a hospitable customer-focused environment for all visitors.

Treats all people with respect, dignity, and courtesy: FCPS respects and understands the county's diversity and values all community members.

Indicators

1a) The five customer service standards of responsiveness, accuracy, availability, partnership, and advice will be used to determine current client satisfaction through surveys.

Superintendent Statement of Condition:

1a) The five customer service standards of responsiveness, accuracy, availability, partnership, and advice will be used to determine current client satisfaction through surveys.

During the last Operational Expectations review, staff recommended and the board approved a broader, comprehensive parent/family satisfaction survey, including but not limited to customer service, to be developed and implemented during the 2008-09 school year. A cross-department and cross-school team has formed with representatives from the cluster offices, elementary, middle, and high school levels, Instructional Services, and the FCCPTA. Standards for Family-School Partnerships from the National PTA will be used as a framework for the survey. Survey will be conducted in May/June 2009 with results to be included in the 2008-09 Monitoring Report.

Additional Highlights Not Specific to an Indicator

The following additional efforts involve parents and families as partners in the education of their children.

FCPS Handbook, “Fairfax County Loves Its Schools,” distributed to 100,000 families, offered a complete overview of the school system, including the school system operating budget, parent resources and advocacy information, and instructional and special programs for students.

Familygram newsletter, distributed to 100,000 families three times a year, featured news and information on opportunities for citizen feedback and input via dialogues and surveys, capital improvement plans, budget issues, helping children in school and in life, and School Board initiatives.

Ready-for-publishing articles on Newswire for principals to drop into their school newsletters featured current academic and enrichment opportunities, information on using FCPS communication and information resources, and important deadlines regarding testing, instruction, health and safety.

The Special Education Parent Resource Center

The center published its annual special edition newsletter to inform parents of news, available resources, and opportunities to provide input. *In 2007-08, 26,000 copies of the newsletter were distributed to the special education departments for distribution to the families of children with special needs.*

Outreach efforts reached an average of 15,000 parents, educators, and community members, including:

- Monthly Newsletters – distributed through the Parent Resource Center in print format, e-mail lists, Keep In Touch e-mail notification system, staff and community members, school newsletters, and student “Take Home” folders.
- Keep In Touch announcements – twice-monthly informational announcements distributed through Keep In Touch e-mail notification system.
- Informational News Releases – posted to the FCPS and PRC web site; and distributed to school newsletters and local and regional outreach partners.

The Special Education Parent Resource Center provided parents with information about special education and related services; rules, regulations, and procedures that

affect families of children with special needs; and specific disabilities and other topics related to individuals with disabilities and their families. *In 2007-08, an average of 500 parents a month received direct support, consultation, and resources.*

Speaking Opportunities

- The PRC routinely participates in four or more monthly speaking opportunities for parents and staff including Back to School and Open House events, Preschool Transition meetings, ESOL meetings, local and regional parent meetings and engagements, and resource fairs.

The Special Education Parent Resource Center offered a wide variety of workshops county-wide through collaboration with educators, the community, and local, regional and national presenters for parents related to special education. In 2007-08, the PRC planned and presented an average of four workshops per month for an average of 250 parents and participated in the planning, organization and presentation of additional workshops to school, community, regional, and state events.

- Speaker Series – Local and national presenters offered their expertise on subject matter relevant for parents who have children with special needs. An average of 70 parents participated in each of these opportunities.
- Parent-to-Parent trainings – Small group training opportunities with a focus on specific skill building and parent-to-parent learning. An average of 20 parents participated in the Parent-to-Parent trainings.
- Special Education Training Series – Offered parents an opportunity to learn about the rules, regulations, and procedures that govern the education on students with disabilities. An average of 85 parents participated in each of these opportunities.
- Additional workshops are advertised to parents offered by the Office of Special Education, community organizations, and businesses.

Customized customer service training is offered to school-based front office support staff at individual schools and through ACCESS (Academy Course Catalog for Employees in Support Services). The workshops are designed to help school administrative assistants be front-line ambassadors for their schools. *In 2007-08, one workshop was given to a total of 15 participants.*

A self-assessment tool to gauge how welcoming a school's atmosphere is available through the Department of Communications and Community Outreach (DCCO). A team composed of parents, teachers and community members, and a DCCO staff person serving as a facilitator, observes a number of key indicators to determine how welcoming the school is to stakeholders. *In 2007-08, five "Welcoming Atmosphere Walk-Throughs" were conducted at the request of building administrators.*

Multi-cultural parent panels composed of DCCO's multi-cultural outreach team members who represent a variety of cultures, races, ethnicities, and religions, present to schools and community organizations to provide insight about and strategies for engaging immigrant parents, harder-to-reach parents, and parents uncomfortable or unfamiliar with the Fairfax school system. *In 2007-08, 17 multi-cultural parent panels were presented with 846 attendees.*

Early literacy program for Arabic-, Korean-, and Spanish-speaking parents, is a free, interactive parent and child program offered in schools, community centers, and places of worship to help parents prepare their children (ages 0-5) for success in school. *In 2007-08, 33 early literacy programs were held reaching 726 parents and children.*

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an internationally successful and U.S. Department of Education-approved 30-week parent education/involvement and school readiness program that offers free, home-based instruction to parents of 3- to 5-year-old children so they have the tools they need to be their child's first teacher. HIPPY home visitors meet with low-income English- and Spanish-speaking parents in their homes and provide age-appropriate materials and activities designed to strengthen children's cognitive skills, reading readiness, and their social/emotional development. *In 2007-08, 81 families were served through the HIPPY program. (There are 118 families on the waitlist.)*

Multicultural, bilingual community liaisons, based at the three central student registration areas (Devonshire, South County Government Center, and Reston/South Lakes), work collaboratively with FCPS and various Fairfax County Human Services departments to meet families' basic needs by providing families with and connecting them to needed school and community resources. *In 2007-08, 1139 families were served.*

Parent liaisons, a total of 173 working in 162 schools, represent a variety of cultures, languages and races working to promote communication between home and school, increase family involvement and support student achievement. An online biennial survey of principals in June 2007 captured responses on their perceptions of the impact of their parent liaison. This is the same data included in last year's report. The next monitoring report will reflect the 2009 survey. The following are highlights of the survey responses:

- 96 percent indicated that their parent liaisons facilitated the involvement parents/families in the education of their children.
- 94 percent indicated that their parent liaisons increase the involvement of language minority parents/families in the education of their children.
- 93 percent of responding principals indicated that their parent liaisons positively impacted student achievement.

Parent liaison training included three training workshops that provided information and training about the various aspects of parent engagement and resources for the parents at their respective schools. An average of 113 parent liaisons attended each of the three training programs provided during the year.

Topics covered during the 2007-2008 school year included the following: Exploring the Cultures of Families We Serve – Identifying the Strengths of a Diverse School System, Connecting With Parents from Multiple Cultures, and Working Together to Strengthen the Community; Using Fairfax County Human Services' Resource Guide; Systems Management for Human Services; Parent Liaisons' Role in the Special Education Process; Summer School; Community Mapping; and Community Resources.

At the completion of those workshops, 92% of the Parent Liaisons' program evaluations indicated they had communicated with, received, or shared effective family

involvement/outreach strategies with another parent liaison or staff members during the trainings.

One-on-one new parent liaison orientations ensured that liaisons understand their role within the school and are knowledgeable about strategies for communicating with and engaging parents in their children’s education. In 2007-08, there were 29 two-hour orientations for new liaisons and their supervising building administrators. Ninety-seven percent of the liaison and administrators who participated in these orientations indicated on their program evaluations that they had increased their knowledge of applicable resources, expectations, responsibilities, and parameters of the parent liaison job as a result of the orientation.

Court-Approved Family Program is for families involved in custody, visitation, child support issues, or ordered by the courts to attend a parenting class. Offered in English and Spanish, the classes help families strengthen parenting skills while understanding the impact of stressful family situations on child development and learning. FCPS’s Court-Approved Family Program is one of only three sanctioned by the Virginia Supreme Court and is used as a model for training personnel from other jurisdictions. *In 2007-08, there were 80 classes held for 1,479 participants, and two statewide instructor trainings.*

General parenting classes, provided by experienced parent educators, teach participants to strengthen parenting skills, understand developmental issues, and learn strategies to support their children’s success in school and life. *In 2007-08, 4 classes were held for 35 participants.*

Speakers Bureau offers more than 30 kinds of workshops on various parenting and home-school connection topics for parents and community school staff members at school and community sites. *In 2007-08, 40 workshops were held for 600 participants.*

Board Comments: See Summary Statement of the Board

2. Establish meaningful, regular, two-way communication between the school and home.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

Community understanding of how and why decisions are made leads to a more responsive community and effective schools that work for the common good of all children.

Systemic approaches to building community where members learn together and trust one another in order to strengthen the partnerships between schools and clients will help the community meet the student achievement goals.

The following are the interpretations of the key phrases of the School Board’s expectations.

Meaningful, regular, two-way communication: FCPS uses multiple avenues to sustain useful and open dialogues with stakeholders.

With processes for the effective handling: FCPS establishes communications path for complaints and compliments that is distributed to families and posted online as part of the FCPS Student Responsibilities and Rights (SR&R).

Complaints: Community members express their concerns in writing or via phone to the School Board, any FCPS employee, a court, or other government entity.

Indicators

2a) Annually review and publish the complaint processes available to stakeholders.

2b) Annually analyze the timeliness and type of complaints/concerns reaching the Superintendent and School Board offices.

Superintendent Statement of Condition:

2a) Annually review and publish the complaint processes available to stakeholders.

The process has been developed and is attached in Appendix OE1 – Complaint Process Website. The website was revised to make the information more easily accessible at <http://www.fcps.edu/inquiries.htm>. The FCPS web page was updated so that parents can find this information easily by using the search function, or visiting the parent resource page.

2b) Annually analyze the timeliness and type of complaints/concerns reaching the Superintendent and School Board offices.

Stakeholder Concerns

There is a process in place for the expeditious handling of stakeholder concerns and complaints. The offices of the Superintendent and School Board work cooperatively with the Clusters, Departments and the Deputy to handle stakeholder inquiries in a thorough manner. Longer response times are generally necessary for more complex inquiries that require cross-departmental coordination. The response times indicate the process from start to finish, not how long it takes for each office to complete their part.

Routine requests, where information is readily available requiring a quick response or copy of report that has already been generated, are sent directly to the appropriate staff member. More complicated requests take longer and the Superintendent's Office strives for completion within ten business days. The staff member follows up with the Superintendent's Office when the request is completed. Phone and email requests to the Superintendent or School Board are generally handled very quickly, within one to three days.

Superintendent's Office

An analysis of the Superintendent's log and emails indicates that 646 client emails and correspondence were tracked. Of the thousands of inquiries received, the office only tracks correspondence where follow up is needed.

Bell Schedule/Start Times	1
Boundaries	5
Budget	1
Calendar	3
CIP/Renovations	5
Discipline	14
Employee Issues	22
Grading	380

Pupil Placement	8
Registration/Enrollment/Tuition	18
School Issues	84
Special Education	23
Transportation	13
Other	69
TOTAL	646

The issues were resolved or a response sent within the following time period:

1-2 days	536
3-5 days	47
6-9 days	25
10 or more days	38
TOTAL	646

School Board

Following is a report of client communications, by telephone, e-mail, or letter, from constituents who contacted the School Board office with concerns or requests for assistance in resolving issues during the period May 1, 2008, through June 1, 2008. The School Board began tracking issues after last year's monitoring report, hence the shortened reporting period.

These numbers do not include constituent contacts with Board members, unless the Board member asked his or her executive administrative assistant to respond to the constituent. Individual Board members determined how to handle contacts from constituents, particularly about "hot topics" such as grading or the bell schedule. Some Board members requested a response to all contacts, some wanted only those within their district to receive a response, some chose not to answer any of the e-mails, and some Board members do not provide access to their e-mail.

There were a total of 248 client communications during this period about the following issues:

Bell Schedule/Start Times	11
Boundaries	3
Budget	19
Calendar	4
CIP/Renovations	1
Employee Issues	11
Grading	12
School Issues	78
Other	110
TOTAL	248

The issues were resolved or a response sent within the following time period:

1-2 days	148
3-5 days	54
6-9 days	19
10 or more days	27
TOTAL	248

In next year's monitoring report, we will be able to provide data from our new Client Communications program. The development of the program began last spring after staff from the Superintendent's Office and Department of Information Technology visited Anne Arundel Schools to see their tracking system. Staff in the Fairfax Superintendent's office requested a similar solution via an IT Needs Assessment. Remedy Case Management (now known as Client Communications) was the product selected. Client Communications can be used to track correspondence, calls and visits received by the School Board and the offices of the Superintendent and Leadership Team. Communications generate tickets, which are categorized and assigned appropriately. All subsequent actions associated with the ticket are captured. Column Technologies has been working in cooperation with FCPS to develop software according to our needs. The company has been doing the work without compensation because it is helping them with marketable product improvements. The software was developed through the summer and fall of 08. The product was piloted in Superintendent's Office and Cluster V through the 08/09 school year. Training is underway and full implementation is set for summer and fall.

FCPSInfo – Comments, questions, complaints, and compliments collected from the Contact Us link on the FCPS home page go directly into an e-mail box called "FCPSInfo." In 2007-08, the Communications and Community Outreach staff received and handled 4,395 messages, of which 3,437 (78 percent) were inquiries, 930 (21 percent) were complaints, and 28 (less than 1 percent) were compliments.

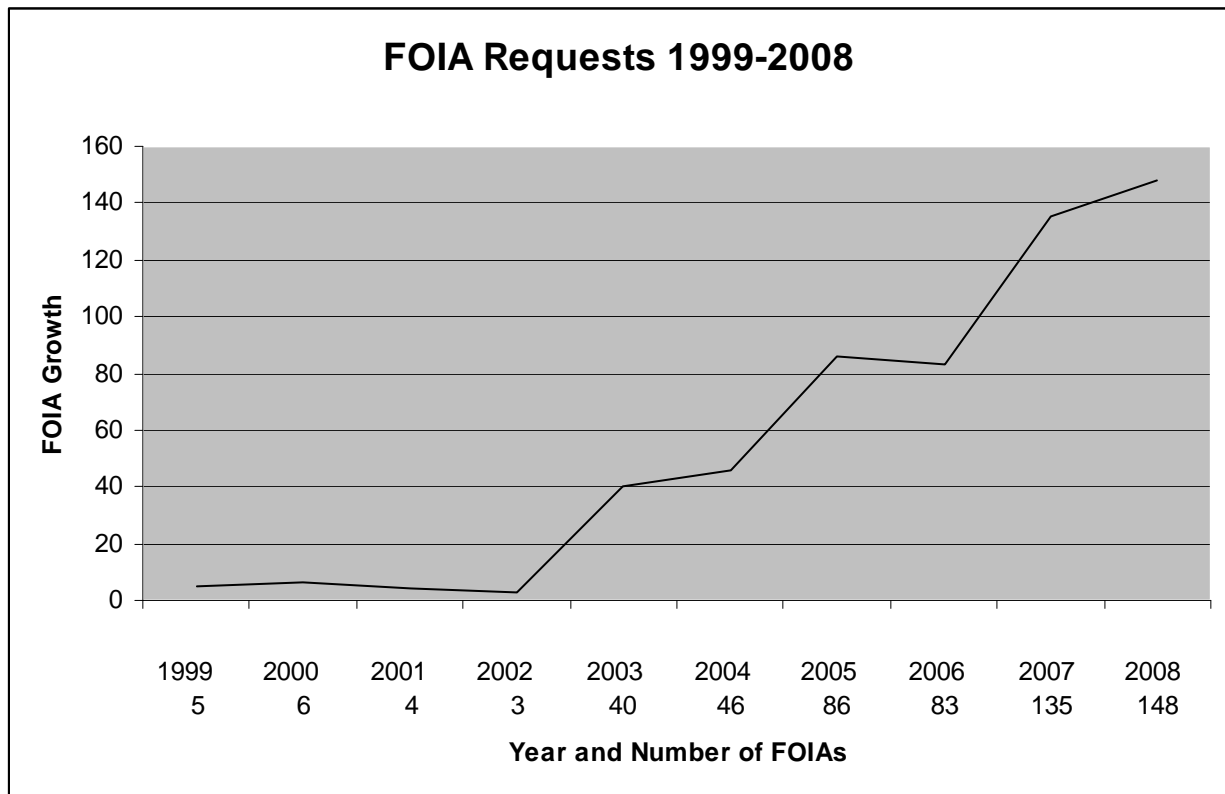
Half of the complaints were focused on unreliability and lateness of the Keep In Touch notification system (which was replaced in July 2008). One-third of complaints related to weather decisions.

Standard practice among Communications and Community Outreach staff is to respond to every FCPSInfo message within 48 hours.

For further details, see Appendix OE2 – FCPSInfo Chart.

Freedom of Information Act Requests – The Media and Crisis Communications Team handled 148 requests for information submitted using the Freedom of Information Act during the calendar year 2008. Of those, 130 were processed in a timely manner to meet the law’s requirement. The remaining 18 were not processed because of the requestors’ declining to pay the estimated fee for fulfilling their requests.

Trend data on FOIA requests has also been included as the numbers have risen dramatically since 2006.



For further details, see Appendix OE2 – FOIA Chart.

Additional Highlights Not Specific to an Indicator

The following additional efforts contributed to establish meaningful, regular, two-way communication between the school and home.

Study Circles on Changing School Start Times were held in June 2008, which invited approximately 50 parents to explore the impact of a proposed change to shift the bell schedule to a three-tier structure. Staff from Communications and Community Outreach worked with the School Board Linkage Committee to carry out the study circles and report back on results to the School Board.

Liaison with Fairfax County Council of PTAs (FCCPTA) includes the DCCO assistant superintendent who represents the superintendent and a Family and School Partnerships staff member. Both liaisons share resources available to schools and families, and promote communication among the school system, parents, and parent leaders.

Strategic Communications Team was launched in June 2008 as part of the larger reorganization of the Department of Communications and Community Outreach. Among its responsibilities, this team is charged with developing communications plans on issues that impact families, which includes strategies to promote two-way communication.

Multi-lingual Parent Information Line is a 24-hour phone service that allows parents to leave a question or concern and receive a response in Korean or Spanish within 24 hours. Operated by the community liaisons at Devonshire, this service provides parents with information about navigating the school system and empowers parents to handle future issues independently. *In 2007-08, 245 calls were responded to in Korean and 58 in Spanish.*

The Family and School Partnership Professional Library's collection of books, CDs, videos, articles, and online resources is available in multiple languages. The library also subscribes to online resources that are available to schools, free of charge. These include The Parent Institute's *Helping Children Learn, Ideas Staff Can Use for Parent Involvement*, and *School Success Web Content Service*.

Neighborhood Colleges are six-session classes offered to Fairfax County residents by Fairfax County's regional Coordinated Services Planning (CSP) personnel. Family and School Partnerships personnel participated in two of these programs by presenting leadership training and providing information about FCPS, accessing Blackboard 24/7, communicating with teachers and school administrators, and opportunities for becoming more involved in their children's education and the system's decision-making groups.

Board Comments: See Summary Statement of the Board

3. Provide opportunities for community involvement with FCPS, including, as needed, the formation of committees that offer community advice and expertise.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

FCPS staff members will make available and promote venues in which community members can effectively participate so that their advice and talents can be appropriately put to use to maintain and increase educational excellence.

The following are the interpretations of the key phrases of the School Board's expectations.

Providing opportunities: FCPS encourages and publicizes regular public participation so that community members understand, contribute to, and support the mission of FCPS through volunteering, contributing to business partnerships, participating in Parent Teacher Associations, speaking before the School Board, or participating as a member of one of the Superintendent's advisory committees.

Indicators

3a) Annually report on Advisory Committee membership, committee recommendations and the staff responses to those recommendations.

3b) Annually report on number of volunteers and number of volunteer hours

Superintendent Statement of Condition:

3a) Annually report on Advisory Committee membership, committee recommendations and the staff responses to those recommendations.

Advisory Committees to the School Board

Last spring the School Board received reports and recommendations from its advisory committees. The reports were presented to the School Board during a series of public meetings where several committees summarize their reports followed by a limited question and answer period. A summary and analysis of the advisory committee reports along with recommendations for future action follows.

Summary and Analysis of Recommendations

Each of the advisory committees has a specific area of focus within FCPS and a membership that has an interest in the specific area. These more specific views naturally yield perspectives that do not take advantage of potential connections across the organization or even potential connections with other advisory committees.

It is obvious that each and every advisory committee is well acquainted with the adopted School Board Goals and how the committee's work fits into the goal structure. What is less obvious is the connection between advisory committee's work and the priorities of the School Board during the budgeting process. This has been the case in previous years and is especially true during tight fiscal periods.

Each advisory committee has members whose strong interest is the focus/purpose of the advisory committee. In many cases, the information used by the advisory committee comes from only the members serving on the committee. Consequently, the advisory committees may not have complete information that reflects the larger community or FCPS as a whole.

Advisory committees tend to examine current management/administrative issues and recent administrative challenges. This perspective is not surprising as most committee members are invested in and enmeshed in the day to day challenges of policy implementation.

Consequently, the analysis and recommendations from the advisory committees tend to be directed more to staff administration of policy and less to School Board about future policy issues and direction. When we undergo more rapid change (such as re-designing programs), there will be a natural lag between new policy decisions (the re-design of a program) and new policy implementation. While the School Board may well understand this distinction, it is understandable that the advisory committee may become frustrated as they learn they are studying a current program simultaneously to a new program being created.

Recommendations:

The school board may wish to consider incorporating some of the following recommendations in the charges given to the advisory committees:

- Review recommendations from other advisory committees to determine synergies that could be created across advisory committees.
- Ask committees to review current operational aspects of FCPS work to identify areas where budget savings are possible. This could be achieved through re-design, reductions or elimination of programs over the short or long term.
- Ensure advisory committees receive training in Situational Appraisal, (or other methods) whereby the committee can ensure they reach conclusions that reflect the broad spectrum of perspectives from all stakeholders.
- The School Board should consider giving greater clarity of expected roles of the advisory committees when they develop and approve the specific charges given to each advisory committee annually.

See Appendix OE 3 – Advisory Council Charges and Advisory Council Recommendations.

Advisory Councils to the Superintendent

Superintendents Teacher Advisory Council (STAC)

The Superintendent needs a means of obtaining feedback from instructional staff on matters of importance to the school system. Teachers are seeking a venue for bringing issues to the attention of the Superintendent and act as their school's representative for obtaining answers to questions of interest to staff. This advisory committee also serves as key communicators to school faculty.

The Superintendent's Teacher's Advisory Council (STAC) is composed of one representative and one alternate to represent each school and special education center. The Council is covered by Regulation 1705.2. The STAC meets monthly and the dates during the 07/08 school year were held:

October 3, November 7, December 5, January 2, February 6, March 5, April 2, and May 7

Over the last two years, STAC has undergone some changes as a result of a focus group. Last year, the departments rotated through the monthly meetings so that by the end of the year, representatives had heard from each department. At the end of the year, the representatives said they preferred more of a free form meeting where most of the time was devoted to the Superintendent answering their questions. If there were presentations, the reps wanted them to be very short. Dr. Dale determines the "hot topic" of the month and invites members of the Leadership Team to come and address the representatives. This way, members can get timely information to take back to their faculties. As issues specific to departments are raised, those LT members are asked to attend.

STAC members are also encouraged to email specific questions to the Superintendent's Office for written responses from the LT. Frequently Asked Questions are maintained on the web site <http://fcpsnet.fcps.edu/supt/stac/index.htm>.

During the 07/08 School year, the main topics included the budget, eCart, report card redesign, and the school calendar. One of the changes instituted for this year was the STAC reps will now earn continuing credit for serving on the council. Reps earned one point for every meeting attended. We processed this manually. We decided to put the process through MyPLT, which will be reported on in next year's monitoring report.

Superintendents Parent Advisory Council (SPAC)

The Superintendent's Parent Advisory Council (SPAC) provides a direct connection between the Superintendent and parents throughout the county. SPAC is made up of PTA presidents from each FCPS school and meets four times a year to discuss education issues important to the community, such as the budget, student achievement, boundary changes, and transportation priorities.

The SPAC is an excellent opportunity to have a two-way dialogue on issues brought forth by the Superintendent as well as by the parent community. The SPAC is used as a key communicator group that reflects issues and concerns in the community.

The meetings were held:

October 2, November 27, February 26, and April 29

Further information on SPAC can be found on the website: <http://www.fcps.edu/supt/spac/>

Business and Community Advisory Council

The Superintendent's Community Advisory Council (SCAC) and the Superintendent's Business/Industry Advisory Council (BIAC) were combined in the fall of 2007 into one group called the Business and Community Advisory Council (BCAC).

The Council, composed of 56 members, aims to improve engagement among FCPS leaders with key opinion leaders from business and community. The BCAC's purposes are to facilitate informed communication between the broader community and FCPS leadership and to provide a forum for a broad spectrum of the community to discuss and reach a deeper understanding about current and long-range FCPS programs and the educational and public policy issues related to them.

The Council's role is to provide advice and counsel the Superintendent, and the School Board through the Superintendent, on matters of significance to the Fairfax County Public Schools.

Staff members in the Department of Communications and Community Outreach act as the liaison between the Council and the Superintendent and provide overall support for the group.

In 2007-08, the BCAC held five meetings. Each meeting included a Superintendent's Update and Member Issues and a primary topic of discussion:

September 25 -- Yearly Topic Selection
October 30 -- Strategic Governance Framework, and Measuring Student Outcomes
January 29 -- Budget Issues and Implications for Cuts
March 25 -- Facilities and Transportation
May 13 -- Community Outreach, Immigration, Multicultural Atmosphere

Employee Advisory Councils

Finally, Dr. Dale attends meetings of the diverse FCPS employee advisory council meetings. He attends one meeting per year for each of the groups. Each group has an opportunity to share with the Superintendent issues that are specific to their jobs. The meeting dates for 07/08 were:

Employee Advisory Council Meetings

Bus Drivers and Attendants – November 1
Custodial Services – September 26
Facilities Services Employees Advisory Council – January 10
Food Service – February 13
Office Personnel – February 21
Support Services – April 24
School Employees Benefits – October 3

FAESP Meetings - September 6, October 4, November 1, December 6, January 3, February 7, March 6, April 3, May 1, June 5

FAESP Board Meetings – September 6, November 8, January 10, February 14, April 10, May 8

Middle School Principal's Association - September 19, January 16, April 16, May 21

Middle School Principals Executive Board Committee - October, 12, December 14, February 8, April 11

High School Principals Association - August 16, September 20, October 18, November 15, December 13, January 17, February 14, March 13, April 17, March 15 and June 5

High School Principals Board – October 1, February 14

Other opportunities where the Superintendent meets and communicates with employees about his vision and state of the school system:

New Instructional Employee Orientation (four different groups)
Launch Program for First Year Principals
Leadership Conference
Diversity Institute
Meet and Confer – FEA
Budget Meeting with Principals
Fairfax Association of School Psychologists
Assistant Principal Conference
Fairfax Speech and Language Pathologists Association
Fairfax Association of Elementary School Principals Retirement Dinner
Great Beginnings Picnic for New Teachers

3b) Annually report on number of volunteers and number of volunteer hours.

For the school year 2007-08, there were 70,202 volunteers in schools who provided a total number of 972,626 service hours.

Volunteer Support for Schools provided by the Family and School Partnerships Team includes publishing a Volunteer Coordinator Handbook, hosting the 2008 FCPS Volunteer Reception, and conducting workshops for school volunteer coordinators. Tasks completed and planned during 2007-08 to increase volunteer support in 2008-09:

- Two expanded school Volunteer Coordinator and PTA president training workshops were developed and scheduled for September 2008, which provided information, resources, and support about the recruitment, retention, and rewarding of diverse volunteers
- The *Volunteer Coordinator Handbook* was revised and updated and sent to all FCPS schools and centers in Fall 2008.
- Monthly electronic mailings (newsletter, handouts, helpful tips, etc.) planned for all school Volunteer Coordinators and PTA presidents and implemented in Fall 2008.

Board Comments: See Summary Statement of the Board

4. Establish mutually beneficial partnerships with the business, industry, and nonprofit organizations in the community.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

FCPS works hard to develop, promote, and coordinate collaborative efforts between the business community and the schools to create and foster relationships beneficial to the school division and the community.

Partnerships between the school system and area businesses have far-reaching benefits. Business and industry partners often provide mentors for one on one tutoring and/or friendships with students in the schools. A caring adult role model is crucial in a student's life.

These partnerships can also provide expertise in the classroom for special curricula and career days. Some partners have provided resources to their schools like equipment and funding for field trips. Our schools have provided artwork to decorate their business partners' facilities.

The following are the interpretations of the key phrases of the School Board's expectations.

Establish: FCPS will seek to create and maintain relationships with Fairfax County's business and industry community.

Mutually Beneficial: FCPS will provide the expected outcomes for both parties in the agreement characterized by mutual cooperation and shared responsibility.

Business, Industry and Non-Profit Organizations: FCPS seeks diverse representation including small business, associations, foundations, government, and faith communities for partnerships with the system and in schools.

Indicators

4a) Develop partnerships for 100 percent of schools with written agreements that clarify expectations.

4b) Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.

4c) Support annually an awards ceremony that recognizes new partnerships, model partnerships, and long-running partnerships.

4d) Maintain and publicize the donation web site as a service to the school system and the community at large to facilitate donations of all types to schools and departments.

4e) Annual analysis of foundation contributions to FCPS including the Fairfax Education Foundation, individual school foundations, and certain community foundations.

Superintendent Statement of Condition:

4a) Develop partnerships for 100 percent of schools with written agreements that clarify expectations.

For the 2007-08 time period, 149 schools and centers (75 percent) had partnerships leaving 51 schools and centers without a partnership. Roughly one-third of the approximately 140 schools that report mentoring programs have business and community individuals as mentors. However, we also know that:

- Some schools have multiple official partners.
- Some schools have unofficial partners.
- Some schools may have official partners which are not documented.

We define an “official” partner as business, community organization or religious group that has collaborated with a school’s principal or partnership coordinator who, together, have developed and have a partnership agreement signed by the Superintendent.

The current method for tracking and documenting active partnerships is cumbersome and needs updating. Since March 13, 2007, staff members and interns in Business and Community Partnerships used e-mail and telephone solicitations to determine existing partners, and tracked them on a spread sheet. Staff members have explored other options for tracking partnerships, but those strategies remain cost prohibitive. Mentor data is gathered in a similar fashion but with the addition of SASI input.

The Business and Community Partnership staff collaborates directly with FCPS staff and business/community personnel to match them as mutually beneficial partners. Formal, template based documents are used so that expectations are clarified and partnerships can be rooted in best practices. To ensure that a partnership is beneficial to FCPS, school and office personnel who develop the agreements use the school and FCPS academic plans as a guide. In 2008, staff collaborated with the legal office to substantially improve the partnership agreement template.

While it is a goal of FCPS to develop partnerships with every school, it is also our goal to develop partnerships that are mutually beneficial. This desire has occasionally meant that some schools or offices in FCPS have not yet partnered.

According to Bob New, President of the Mid-Atlantic Consortium of Education Foundations, “An appropriate trend in partnerships is to create ones that support workforce development,” and we have emphasized this approach in almost every discussion with potential partners. Many businesses have elected to participate in school based mentoring, career mentoring, or academic assistance.

See Appendix OE4 – School and Business Partners.

4b) Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.

The 2007-08 kickoff event was November 3, 2008. An estimated 200 people from schools, businesses, associations, community organizations, and religious groups attended.

Along with a welcome by Barbara Hunter, Assistant Superintendent, Department of Communications and Community Outreach and Jay Garant, Coordinator, Business and Community Partnerships, a thank you to supporters was offered by Superintendent of Schools Jack D. Dale.

The kickoff events training and best practices included:

A video produced by FCPS teleproductions team featured three of the 2007-08 partnership award winners:

- Grevey Foundation Basketball Camp (Luther Jackson MS, all schools)
- The Assistance League of Northern Virginia (Providence ES)
- Mentoring Program (Virginia Run & Westfield HS)

The event’s keynote address was provided by Barbara Gist, Assistant Principal at Aldrin ES. Barbara, is a career switcher who was introduced to FCPS when she mentored a student through a business partnership while working as administrative vice president at a major aerospace company. Her inspirational address focused on why partnerships are important, why they help students and how school based mentoring builds vital connections.

Workshops

Large Group Interactive Discussion: “Junior Achievement’s Finance Park. *Is it for your business too?”*

- Edward J. Grenier III, President & CEO, Junior Achievement
- Dan Parris, Principal, Rocky Run MS
- Jack Dale, Superintendent, FCPS
- Charles Elliott Andrews, Junior Achievement Board Chair

Workshop 1: Who says “there’s no such thing as a free lunch?” What to do - What to do - What to do? More and more, schools and businesses are emphasizing the value of financial education.

Presenters:

North West Federal Credit Union Foundation

- Linda Rogus, Executive Director
- Laura Dawson, Managing Director
- Shannon Tackett, Communications Officer

Workshop 2: The Kitchen Sink. A comprehensive update for experienced pros, which includes basics for newcomers

- Partnerships 101 (How we can help), Jay Garant, FCPS Business & Community Partnerships
- Thank You for Your Donation (Donations Process Streamlined), Carol Cutlip, FCPS Finance
- Grants (What’s the difference between a grant and partnership?), Pam Tobey, FCPS Grants
- Mentoring Works (Building an Effective Mentoring Program), Shelley Prince, FCPS Mentorworks
- BizBuzz (From the Business Perspective), Brian Willey, Citibank

Workshop 3: *Expanding Expanding Visions.* Participants learned about a successful middle school math and science partnership program.

Presenters:

- Gabrielle Boccher, Expanding Visions Coordinator, FCPS
- Patrick Dexter, Public Affairs, ExxonMobil
- Gabrielle Vorst, ExxonMobil
- Louise Porter, Principal, Luther Jackson Middle School
- Linda Ysewyn, Math teacher, Luther Jackson Middle School

The Bruce Oliver Leadership Awards were presented to:

Business: Celeste Peterson, Senior Administrator, Raytheon

School Based: Didi Crowder, Pimmit Hills Alternative HS, FCPS

4c) Support annually an awards ceremony that recognizes new partnerships, model partnerships, and long-running partnerships.

The 2007-08 Partners in Education Awards ceremony was May 21, 2008. Along with the specific awards below, several partners were recognized for their years of service.

Fairfax County Public Schools recognized and, with support from the Apple Federal Credit Union Foundation, presented savings bonds to six MentorWorks essay contest winners. Students were requested to respond to the prompt: "Someone Who Made a Difference." In 2007-08 there were hundreds of entries.

Fairfax County Public Schools recognized the following business and community organizations with awards specific to their support.

- **Partner of the Year Award** - Reed Smith, LLP - Graham Road ES
- **Outstanding Partnering Event** – Lockheed Martin Corporation’s - GEM Conference - Dogwood ES
- **Improving Reading, Writing, and Speaking** - The Assistance League of Northern Virginia – Operation School Bell - Providence ES
- **Community Partnership Award** - The Grevey Foundation - Luther Jackson MS
- **Career and Technical Education Award** - Stratford University’s School of Culinary Arts and Hospitality - Marshall Academy
- **Career Connections Award** - Dulles Regional Chamber - Northwest Federal Credit Union - Centreville, Chantilly, Herndon, Mountain View, Oakton & Westfield HS, Chantilly Academy and Rachel Carson MS.
- **MentorWorks Awards**– Virginia Run ES and Westfield HS won the **School Based Mentor Award** and the **Outstanding Mentoring Partnership** was awarded to the “Dream Catchers” program sponsored by FCPS Alternative Education Program and George Mason University. The schools involved were Bryant, Mountain View and Pimmit Hills Alternative Schools.

4d) Maintain and publicize the donation web site as a service to the school system and the community at large to facilitate donations of all types to schools and departments.

Donations to Fairfax County Public Schools are recorded on a calendar year basis.

From January 1, 2008 to November 30, 2008, all online donations were processed through an e-mail based online system with no computer-based tracking element. Beginning December 1, 2008 the online donations portal included a newly developed computer-based tracking.

This report details only those donations submitted via the online donations portal, which doesn’t include direct donations to individual schools and offices. Only occasionally do staff members in schools and offices report donations to the Department of Communications and Community Outreach.

The following donations also do not reflect the gift of time given directly to students via, a partnership, mentoring, tutoring or participating in special events such as career day.

In 2008, staff members in DCCO’s Business and Community Partnerships started the process of improving an online donations portal. The plan was to create a donations portal that was

more user-friendly, automated, and included data tracking. The new online donations portal went “live” on December 1, 2008.

Staff members in Communications and Community Outreach, Financial Services, Facilities Instructional Services and Information Technology continue to enhance the new online donations portal and plan a full outreach effort to publicize the portal in 2009.

It is our collective hope that through improvements to the donations portal and ongoing communications efforts, that more FCPS staff members will use the online donations portal. Link to new online donations portal: <http://commweb.fcps.edu/donatetofcps/>

Calendar Year 2008

Category	Offers	Accepted	Declined	Contact
Art Supplies	2	1	1	Tomhave
Furniture	36	34	2	Bowden
Medical Equipment	1	1		Glynn
Musical Instruments	35	28	7	Tomhave
Photography Equip	5	4	1	Tomhave
Technology	60	53	7	Zender
TV and Equip	11	7	4	Horgan
Transportation Items	358	358		Scango
Woodworking/Fabric	2	2		Cara Kirby
Books	13	2	11	Thorniley
Monetary	6	6*		Garant
Prom Dresses	6	6		Granahan
Sports & Exercise	4	3**	1	Curran
Other	17	10	7	Andrews
Totals	428	387	41	

* - Monetary donations frequently do not come through the web portal

** - Not represented: two donations were very large.
NFL/Poe MS and Lifetime Fitness/Multiple High Schools

4e) Annual analysis of foundation contributions to FCPS including the Fairfax Education Foundation, individual school foundations, and certain community foundations.

ACE Education Scholarship and Training Foundation

- Official name: Adult and Community Education Scholarship and Training Foundation
- Foundation's IRS classification: (501)(c)(3)
- Foundation's president: Mike Clarke
- Number of members on the foundation's board: 5 member Executive Committee. 12 member board.
- Analysis of foundation contributions (July 1, 2007 to June 30, 2008): \$45,120 ACE Scholarships

Additional information: www.ace-foundation.org/

Apple Federal Credit Union Foundation

- Official name: Apple Federal Credit Union Education Foundation
- Complete IRS classification: 501(c)(3), Public Charity
- Foundation's Executive Director: Thomas M. Engley
- Number of members on the foundation's board: 10 members

Analysis of foundation contributions (July 1, 2007 to June 30, 2008): \$126,850. Those funds were used to advance the following programs and activities: teacher grants, classroom grants, school/academy grants and awards, Leadership Conference, Great Beginnings Program, community organizations and intergovernmental agencies serving FCPS youth, School Board scholarships and awards, EASE Program, student scholarships, and FBLA activities. In addition, Apple FCU Education Foundation provided \$11,000 of 2008, support to organizations that awarded scholarships to FCPS students, and six savings bonds (\$200 each) to MentorWorks Essay Contest winners in May 2008.

Additional information: www.afcufoundation.org/

College Access Fairfax

- Official Name: College Access Fairfax
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Tessie Wilson
- Number of members on the foundation's board: 8 board members

Analysis of foundation contributions (July 1, 2006 to June 30, 2007)

Scholarships \$ 11,200.00

Trained personnel 13,200.00 (Employee and tax costs)

Printed material 2,000.00

Additional Information: <http://www.collegeaccessfairfax.org/>

Fairfax Education Foundation

- Official Name: Fairfax Public Schools Education Foundation
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: James Rosebush
- Number of members on the foundation's board: The number of members of the
- Foundation Board at present is 32. We can go up to 50 and we have had as many as 38

Analysis of foundation contributions (July 1, 2006 to June 30, 2007: Total grants and in-kind contributions made to benefit FCPS totals \$369,070)

Additional Information: <http://www.FairfaxEducation.org>

Foundation for Applied Technical Education

- Official Name: Foundation for Applied Technical Education, Inc.
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Jeffery B. Krashin Executive Director: Chad Maclin
- Number of members on the foundation's board: 20 board members

Analysis of foundation contributions (July 1, 2007 to June 30, 2008): The instructional programs with student-based enterprises supported by FATE earned \$158,071.00 during 2007-08. Those funds were used to further advance the following programs: residential construction, student auto sales, landscape architecture and turf management, and student scholarships.

The Grevey Foundation

- Official Name: The Kevin M. Grevey and Sandra P. Grevey Foundation

- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Sandra Grevey
- Number of members on the foundation's board: 4 members
- Analysis of foundation contributions (July 1, 2007 to June 30, 2008):
\$15,000 contribution to technology curriculum in Fairfax County Public Schools.
\$5,000 contribution to Fairfax Academy Music & Computer Technology Lab.
Supports a regional summer basketball camp for roughly 80 boys and girls at cost to the foundation of about \$7,500 annually

J.E.B. Stuart Educational Foundation

- Official Name: J.E.B. Stuart Educational Foundation
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Kaye Kory
- Number of members on the foundation's board: 18 members, of which 2 are honorary
In 2008, the Foundation awarded 35 scholarships from \$500 - \$5500, for a total of \$102,500 to Stuart HS Graduates. Contributors to the scholarship funds include: Stuart families (current and alumni), businesses (regional and local community), Stuart faculty and staff, and grants from non-profit organizations. Noteworthy donations: We received \$17,500 donated in memory of Nancy Svendsen, former ESOL teacher at Stuart HS plus \$7500 donated by The Analysis Corporation (Stuart HS business partner).

TJHSST foundation

- Official Name: The Thomas Jefferson Partnership Fund
- Foundation's IRS classification: 501(c)(3)
- Foundation's Director: Gary Bottorff
- Number of members on the foundation's board: 25 members, of which 4 are officers
Analysis of foundation contributions (July 1, 2007 - June 30, 2008).
Donations: \$356,151 (cash) and \$392,841 (in-kind).
Grants: \$697,011 to TJHSST to help upgrade equipment and computers, expand student learning, enhance staff professional development and curriculum development, provide student scholarships and help support additional humanities program needs.
Additional information: <http://www.tjpartnershipfund.org/>

Grants Related to Foundations (also see Appendix OE6 – Partnership Matrix, Department of Financial Services – Grants Section)

R5970 requires all grants to FCPS to be tracked in one of the financial systems. Many agencies, local foundations, and corporate relations departments support FCPS, including:

- Allstate
- American Lung Association
- Apple Federal Credit Union Education Foundation – Mike Engley
- Armed Forces Communications and Electronics Association
- Best Buy
- CapitalOne – Kim Young
- Costco
- Sidney Dewberry
- ExxonMobil – Patrick Dexter
- Fairfax County
- Fairfax County Public Library – Kingstowne
- Fairfax Education Association

- Fort Belvoir Van Nuys Library
- George Mason University
- George Washington’s Mount Vernon Estate and Gardens Education Foundation
- Institute of Museum and Library Services
- Intel
- Lowe’s
- Motorola
- NASA
- National Board for Professional Teaching Standards
- National Council of Teachers of Mathematics
- Neediest Kids, Inc.
- Northrop Grumman
- Pacific Institutes for Research
- Raytheon
- Sprint Foundation
- SRI International
- Target
- The Teachers Network, Inc.
- United States Department of Agriculture Forest Service
- United States Department of Education
- United States Department of State
- University of Richmond
- University of Virginia
- Virginia Commission for the Arts
- Virginia Department of Education
- Virginia Department of Social Services
- Virginia Tobacco Settlement Foundation
- Volunteer Fairfax
- Wallace Foundation

Additional Evidence of Compliance

Dr. Dale interacts with business leaders in Fairfax County throughout the year. He regularly meets with members of the Fairfax Chamber of Commerce, Fairfax County Economic Development Authority and others to keep FCPS interests in the forefront of the business community as well as understanding needs of the business community. These relationships are vitally important because good schools are critical to both businesses moving in to Fairfax and maintaining a quality workforce.

See Appendix OE4 – Dale Calendar.

See also Appendix OE6 – Partnership Matrix that also has a number of related partnerships.

Board Comments: See Summary Statement of the Board

5. Establish honest, effective relationships with the news media.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

The Office of Community Relations will facilitate the school system's relationship with the various news outlets in the community. They will continue to effectively and professionally communicate amidst constant changes. An up to date list of local and regional news media will be maintained.

The following are the interpretations of the key phrases of the School Board's expectations.

Establish: FCPS engages and involves members of the news media with the school system.

Cooperative: Communication with the media will be honest, helpful and timely.

Relationships: FCPS engages with members of the media with respect to their duties while maintaining ethical standards.

News Media: Organizations that provide information to the public, including newspapers, magazines, newsletters, radio, television, and web-based outlets.

Indicators

5a) Annually review effectiveness, openness and cooperation of FCPS communication with the news media.

5b) Analyze the amount of coverage in media as a result of news releases and tips created by the Office of Community Relations and school news liaisons.

Superintendent Statement of Condition:

5a) Annually review effectiveness, openness and cooperation of FCPS communication with the news media.

FCPS Cooperation with News Media – A survey conducted in March/April 2009 of 13 reporters (of which only 2 responded) at 7 media outlets regularly covering FCPS indicated a generally positive relationship. Most of the reporters currently working with FCPS were the same reporters working during the monitoring period of 2006-07. The Media Relations and Crisis Communications Team works closely with all reporters to ensure their deadlines and information needs are met.

5b) Analyze the amount of coverage by the media as a result of news releases and tips created by the Office of Community Relations and school news liaisons.

Summary:

- 225 news releases were written and distributed by the Department of Communications and Community Outreach to media outlets during the 2007-08 school year.
- Approximately 82 percent of news releases were picked up by local media in the 07/08 school year, including print and electronic sources, that is up from 65 percent during the 2006-07 school year.

- 513 media tips were written and distributed to media outlets during the 2007-08 school year.
- Approximately 65 percent of media tips issued by the Department of Communications and Community Outreach were picked up by local media, including print and electronic sources.
- Most of this coverage was neutral. A small percentage of the coverage was positive, a small percentage of coverage was negative.
- The widest, most positive coverage received by FCPS was from:
 - The Sun-Gazette Newspaper
 - The Fairfax Times
 - The Falls Church News Press
 - The Connection Newspapers
 - The Washington Post
- Approximately 31 percent of news releases became feature stories in local print media, up from 15 percent during the 2006-07 school year.
- Coverage was steady throughout the nine-month school year.
- Television tends to focus on news related to crimes and on controversial issues (grading scale changes, school start times, budget cuts), rather than FCPS-issued news releases.
- News releases that are not picked up by the press include:
 - Events or awards that are a repeat of years past
 - Internal administrative changes
 - Basic environmental projects
 - Some faculty awards
 - Events sponsored by other media organizations
 - Alcohol awareness programs
 - Conflict resolution/peer mediation conferences (2 per year)

See Appendix OE 5 for:

- News coverage analysis
- Media tips
- Dale's Calendar

Board Comments: See Summary Statement of the Board

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.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

The superintendent and senior level staff will proactively collaborate with external groups to meet the strategic goals and operational expectations. Senior staff will provide knowledge and skills to assist Virginia Department of Education (VDOE) in state education endeavors. Senior staff will develop partnerships with post secondary institutions to enable smooth, high quality transitions for our graduates into higher education. Staff will also collaboratively develop training programs to meet the employment needs of our employees. Senior staff will also work with colleagues in local school systems and with professional organizations to help understand and potentially shape national public policy to support our mission, vision and goals.

The following are the interpretations of the key phrases of the School Board's expectations.

Effective working relationships: FCPS collaborates with education groups in the region and the state to further its mission.

Educational leaders: Individuals and/or institutions that advance education and promote student achievement.

Indicator

6a) Review annually and evaluate relationships and projects with local school systems, VDOE, postsecondary institutions, and professional organizations in advancing the school system's goals and operational expectations.

Superintendent Statement of Condition:

6a) Review annually and evaluate relationships and projects with local school systems, VDOE, postsecondary institutions, and professional organizations in advancing the school system's goals and operational expectations.

FCPS staff maintains extensive and regular communication with the Virginia Board of Education (VBOE) and the Virginia Department of Education (VDOE). Examples of this regular communication include:

- Superintendent's Office routing of weekly State Superintendent's memorandums, and coordination of FCPS staff responses where appropriate.
- Office of Government Relations (OGR) staff attendance at every Virginia Board of Education Meeting and distribution of Board activities to relevant FCPS staff for information and follow-up as necessary.
- OGR staff contacts with VDOE policy staff during the Virginia General Assembly session regarding education-related legislation.
- Regular FCPS staff communication with VDOE staff, as well as testimony at public hearings, regarding potential state changes to the Standards of Learning, Standards of Accreditation, Standards of Quality, and other relevant state regulations.

- FCPS staff participation on various VDOE committees, task forces, and advisory groups (example: an FCPS staff member is also a member of the state's Advisory Board of Teacher Education and Licensure).

Dr. Dale maintained regular contact with then State Superintendent Billy Cannaday on issues of mutual interest. Two such instances are detailed in the following paragraphs.

Dr. Dale continued to lead the advocacy effort for superintendents in Virginia to change the testing requirements under NCLB for Limited English Proficient students. The Fairfax County School Board adopted a LEP Resolution, which was also adopted by City of Fairfax, Arlington, Prince William and Harrisonburg. The consensus among the superintendents and the VSBA LEP Caucus was to focus their advocacy on two goals: 1) relief for Virginia, and 2) rectifying the ESOL testing issues during the reauthorization process of ESEA. As a result, Fairfax became part of Virginia's NCLB waiver request that would allow us to provide Supplemental Educational Services before allowing School Choice. His leadership earned him the Region IV Superintendent of the Year for the 2007/2008 school year.

The second major issue that required major collaboration with the VDOE was the significant problems with both paper/pencil and online SOL testing. The problems were so severe that it put the testing calendar in serious jeopardy of being completed. Staff prepared a summary of the major disruptions in a letter to the State. Staff also testified at a hearing on the issue. VDOE put safeguards in place to prevent the problems in the future.

The Superintendent maintains regular contact with local education leaders. He regularly attends Region IV meetings where all the Northern Virginia School Superintendents meet to discuss and resolve pressing education issues in our area. Dr. Dale also attends the Washington Area School Superintendents Council (WASSC). Dr. Dale meets monthly with Northern Virginia Community College President Dr. Robert Templin on issues of mutual interest.

Dr. Dale maintains membership in the Virginia Association of School Superintendents, Virginia School Boards Association, National School Boards Association and the American Association of School Administrators (AASA) and regularly attends their conferences. FCPS is also a member school district of the District Management Council, APQC and Wallace Foundation LEAD.

See Appendix OE6 - Dale Calendar.

Family and School Partnerships Team

- Hosted personnel from other school districts/systems including Wake County Public Schools, North Carolina and Prince William Public Schools, Virginia
- Family and School Partnerships personnel participated in the monthly National Coalition for Parent Involvement in Education (NCPIE) meetings.
- Family and School Partnerships personnel attended and made presentations to national and state-wide conferences such as the Home Instruction for Parents of Preschool Youngsters (HIPPY) National Conference, Virginia ESL Supervisors Association (VESA), Mid-Atlantic Equity Conferences, Virginia State PTA conference, Family Involvement Conference for the

Mid-Atlantic Region, Virginia State Parent Education Coalition (VSPEC) Conference and meetings, and the Virginia State Family Literacy Conference.

- A Family and School Partnerships staff member served as Parent Education Coordinator under the Executive Secretary of the Virginia Supreme Court to provide oversight and training for all jurisdictions providing court mandated parent education in Virginia.
- Family and School Partnerships personnel networked with Fairfax County's Department of Family Services, Juvenile and Domestic Relations Court, local attorneys, and Court-Approved Special Advocates (CASA) to discuss programs available to meet their clients' needs and create new programs to address those needs. Family and School Partnerships also provided court-approved classes for identified clients in English and Spanish.

Research Partnerships

Fairfax County Public Schools recognizes the value of engaging in high quality research efforts with universities. The division has established research partnerships with a variety of universities, both local and national, to study issues related to helping all students to reach their full potential: improving classroom quality, increasing the mathematics and literacy performance of low-performing students, creating authentic assessments for the arts, and improving services for English Language Learners and students with disabilities. The majority of the research partnerships support the Fairfax County School Board's Student Achievement Goals (Goal 1 Academics, Goal 2 Life Skills). Below is a description of some of our partnerships.

Responsive Classroom Efficacy Study (RCES) is a research partnership program with the University of Virginia (UVA). Implemented in 24 elementary schools, the program focuses on enhancing classroom quality and student achievement via Responsive Classroom practices. As a multi-year endeavor, the program requires collaboration between UVA researchers and Fairfax County Public Schools (both central office and participating schools) to establish baseline data, provide teacher training, implement program components, track cohorts of students in grades 2 through 5, collect data, and monitor program impact. The partnership contributes to the school division's teacher training program implementation and School Board student achievement goals for academics (Goals 1) and life skills (Goal 2).

Project READS (Reading Enhances Achievement During Summer) is the result of a partnership with Harvard University to conduct a longitudinal study of the impact of a summer reading program on student achievement in high poverty elementary schools. Teachers received lesson plans to help them prepare fourth grade students to read independently over the summer. They gave students summer reading homework and student Reading and Math Standards of Learning (SOL) performance is tracked through elementary school. A previous pilot study, in one FCPS school, found the intervention to be effective in promoting reading gains for students. Project READS supports FCPS's goal to improve students' reading achievement (Goal 1). The researcher and FCPS are examining ways to extend this partnership once the current study is complete.

The Office of Fine Arts, Department of Instructional Services, has developed a partnership with George Mason University to develop and validate an authentic assessment of student performance in art and music. The partnership has resulted in an assessment that will be used to report on the School Board student goal for the fine and practical arts (Goal 1).

The Office of Assistive Technology, Department of Special Services, has developed several research partnerships over the past years to investigate how to improve the delivery of assistive technology services to students with disabilities. For example the Office has worked with the University of Kentucky and George Mason University to conduct parent, teacher and student interviews about assistive technology services. In addition, the Office has recently entered into a partnership with George Mason University to conduct field studies related to accessible instructional materials for students with disabilities. One study examines the use of software program with and without supporting strategies to improve reading comprehension and engagement of students with print disabilities. Another study examines how alternative instructional material can aid the reading fluency and ability to retell stories for students with physical or severe disabilities. Both studies support students with disabilities in meeting FCPS academic performance goals (Goal 1).

The Kilmer Center and the Key Center have a long-standing relationship with a faculty member at George Mason University to conduct research to improve the understanding of and services to students aged 5 to 21 years with severe disabilities, autism, and mental retardation. The partnership has resulted in a research project to better understand the socio-emotional functioning of students at the centers.

Professional Development Schools (PDS) program has involved FCPS in research efforts with George Mason University of more than a decade. The schools focused their partnerships in a variety of areas. For example, one elementary school focused on “What difference does it make for student achievement when teachers are engaged in inquiry into their own practice?” Another elementary school focused their research questions on improving teaching and learning for their English Language Learners.

The Northern Virginia School Leadership Center (NVSLC) is a partnership involving educators from Fairfax County Public Schools, Alexandria City Schools, Arlington County Public Schools, Loudoun County Public Schools, Prince William County Public Schools, and the College of Education & Human Development at George Mason University. The mission of is to provide professional growth opportunities for school leaders and leadership teams through experiential learning, research, and reflective practice.

See Appendix OE6 – Partnership Matrix.

Board Comments: See Summary Statement of the Board

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.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

Regular communication with all levels of government ensures that the relationship is effective in that the views, perspectives and needs of FCPS become a part of major educational policy debates of importance to the school division. Such relationships allow for proactive organizational planning, and coordinated reaction to external policy decisions.

The following are the interpretations of the key phrases of the School Board's expectations.

Effective and cooperative work – FCPS promotes open and regular communication with local, state and federal officials.

Indicators

7a) Annually present budget and policy needs of FCPS to local and state officials.

7b) Develop, update, and annually review with other government agencies FCPS budgetary needs, communications efforts and crisis management plans; which will include an analysis of other government agencies budgetary needs, administrative needs and concerns, and communications efforts and how they relate to FCPS needs and plans.

7c) Conduct quarterly meetings between appropriate FCPS staff and the County Executive and pertinent members of his or her staff to discuss issues related to the both levels of government.

7d) Maintain regular and proactive oral and written communications with members of the Virginia General Assembly, Virginia's federal Congressional delegation and relevant staff, relying on the School Board's Legislative Program to guide such communications. Such communication shall include attendance at meetings, as well as regular monitoring, of the Virginia General Assembly and United States Congress; including relevant committee, subcommittee and study commission meetings, both during the regular legislative session and throughout the year, as well as submission of testimony and other written and oral input in legislative debates of importance to FCPS, including securing legislative sponsorships where appropriate.

7e) Annually review and recommend updates to the Board's Legislative Program.

7f) Annually report on major policy decisions made by the Virginia General Assembly and United States Congress which will have an impact on FCPS. Such report will include analysis of required administrative action by FCPS, and planning for actions anticipated in the following year.

7g) Annually review crisis management plans and practice crisis management, including conducting at least two crisis exercises or workshops, one of which will involve local, state, and/or federal officials.

Superintendent Statement of Condition:

7a) Annually present budget and policy needs of FCPS to local and state officials.

- Prepared testimony delivered at the Governor's Luncheon, which included invited guests from local, state and federal government, as well as business and community leaders on October 29, 2007.
- School Board's Legislative Program, presented at the School Board's annual Legislative Breakfast which included invited guests from the Virginia General Assembly, United States Congress, Fairfax County Board of Supervisors, Fairfax City School Board and the Superintendent's Business and Community Advisory Council (BCAC) on December 6, 2007.

- Prepared testimony delivered to the Regional Public Hearing of the Senate Finance and House Appropriations Committees at George Mason University on January 3, 2008.
- Prepared testimony delivered to the Fairfax Delegation Public Hearing at the Fairfax County Government Center on January 5, 2008.
- Presentation(s) of FCPS budget priorities to the Fairfax Board of Supervisors:
 - June 30, 2007 – Joint Meeting (Fiscal Forecast)
 - January 14, 2008 – Joint Meeting (FCPS Proposed Budget)
 - March 14, 2008 – BOS Budget Work Session (FCPS Budget Overview)
 - April 1, 2008 – Presentation to the BOS (Advertised Budget Request)
- Worked with Department of Financial Services to prepare School Board Chair Presentation of the Advertised Budget to the Board of Supervisors during BOS budget hearings on April 1, 2008.
- Post-Session Legislative Breakfast, including members from the Virginia General Assembly held May 28, 2008 at the Gatehouse Administration Center.

7b) Develop, update, and annually review with other government agencies FCPS budgetary needs, communications efforts and crisis management plans; which will include an analysis of other government agencies budgetary needs, administrative needs and concerns, and communications efforts and how they relate to FCPS needs and plans.

- Based on experience working with police, FCPS security, and principals on various critical incidents, DCCO staff put together a panel discussion training session on threat assessment and police/school-based relations for all principals. This took place on August 12, 2007 on the second day of the annual leadership conference. Follow-up training for other school-based personnel took place on several dates in the fall of 2007.
- DCCO staff trained new SROs at the FCPD police academy on August 20, 2007.
- DCCO staff held two workshops on communication during a crisis for FCPS personnel during the 2007-2008 school year.
- Developed and posted a crisis specific protocol flow chart. See Appendix OE7 – DOC Flow Chart.
- Improved the emergency school closing process (R1350) including the addition of text related teacher training programs, the development of efficiencies in DCCO's personnel call out process, and the development of a weather event decision process flow chart. See Appendix OE7 – Weather Event Decision Process.
- Developed and distributed "Go To The Source" information magnets promoting Keep In Touch, Red Apple 21, and the FCPS Hotline as reliable sources for information.
- Posted RFP and supported Information Technology in the selection process for the eventual new Keep In Touch emergency notification system.

- With the Virginia and Fairfax County's Health Department and FCPS Safety and Security, updated DCCO's information and Continuity of Operations Plans related to the threat of pandemic influenza. See Appendix OE7 – DCCO Continuity of Operations.
- Supported the development and implementation of two (elementary and secondary) "Responding in a Crisis" mandatory workshops for principals, presented at the 2007 Leadership Conference.
- DCCO revised and updated the crisis protocol book.
- DCCO completed its Continuity of Operations Plans.

7c) Conduct quarterly meetings between appropriate FCPS staff and the County Executive and pertinent members of his or her staff to discuss issues related to the both levels of government.

- Office of Government Relations (OGR) maintains regular communication with Fairfax County lobbyists during the General Assembly session and throughout the year. The two offices work collaboratively on a joint legislative position which is included in the legislative program of both bodies.
- Regular meetings between Superintendent and County Executive (Dr. Dale and Mr. Griffin met 16 times during the 2007/2008 school year).
- Family and School Partnerships personnel participated in Fairfax County Regions I, II, III, and IV Human Services Cross Agency meetings.
- Fairfax County Department of Family Services' Contracts
 - In collaboration with the Fairfax County Department of Family Services' (DFS) Court Supervised Care Program, Family and School Partnerships provided ongoing training and consultation to foster parents through the Foster Parent Training and Consultation Program. This service is designed to provide support for all first-time foster parents, foster families with special-needs children, and families with sibling groups. Twelve foster families were served in 2007-2008.
 - DFS contracted with Family and School Partnerships to provide Nurturing Parenting Program facilitators for parent and child groups. The Nurturing Parenting Program is a comprehensive, 12-23 week, child abuse and neglect prevention program that involves all family members.
 - Family and School Partnerships provided child care for the two ongoing, collaboratively sponsored Grandparent Support Groups that meet twice a month. In addition, a staff member sat on Fairfax County's Kinship Care Committee.

7d) Maintain regular and proactive oral and written communications with members of the Virginia General Assembly, Virginia's federal Congressional delegation and relevant staff, relying on the School Board's Legislative Program to guide such communications.

Such communication shall include attendance at meetings, as well as regular monitoring, of the Virginia General Assembly and United States Congress; including relevant committee, subcommittee and study commission meetings, both during the regular legislative session and throughout the year, as well as submission of testimony and other written and oral input in legislative debates of importance to FCPS, including securing legislative sponsorships where appropriate.

State Communication

OGR staff maintained regular communications with all 26 House of Delegates and Senate of Virginia offices representing Fairfax County, including both staff and the members themselves, during the legislative session and throughout the year. OGR staff also maintained regular communication with committee staff and with representatives from the Virginia Department of Education during the session and throughout the year.

State Meeting Attendance

OGR staff was present for the entire of the 2008 General Assembly Session, including the Reconvened Session, and attended every meeting of:

- House Education Committee
- House Education Subcommittees on Standards of Quality, Students and Daycare, and Teachers and Administrative Action
- House Appropriations
- House Appropriations Subcommittee on Elementary and Secondary Education
- Senate Education and Health Committee
- Senate Education and Health Subcommittee on Public Education
- Senate Finance
- Senate Finance Subcommittee on Public Education

OGR staff also regularly attended other relevant committee and subcommittee meetings, as well as monitored related floor proceedings, throughout the 2008 General Assembly Session.

OGR monitored the proceedings of off-session State study commissions, including the Commission on Youth, the Freedom of Information Act Commission, the Joint Legislative and Audit Review Commission, and the special subcommittee on funding the Standards of Quality. OGR staff also attended off-session meetings of House Appropriations and Senate Finance, including their annual retreats November 13-14 (House Appropriations) and November 15-16 (Senate Finance), 2007.

State Legislative Tracking

OGR identified and tracked a total of 394 education-related bills during the 2008 Session in 10 different subject categories. All tracked bills were routed to appropriate FCPS staff for analysis and comment.

OGR provided formal written comments (based on legislative positions in the Board's Legislative Program) to various General Assembly members on 54 different pieces of legislation, as well as on both House and Senate proposed budget amendments. Note that OGR also provides informal comment on many additional pieces of legislation throughout the General Assembly session which will not be reflected in these tables. The final disposition of all legislation eliciting written comment is summarized below:

Written Comment	Eventual Outcome		
	Passed	Failed	Carried Over
Support	1	7 ¹	5 ²
Oppose	2 ³	14	2
Comment/Concern/Question	7 ⁴	12	4

¹includes one bill that failed, but the content of the legislation was referred for further study

²includes one bill that was incorporated into a different piece of legislation, which was eventually carried over

³includes one bill that passed, but which was amended, allowing FCPS to drop its opposition

⁴includes four bills that passed, but which were amended sufficiently to address the original concerns

Achievement of Legislative Program Goals

Secured sponsorship of five pieces of legislation, based on the school board's legislative positions.

- HB 1066 (Amundson) which includes "structures" under the competitive negotiation provisions of the Virginia Public Procurement Act. This legislation passed and became law July 1, 2008.
- HJ 156 (Sickles) and SJ 62 (Barker) which would have asked for clarification in Virginia Code of school division governance in the event of a catastrophic public health emergency. These pieces of legislation failed, but the subject matter has been addressed as part of VDOE guidance documents for school divisions.
- HB1053 (Scott, JM.) and SB 567 (Saslaw) which would have amended the Standards of Quality to increase the requirement for state-supported instructional positions for students identified as having limited English proficiency from 17 full-time equivalent positions for each 1,000 students to 30 full-time equivalent positions for each 1,000 students. HB 1053 was incorporated into a separate piece of legislation which was eventually carried over, while SB 567 failed.

FCPS OGR also secured sponsorship of three budget amendments. Two of the amendments would have provided the funding necessary to implement HB 1053 [introduced House Budget Amendment 140 14h (Scott, JM.)] and SB 567 [introduced Senate Budget Amendment 140 14s (Saslaw)]. Neither amendment was included in the final budget.

The third amendment [introduced Senate Budget Amendment 140 2s (Saslaw)] was included in the Appropriations Act and increases the cap on reimbursements for Governors' Schools by 100

students starting in FY 2010, which will help bring more state money back to Fairfax for the Thomas Jefferson High School for Science and Technology.

In addition, the following School Board legislative positions were successfully achieved in 2008, either via legislation or via state or federal regulatory action.

- Implementation of a reliable and valid portfolio-based assessment for limited English proficient students (in Assessment and Instruction of LEP Students)
- Best practices database for student wellness (in School Health Services and Student Wellness)

Federal Communication and Monitoring

OGR staff attended regular meetings of the Committee on Education Funding and received regular update information from the Elementary and Secondary Education Working Group on Capitol Hill to keep up to date on Congressional policy and budgetary activity.

OGR staff also attended congressional hearings on major educational issues, including sessions regarding the federal education budget and ESEA Reauthorization.

OGR staff maintained regular communication with Congressional staff from the five offices representing the Fairfax area (three congressional offices, and two Virginia Senators), including letters to the offices regarding STEM (science, technology, engineering and math) and the Medicaid and Medicare reimbursement program.

OGR staff also worked with Financial Services staff, particularly the Grants Office, on Congressional appropriations matters.

7e) Annually review and recommend updates to the Board's Legislative Program.

The School Board's Work Session on changes to the Legislative Program was held on held October 15, 2007. See Appendix OE 7 – Final LP Changes for final set of OGR recommendations for changes to the 2008 Legislative Program.

7f) Annually report on major policy decisions made by the Virginia General Assembly and United States Congress which will have an impact on FCPS. Such report will include analysis of required administrative action by FCPS, and planning for actions anticipated in the following year.

OGR produces a Final Narrative Report after each General Assembly Session (see Appendix OE7 – GA Final Narrative Report) which includes descriptions of all the OGR-tracked education-related bills that passed during the legislative session. The narrative also includes descriptions of many tracked bills that did not pass, as a way of informing the broader community about issues that may have come up during a particular session and which may come up again in future sessions.

In addition, OGR now produces a separate document including only bills that passed during a Session (see Appendix OE7 – GA Final Passed) as a way of highlighting FCPS responsibilities for implementing General Assembly actions. OGR, in conjunction with Division Counsel, provides follow up information and guidance to the various affected departments to help interpret legislative intent and to assist with implementation.

7g) Annually review crisis management plans and practice crisis management, including conducting at least two crisis exercises or workshops, one of which will involve local, state, and/or federal officials. (Propose eliminating 7g because this is covered in the Facilities MR, DCCO's role is outlined in 7b)

Additional Evidence of Compliance

See also Appendix OE7 - Dale Calendar.

Board Comments: See Summary Statement of the Board

8. Participate in diverse community activities and events as advocates for all students.

Superintendent:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input checked="" type="checkbox"/>	U	<input type="checkbox"/>

Reasonable Interpretation:

The performance of FCPS is more than just individual staff members working to run the schools. Instead, Fairfax is a network of interrelationships—with the employees working in partnership with community members to collectively achieve our goals. Understanding the dynamics of the variables in the system will help staff to better anticipate problems, make changes in order to welcome diverse representation and participation to assist student achievement.

Participate in: FCPS fosters two-way communication with community members and organizations to have a presence at key events and functions throughout Fairfax County.

Diverse community activities and events include: FCPS encourages diverse community participation at government functions (Fairfax Fair), businesses and business affiliates (Fairfax County Economic Development Authority, Chamber of Commerce, NVAR, and Realtors), school-level and countywide PTA meetings, cultural and language-based organizations, as well as hosting international visitors to FCPS, etc.

Advocates for all students: FCPS and the community work together to support and promote public education for its students - including general education, special education, prekindergarten, and adult education students.

Indicator

8a) Identify information sought, key messages to be sent, staff participants, and guidelines for participants.

Superintendent Statement of Condition:

8a) Identify information sought, key messages to be sent, staff participants, and guidelines for participants.

- FCPS Regional Parent Meetings -- DCCO staff coordinated the planning and implementation of three Regional Parent Meetings on March 4, April 3, and April 5, 2008. The meetings were a collaborative effort involving all FCPS departments and offices, including the Special Education Parent Resource Center. These meetings offered parents

the opportunity to learn about and provide feedback concerning the various curricular areas. Parents also attended sessions on general parenting topics, discipline, supporting children's education in the home, and two-way communication between the school and home, ESOL, special education, GT, AP, and IB programs and students. Community resource information and displays were also available for browsing.

- While 1,678 parents registered in advance for the Regional Parent Meetings, a total of 530 participated.
- Likewise, 939 children were registered in advance for child care for the Regional Parent Meeting, and a total of 209 participated in child care.
- In collaboration with Fairfax County's Community and Recreation Services, Department of Family Services, and Systems Management, Family and School Partnerships personnel participated in the planning and implementation of the Multi-Cultural Conference for Parents and Teens and the 2008 focus groups for Korean, Hispanic, and South Asian parents of teens in Fairfax County.
- Family and School Partnerships personnel attended the November 2007 Northern Virginia Realtors focus group in Reston for citizens from diverse backgrounds.
- Family and School Partnerships Multi-Cultural Outreach staff members attend and work with multiple community organizations to sponsor events that support families from diverse backgrounds.
 - Diverse community activities and events attended, supported, and/or sponsored during 2007-2008
 - Culmore Family Resource Center classes, clinics, and meetings
 - Fairfax HS Latino Partnership
 - Forest Edge ES support meetings for Arabic-speaking parents
 - Hispanic College Fund Hispanic Youth Symposium
 - Hispanic Committee of Virginia
 - Northern Virginia Family Service (NVFS), formerly Center for Multicultural Human Services
 - Peruvian Cultural Center/Centro Cultural del Peru
 - Sacramento Community and Neighborhood Day
 - School International and Multicultural Nights
 - Spanish Parent Educational Advocacy Training Center (PEATC) and Virginia Parent Involvement Resource Center (PIRC) training programs for children with disabilities

- South County Youth Network
- South Lakes Pyramid parent meetings for Arabic-speaking families
- The Granato Group
- Virginia Refugee Student Achievement Project meeting

Additional Evidence of Compliance

Future Quest with George Mason University - The Special Education Parent Resource Center staff supports the ongoing planning of Future Quest for students with disabilities and their parents. This event offers students and parents the opportunity to learn about educational and career opportunities available after high school. Speakers, workshops, and displays cover all aspects of transition from school to the real world, including the college application process, financial aid, strategies for success, career planning, and career opportunities. Future Quest is held once every two years with a year of planning and preparation in between. Future Quest was held on December 11, 2007 and is scheduled for November 21, 2009.

Celebrate Fairfax – FCPS staff participated in the annual springtime fair where county residents learn more about county services. The Fairfax County Public Schools had a strong presence at the June 2008 fair that included a school bus and a 10' x 10' tent on Children's Avenue. School bus drivers gave visitors, including children, a tour of the bus and talked about bus safety. Volunteer Leadership Team members, other administrators and teachers, and support staff members answered questions about FCPS and gave away materials to children. In addition, ACE staff promoted their upcoming course offerings.

The Hispanic Leadership Alliance awarded Superintendent Jack Dale the 2007 Leader of the Year. The award was as a result of his advocacy for Limited English Proficient students in finding SOL testing solutions that were fair and equitable as well as his work to make improvements to NCLB during the law's reauthorization.

County Partnerships - Leadership team members and other staff are partners with county leadership in the County-wide Prevention Initiative. County agencies and schools work together to plan strategically to ensure that all children are ready for school and to learn and that they make safe and healthy life choices. Staff members are active in the regional gang prevention effort whose goal is to help students engage in productive activities in their schools and communities so that there is less likelihood that they will become involved in gang activity. Efforts are also aimed at helping youth get out of gangs successfully.

Several School Board members and school staff serve on the Board of Directors of the Fairfax Partnership for Youth. This nonprofit organization's goal is to promote positive youth development to reduce violence through various initiatives including mentoring, Support on Suspension, and the Youth Suicide and Depression taskforce.

Mediation Conference has been held for the past sixteen years, the Safe and Drug Free Youth section holds regional Peer Mediation Conferences for elementary and secondary level students and staff in partnership with the Institute for Conflict Analysis and Resolution at George Mason

University. This event, with the theme Mediation: Pathways to Peace, supports the School Board's goal of resolving conflicts peaceably was held March 11 and 12.

Diversity Institute focuses on providing training and learning opportunities to staff in research based best practices to increase and accelerate achievement gains for students. The Diversity Institute provides a full array of staff development workshops on instructional strategies to challenge growth in all children. Annually national speakers on Diversity and Closing the Achievement Gap are key presenters at this one day event. The 2008 Academic Diversity Institute, Within Our Reach: Challenging All Children, was held at West Potomac High School on Wednesday, August 20. The keynote speakers were Dr. Carol Ann Tomlinson, University of Virginia in Charlottesville and Dr. Wade Boykin of Howard University.

Strengthening the Family is a component of the GMU Early Identification Program. This innovative multiyear college preparatory program for first-generation college-bound middle and high school students supports academic achievement and heights academic aspirations. The Strengthening the Family Workshops held in the district connects parents to pre college readiness experiences so students can actively participate.

International Children's Festival – FCPS sponsors the event that celebrates children of different cultures throughout the world featuring performances and art. All 12,000 FCPS fifth graders take a field trip to participate in event activities at Wolf Trap Center for the Performing Arts.

Other - Dr. Dale participates in a wide variety of diverse community events including a two week trip to Taiwan and Korea to develop partnerships. Those partnerships are being implemented in our schools. For a complete list, please see Appendix OE8 - Dale Calendar.

Board Comments: See Summary Statement of the Board

Summary Statement of the Superintendent:

Dr. Dale will present the Strategic Communication Plan and propose adding an Operational Expectation and Indicator to make the plan part of the Monitoring Report.

Dr. Dale recommends that the reporting date of the Community Relations Monitoring Report be changed to a Fall work session to be closer to the reporting period so that the School Board can provide more timely feedback for the previous school year.

Summary Statement of the Board:

The School Board voted to accept the Monitoring Report for Community Relations at the April 20, 2009, work session as follows:

Mr. Storck moved, and Mrs. Wilson seconded, that the School Board accept the Community Relations Operational Expectations Monitoring Report and find that each indicator is acceptable. The motion passed 10-0: Ms. Bradsher, Mr. Gibson, Ms. Hone, Mrs. Kory, Mr. Moon, Mr. Niedzielski-Eichner, Mr. Raney, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voted "aye"; Mr. Center and Mrs. Smith were absent.

Areas for Improvement:

Areas of Commendation:

Goal(s) for Community Relations for School Year:

Date for Re-Monitoring: April 2010 (unless monitoring date is moved earlier)