

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

COMMUNITY RELATIONS

Period covered: July 1, 2006 – June 30, 2007

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

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

- The five customer service standards of responsiveness, accuracy, availability, partnership, and advice will be used to determine current client satisfaction through surveys.
- Each student will have a parent/guardian involved with the development of the student's individual learning plan.

Superintendent Statement of Condition:

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

Data not collected for the time period 2006-07. Staff recommends that a broader, comprehensive parent/family satisfaction survey, including but not limited to customer service, be developed and implemented during the 2008-09 school year. A cross-

departmental team will be studying what parent/family satisfaction means to the diverse population of Fairfax County. From that, there will be recommendations on the most important areas to survey.

- **Each student will have a parent/guardian involved with the development of the student's individual learning plan.**

The Student Learning Plans (SLP) are still under development. The SLPs are covered in an indicator the Goal Reports and should be removed from this report.

Additional Highlights Not Specific to an Indicator

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

The Special Education Parent Resource Center publishes an annual special edition newsletter to inform parents of news, available resources, and opportunities to provide input. *In 2006-07, the newsletter was published and 26,000 copies were distributed to the special education departments for distribution to the nearly 26,000 families of children with special needs.*

The Special Education Parent Resource Center provides 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 2006-07, an average of 400 parents a month received direct support, consultation and resources.*

The Special Education Parent Resource Center offers a wide variety of workshops in different locations through collaboration with educators and the community for parents related to special education. *In 2006-07, the PRC planned and presented two workshops per month for an average of 40 parents and participated in the planning, organization, and presentation of additional school, community, regional, and state events.*

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 2006-07, four workshops were given by the Office of Community Relations staff to a total of 45 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 2006-07, 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 2006-07, 16 multi-cultural parent panels were presented with 923 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 2006-07, 36 early literacy programs were held reaching 648 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 2006-07, 98 families were served through the HIPPY program.*

Multicultural, bilingual community liaisons, based at the three central student registration areas (Devonshire, South County Government Center, and Lake Anne-Reston), 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 2006-07, 1103 families were served.*

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 2006-07, 300 calls were responded to in Korean and 136 in Spanish.*

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 survey of principals in June 2007 captured 93 responses on their perceptions of the impact of their parent liaison. 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.

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 2006-07, there were 77 classes held for 1,507 participants, and five 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 2006-07, 9 classes were held for 108 participants.*

24/7 Parent View provided individual parent accounts for FCPS 24-7 Learning at all schools during 2006/2007. Parent accounts support functionality specific to parent needs including Individual accounts with access to their student(s) class sites, e-mail links to their students' teachers, and direct access to the weCare@school capability to review and update their students' emergency data online.

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 2006-07, 82 workshops were held for 1,417 participants.*

Board Comments: The Board agreed that Indicator I was unacceptable because the survey had not been completed. The second indicator regarding Student Learning Plans will be removed because it is covered in a Goal 2 indicator.

2. Establish meaningful, regular, two-way communication between the school and home with processes for the effective handling of complaints.

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

- Annually review and publish the complaint processes available to stakeholders.

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

Superintendent Statement of Condition:

- **Annually review and publish the complaint processes available to stakeholders.**

The process has been developed and is attached in Appendix One – Complaint Process Web site. The web site was revised to make the information more easily accessible. <http://www.fcps.edu/inquiries.htm>.

- **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. 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.

An analysis of the Superintendent’s log indicates receipt of 224 letters and faxes from parents and employees. Most were about student or employment issues. An additional 65 were from county or corporate sources regarding topics that included recycling, BRAC or transportation. Nine from the U. S. Department of Education dealt with civil rights issues. A sampling of 53 of these letters and faxes indicate an average response time of 12 days ranging from 2 to 28 days. The standard that office staff strives to achieve is a response within two weeks of receipt.

Response time in days	Responses
1 – 5	8
6 – 10	16
11 – 15	18
15 – 20	3
> 20	8

Of the thousands of emails received in the Superintendent’s Office, a sampling of 105 was analyzed. The issues included bus stop locations, transportation issues, pupil placement, grades, TJ admissions, IEPs, classroom overcrowding and students attending school on Veteran’s Day. Most were answered within one day with more complex issues like IEPs taking longer. One inquiry took nineteen days.

Response time in days	Responses
1 - 2	77
3 - 4	13
5 - 6	2
7 - 8	9
9 or above	3

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 2006-07, we received 3,848 messages, of which 2,345 were inquiries, 1,415 were complaints, and 88 were compliments.

Nearly 59 percent of the complaints were focused on weather-related decisions. Early closings produced the most complaints, followed by two-hour delays, and then, full-day closings. The second major area of complaints (26 percent) were focused on problems with the Keep in Touch system, especially related to weather decisions and the public’s dependence on KIT for emergency notifications.

The Virginia Tech tragedy generated both questions and complaints because the gunman and some of the victims were FCPS graduates. The manner in which we communicated and responded to the tragedy with the public also resulted in many compliments.

Standard practice with the Office of Community Relations is to respond to every FCPSInfo message within 48 hours.

For further details, see Appendix Two – FCPSInfo Chart.

Freedom of Information Act Requests -- The Office of Community Relations handled 103 requests for information submitted using the Freedom of Information Act during 2006-07. Of those, 88 were processed in a timely manner to meet the law’s requirement. The remaining 15 were not processed because of the requestors’ declining to pay the estimated fee for processing.

For further details, see Appendix Three – FOIA Chart.

Board Comments: See Summary Statement of the Board.

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

Superintendent: A U
School Board: A U

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.

Indicator

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

Superintendent Statement of Condition:

- **Annually report on Advisory Committee membership, committee recommendations and the staff responses to those recommendations.**

Advisory Committees to the School Board

FCPS has many opportunities for citizens to become involved. The committees meet regularly to guide and advise the School Board. Appendix 4 – Advisory Committees and Staff Responses has the reports and the staff responses from the Advisory Committee for Students with Disabilities, Adult and Community Education, Title I District Advisory Committee, Minority Student Achievement Oversight Committee, Early Headstart/Early Childhood Education Program, Student Health Advisory Committee, Human Resources Advisory Committee and the Gifted and Talented Advisory Committee. After reviewing the recommendations and responses, there were common themes and issues:

- The community wants increased individualized education for their children, whether it is with G&T, Special Needs, Career Tech, or regular education.
- The community wants FCPS to ensure there is access and outreach to under-represented students and communities. Examples include translation services, transportation options, parent training and support, etc.
- Parent engagement options and opportunities should be expanded.

Advisory Committees to the Superintendent**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, testing, boundary changes, transportation priorities, etc.

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

The meetings were held:

October 3, 2006
December 12, 2006
February 13, 2007
April 10, 2007

Further information on SPAC can be found on the web site:

<http://www.fcps.edu/supt/spac/>

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 decides in the beginning of the year what topics they would like covered at their meetings. Members of the Leadership Team come to the meeting to answer teachers' questions.

The meeting dates and topics for 06/07:

October 4, 2006 – Human Resources
November 1, 2006 – Facilities and Transportation
December 6, 2006 – Accountability and Clusters
January 3, 2007 – Information Technology
February 7, 2007 – Financial Services
March 7, 2007 – Instructional Services
April 11, 2007 - Professional Learning and Training
May 2, 2007 – Special Services

In prior years, STAC members came to the meetings with questions and were provided with written answers prepared by the Superintendent's Office. Due to staff cutbacks and the greater availability of information online, Dr. Dale determined he would no longer provide written responses. At first, this was met with resistance from the members. Dr. Dale asked for volunteers to serve on a Focus Group in spring 2007 to take a look at the council, its purpose and to make recommendations to improve its effectiveness. Most members of the Focus Group agreed that written responses were unnecessary. However, the Focus Group recommended that the meetings become an open question and answer forum with the Superintendent rather than departments taking turns each month. 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. These changes have been implemented this year and will be reflected in next year's monitoring report.

Information on STAC and the issues addressed can be found on the council's web site:

<http://fcpsnet.fcps.edu/supt/stac/index.htm>

SCAC

The Superintendent's Community Advisory Council (SCAC) exemplified the participation of parents, staff, students and other citizens in the planning and decision making throughout the school system and to:

- Facilitate informed communication between the community and FCPS leadership.
- Provide a forum for a broad spectrum of the community.
- Discuss and reach consensus about current and long range FCPS programs and the education and public policy issues related to them.

Most members of the SCAC were long-standing and hence have a rich and knowledgeable background from which policies can be debated and discussed. This group also annually established topics for future discussion. Most deal with emerging education issues. In 06/07, the issues discussed were dual-language competency goal, the Academic Strategic Goals and Indicators, the Fairfax County Fiscal Forecast, the FY 2008 Proposed Budget and progress on the SB's Student Achievement Goals 2 and 3. Dr. Dale also did a Superintendent Update and Members' Issues at each meeting.

Meeting dates for 06/07 were:

September 26, 2006

November 28, 2006

January 23, 2007

March 27, 2007

For minutes and more information on the SCAC, visit the Business and Community Advisory Council web site:

<http://www.fcps.edu/supt/bcac/index.htm>

BIAC

The Superintendent's Business/Industry Advisory Council (BIAC) was composed of business and industry leaders acting as an advisory body representing the business community. The Council served as a nucleus for initiating, promoting, and supporting partnership efforts within FCPS.

The primary mission of the BIAC was to provide a channel through which the school division could express its needs to the business community and understand business interests. At quarterly meetings of the Council, members received briefings from the Superintendent and his staff on important educational initiatives within the school

division. Council members sometimes provided financial resources or in-kind contributions to support these and other initiatives.

Business/industry partnership projects within FCPS focused on:

- Sharing resources for professional training.
- Offering tours and internships to students and teachers.
- Forming partnerships with schools.

Meeting dates for 06/07 were:

September 22, 2006

March 15, 2006

June 7, 2007

Attendance at the BIAC meetings was generally low and business representation on the SCAC was difficult to attain. The topics were virtually the same for both groups, so the two councils were combined to form the Superintendents Business and Community Advisory Council (BCAC) for the 07/8 school year.

Information on both the BIAC and the BCAC can be found on the web site:

<http://www.fcps.edu/supt/bcac/index.htm>

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 06/07 were:

Support Services Employees Advisory Council Meet and Confer – August 17, 2006

Office Personnel – October 19, 2006

Bus Drivers and Attendants – November 2, 2006

Support Services - November 30, 2006

Facilities Services Employees Advisory Council – December 14, 2006

School Employees Benefits – January 10, 2007

Custodial Services – January 31, 2007

Food Service - March 14, 2007

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

- Develop partnerships for 100 percent of schools with written agreements that clarify expectations.
- Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.
- Support annually an awards ceremony that recognizes new partnerships, model partnerships, and long-running partnerships.
- 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.
- Annual analysis of foundation contributions to FCPS including the Fairfax Education Foundation, individual school foundations, and certain community foundations.

Superintendent Statement of Condition:

- **Develop partnerships for 100 percent of schools with written agreements that clarify expectations.**

For the 2006-07 time period, records indicated that 139 schools and centers (70 percent) have partnerships leaving 61 schools and centers without a partnership. 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 (no stipend) who, together, have developed and have a signed partnership agreement.

The current method for tracking and documenting active partnerships is cumbersome and in need of updating. As of March 13, 2007, staff in the Office of Business and Industry Relations (OBIR) used e-mail solicitations to determine existing partners, and tracked them on a spread sheet. It is our intention to work with people in other FCPS departments and members of the Business and Community Advisory Council to streamline the data collection and reporting process and to be able to use the data to better identify schools who need business partners.

The OBIR collaborates directly with FCPS staff and business/community personnel to match them as mutually beneficial partners. The OBIR seeks business/community partners and regularly acts on cold calls from business people who seek partnerships. Formal, template based documents provided by the OBIR 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.

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.

See Appendix 14 – Business and School Partnerships by Cluster.

- **Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.**

The 2006/2007 kickoff event was October 25, 2006. An estimated 175 people from businesses, community organizations, and religious groups attended.

Along with a welcome by Courtney Bulger, then Director of Business and Industry Relations, Reggie Aggarwal, CEO, Cvent presented a welcome. The training and best practices sharing included:

Workshops

Interactive Discussion on Science, Technology and Math

Jack Dale, Superintendent, FCPS - Moderator
 Diane Murray, Vice President, Northrop Grumman
 Reggie Aggarwal, President and CEO, Cvent
 Diana Joch, Society of Women Engineers
 Murty Polavarapu, IEEE, BAE Systems

Elementary School “Best-Practices” Panel – Moderator, Leslie Spencer, Reed Smith

Nick Eftimiades, Federation of Galaxy Explorers
 Christina Field, Rogenia Lembo, Leslie Ross and Jim Harrison - Commerce Bank

Michael Parker and Elizabeth English, Sunrise Valley Elementary School
Manjit Brar, Cardinal Bank
Ramunda Young, Barnes and Noble

Middle School “Best-Practices” Panel – Moderator, Kathy Bruce, Bonnie Brae Elementary

Joseph Palmer, Citibank
Kim Young, Capital One
Jane Parham, Junior Achievement
Celeste Peterson, Raytheon

High School “Best-Practices” Panel – Moderator, Sharon DeBragga, Mountain View

Linda Rogus, Northwest Federal Credit Union
Robert Sowell, Apple Federal Credit Union
Jim Hannon, Herndon High School

The **Bruce Oliver Leadership Award** was presented to Michelle Scaglione, Navy Federal Credit Union.

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

The 2006/2007 Partners in Education Awards ceremony was May 21, 2007. Along with the specific awards below, several partners were recognized for their years of service. Apple Federal Credit Union presented of savings bonds to the essay winners.

S. John Davis Center Essay Winners – Conor Wille and Whitney Walesiewicz

Blue Ribbon Award for Promoting Appropriate Student Behavior – Kaiser Permanente - Burke and Fairview Elementary

Blue Ribbon Award for Outstanding Event – Exxon Mobil

Middle School Essay Winners – Leighton Hunt, Sandburg Middle School and Laura Watson, Luther Jackson Middle School

Community Partnership Awards – Rotary Club of Dunn Loring and Pimmit Hills High School, Holy Trinity and Graham Road Elementary

Career and Technical Education Awards – Capital Area Pediatrics

Career Connections Awards – Sprint and Lake Anne Elementary, Noblis and Kilmer Middle School

Elementary School Essay Winners – Alaijah Drummond, Woodlawn Elementary, Frederick Phillips, Fort Belvoir Elementary

MentorWorks Awards – Capitol One and Pine Spring Elementary

Partner of the Year Award – West*Group and Westgate Elementary

The 2008 Awards Ceremony is scheduled for Wednesday, May 21 at Falls Church HS. Planning has begun and a call-for-entries sent.

- **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.**

The Office of Business Relations maintains the donations web site by updating—if applicable--minimum requirements for donated items and tracking each donation from offer to thank you letter. The donations web site is located here:

http://www.fcps.edu/supt/busindustrelations/donation_form.htm

The web site is publicized by directing FCPSInfo inquiries to the site.

On a monthly basis, approximately 25 donations enter through the FCPS donations web site. Roughly half of the donations are accepted. The rejected donations are not accepted for various reasons but primarily because the donated item does not meet required instructional specifications, would be too costly to maintain, or the delivery of the donated item is too costly.

- **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: Ron Kirby
- Number of members on the foundation's board: 5 member Executive Committee. 14 member board.
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007): \$ 52,040 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)
- Foundation's Executive Director: Thomas M. Engley
- Number of members on the foundation's board: 10 members
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007): \$41,500. Those funds were used to advance the following programs: teacher grants, classroom grants, student scholarships, and FBLA activities. In addition, Apple FCU Education Foundation provided \$7500 of support to organizations that awarded scholarships to FCPS students.

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: 6 board members including Tessie
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007):
 - Scholarships \$ 8,900.00
 - Trained personnel 71,571.81 (Employee and tax costs)
 - Printed material 2,000.00

Fairfax Education Foundation

- Official Name: Fairfax 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): Information not provided

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: David Chalich Executive Director: Chad Maclin
- Number of members on the foundation's board: 20 board members
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007): The instructional programs with student-based enterprises supported by FATE earned \$108,600.00 during 2006-07. Those funds were used to further advance the following programs: residential construction, student auto sales, Classroom-on-the Mall and student scholarships

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

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, 2006 to June 30, 2007): \$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 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: 16 members, of which 3 are honorary
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007: In 2006, the Foundation awarded 34 scholarships from \$1000-\$3000, for a total of \$54,000 to Stuart HS Graduates. The number each year will depend on the amount of money the Foundation raises and the need within the student community.

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: 20 members, of which 2 are officers
- Analysis of foundation contributions (July 1, 2006 to June 30, 2007):
- Donations: \$287K; in-kind \$4K.
- Grants: \$251K 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. (Rounded to nearest thousands.)

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

Grants Related to Foundations (See Appendix 5 – Partnership Matrix, Department of Financial Services – Grants Section)

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

- Apple Federal Credit Union Foundation
- Capital One – Kim Young
- Freddie Mac – Dean Klein
- Sprint – Alex
- Exxon-Mobil – Patrick Dexter
- Johnson Controls
- State Farm Insurance
- Northrop Grumman
- Mount Vernon Estate and Gardens Education Foundation – Ann Bay
- Northern Virginia Community Foundation – Eileen Ellsworth
- Best Buy
- Target
- Costco
- Washington Forest Foundation

Although FCPS has no current grants from Hattie Strong Foundation, the Morris & Gwendolyn Cafritz Foundation, the Philip Graham Fund, and the Clark-Winchcole Foundation, they have also provided considerable support over the years.

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 and other 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 6 – Dale Calendar OE#4.

Board Comments: See Summary Statement of the Board.

5. Establish cooperative, open 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

- Annually review effectiveness, openness and cooperation of FCPS communication with the news media.
- 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:

- **Annually review effectiveness, openness, and cooperation of FCPS communication with the news media.**

A survey conducted in March/April 2008 of 16 reporters (of which 8 responded) at 10 media outlets that regularly cover the Fairfax County Public Schools indicated a generally positive relationship with the FCPS media relations staff. While this survey is

out of the timeframe of the Monitoring Report, staff believes that most of the reporters currently working with FCPS were the same reporters working during the monitoring period of 2006-07.

Specific findings of the survey follow. See Appendix 7 – News Survey.

- 100 percent (8) report being able to reach a media relations staff member in time to meet their deadlines either all of the time or most of the time.
 - 62.5 percent (5) found media relations staff members to be very cooperative.
 - 50 percent (4) found FCPS media relations staff members more cooperative than other school systems' media relations staff.
 - 50 percent of respondents (4) found media relations staff members to be very open, 37.5 percent (3) found them somewhat open and 12.5 percent (1) found them not open.
 - 62.5 percent (5) found that FCPS media relations staff members had the same level of openness or more openness than other school systems' media relations staff.
- **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.**

A detailed analysis of news coverage for the time period of 2006-07 follows. See Appendix 8 – News Coverage Summary.

- 228 news releases were written and distributed to media outlets.
- Approximately 65 percent of news releases issued by the Office of Community Relations 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 and a small percentage of it was negative.
- The best coverage received by FCPS was from:
 - The Connection Newspapers.
 - The Sun-Gazette Newspaper.
 - The Washington Post.
- The least positive coverage received by FCPS was from:
 - The D.C. Examiner.
 - The Washington Times.
- Approximately 17 percent of news releases became feature stories in local print media.
- Coverage was steady throughout the nine-month school year.
- Television tended to focus on bad news, i.e., crimes, gang activity, negative public perception about particular issues (boundaries and budget cuts), rather than FCPS-issued news releases.
- News releases that were not picked up by the press include:
 - Events or awards repeat of previous years.
 - Events or awards announced by another source.
 - Some business partnership kickoffs.
 - Conflict resolution/peer mediation conferences (two per year).
 - Dedication of buildings.
 - Events with politicians.
 - Domestic visitors.

- Strategic governance.

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

- 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:

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

Dr. Dale led the advocacy 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.

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.

FCPS works very closely with the VBOE. There are three Fairfax related members: Isis Castro (current FCPS staff member and former School Board member); Eleanor Saslaw (retired FCPS staff); and Gary Jones (former School Board member).

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 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.

Details on Dr. Dale's participation in these institutions and organizations can be that can be found in Appendix 9 – Dale Calendar OE#6.

FCPS is highly engaged with scores of institutions and organizations across the school system. Each department filled out a matrix to indicate the level of the relationship. See Appendix 5 – Partnership Matrix.

Capacity Building

The Partnership Matrix will be analyzed to see if there any redundancies across departments.

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

- Annually present budget and policy needs of FCPS to local and state officials.
- 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.
- 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.
- 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.
- Annually review and recommend updates to the Board's Legislative Program.

- 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.
- 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:

- **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 31, 2006.
 - 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 Industry Advisory Council on December 6, 2006.
 - Prepared testimony delivered to the Regional Public Hearing of the Senate Finance and House Appropriations Committees at the Northern Virginia Community College, Loudoun Campus on January 4, 2007.
 - Prepared testimony delivered to the Fairfax Delegation Public Hearing at the Fairfax County Government Center on January 7, 2007.
 - Presentation(s) of FCPS budget priorities to the Fairfax Board of Supervisors at a January 14, 2007 work session and presentation of the FCPS budget at March 19, 2007 Board of Supervisors Budget Committee meeting.
 - 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 10, 2007 (OCR).
 - Post-Session Legislative Breakfast, including members from the Virginia General Assembly held May 8, 2007 at Marshall H.S.
- **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.**
 - In the summer and fall of 2006, then Communications Director Jay Garant reviewed crisis management plans and communications processes with high level county officials and staff and in the school system's Office of Safety and Security.
 - Participated in the January 2, 2007 budget priorities meeting with the County budget team.
 - Office of Community relations staff also regularly attended meetings with the Council of Government's group RESF-1: External Affairs and Northern Virginia Regional Commission's Public Information Officers.

- Staff was trained on the county’s WebEOC, and registered for the Roam Alert system, and RICCS. Jay Garant was provided access to the COG’s online communications portal.
 - At each discussion point, FCPS staff discussed administrative needs and concerns, and communications efforts and how they relate to the school system’s needs and plans. As it relates to crisis management plans, no analysis of the budgetary needs of other government agencies was conducted. The budget constraints of FCPS were discussed at RESF-15 meetings in relation to receiving grant money to develop “message maps.”
- **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.
 - Quarterly meetings between Superintendent and County Executive.
 - **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 2007 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 Subcommittee on Elementary and Secondary Education
- Senate Education and Health Committee
- Senate Education and Health Subcommittee on Public Education
- 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 2007 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, the special subcommittee on childhood obesity, and the special subcommittee on funding the Standards of Quality.

State Legislative Tracking

OGR identified and tracked a total of 350 education-related bills during the 2007 Session in 12 different subject categories. All tracked bills were routed to appropriate FCPS staff for analysis and comment.

OGR provided written comments (based on legislative positions in the Board's Legislative Program) to various General Assembly members on 45 different pieces of legislation, as well as on both House and Senate proposed budget amendments. The final disposition of all legislation eliciting written comment is summarized below:

Written Comment	Eventual Outcome	
	Passed	Failed
Support	3	5
Oppose	2 ¹	23 ²
Comment/Question	2 ³	10

¹includes one bill that failed, but the content of the legislation was incorporated into the Appropriations Act

²includes two bills that FCPS opposed in initial form, but the bills were amended such that the opposition was dropped

³includes one bill that failed, but the content of the legislation was referred the Virginia Board of Education for their evaluation

Achievement of Legislative Program Goals

Secured sponsorship of HB 2216 (Amundson), which allows the Board of Education to authorize a local school board's request to assess a surcharge in order to further recover program costs that exceed state funds distributed through basic aid to school divisions offering driver education programs. The legislation passed and became law July 1, 2007.

In addition, the following School Board legislative positions were successfully achieved in 2007, either via legislation or via state or federal regulatory action.

- Statewide ELP assessment (in Assessment of LEP Students)
- Counting special needs students in subgroup after exit from services (in ESEA/NCLB)
- Side safety lights on buses (in Student Transportation)
- Elimination of state charges for driver's registries (in Student Transportation)

Federal Communication and Monitoring

OGR staff attended regular meetings of the Committee on Education Funding and 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 with Congressional staff from the five offices representing the Fairfax area (three congressional offices, and two Virginia Senators), including letters to the offices regarding No Child Left Behind and ESEA reauthorization, the federal education budget, and Medicare reimbursement.

- **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 September 11, 2006. See appendix for final set of OGR recommendations for changes to the 2007 Legislative Program.

See Appendix 10 - What Happened.

- **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). However, the current Final Report format only reports actions of the General Assembly. OGR (in conjunction with Division Counsel and other affected offices) is developing a post-Session follow up, which will include not only a final narrative account of what happened during the Session, but also anticipated FCPS actions required to implement new General Assembly legislation. Implementation of the new report is anticipated by July 1, 2008 (based on actions during the 2008 General Assembly Session).

See Appendix 11 – Combined Final Report.

- **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.**

- All schools regularly conduct certain and specific mandatory crisis management drills including: Fire, Tornado and Bus Evacuation. On a mandated cycle; (every a two years secondary/ high and middle schools and every three years for elementary schools), personnel conduct crisis management tabletop exercises, which include lock down drills. All required and requesting facilities completed the tabletop exercises for the identified time period of July 2006 through June 2007.
- Crisis Plans for all FCPS schools were submitted to the Office of Safety and Security by September 30, 2006. Following a comprehensive review by the FCPS security planning office, plan submission and review was completed on November 01, 2006.
- 87 table top and crisis management exercises were completed.
- All schools were compliant for mandatory drills.

FCPS participated in the following exercises with either U.S., Virginia and/or Fairfax County Government entities:

- Strategic National Stockpile (SNS)/Receipt, Storage, and Staging (RSS) Functional Exercise - October 24, 2006 @FCPS Warehouse, 6800B Industrial Road; 5 hours
Family Assistance Center Tabletop Exercise - January 10, 2007 @ AEOC; 6 hours
- No tabletop exercises for the Leadership Team in 2006 or 2007.
- Tabletop Exercise for Office of Community Relations (OCR) staff on March 26, 2007. Because this tabletop was conducted prior to the April 16 Virginia Tech shootings, many of the lessons learned served OCR staff well during the weeks that followed the shootings. The tabletop: clarified lines of authority during a crisis, reiterated internal communications sources and decision reporting, and it reminded staff to use existing resources that were developed during time when there was no crisis.
- Developed "Message Maps" for a shooter situation with plans to vet and share
- Developed a Crisis Go Kit and plans to function if evacuated from Gatehouse.
- OCR continually revamps crisis protocol book.
- OCR completed its Continuity of Operations Plans.

See also Appendix 12 - Dale CalendarOE#7.

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

- Identify information sought, key messages to be sent, staff participants, and guidelines for participants.

Superintendent Statement of Condition:

ESOL Parent Information Meetings - In fall 2006, FCPS sponsored ESOL Parent Information meetings on October 11 at West Potomac High School, on November 1 at Chantilly High School and on November 13 at Falls Church High School. Cumulatively, over 2000 parents of ESOL students attended these three events. The purpose of the meetings was to enhance family-school connections with families whose home language is other than English, and to provide them with current information on instruction and school and community resources in Fairfax.

Each of the meetings opened with a general session featuring Dr. Dale, Mr. Moon, and student speakers providing introductory remarks. The general session was followed by breakout information sessions on advanced academic offerings in FCPS, how parents can help their children with homework and their education, and ESOL services. Interpreters (in Arabic, Farsi, Korean, Spanish, Urdu, and Vietnamese) were provided for each session. Informational exhibits on Fairfax educational and community resources, dinner, and childcare were also provided.

The parent meetings were sponsored by the Instructional Services Department and the Department of Special Services, together with the Office of Community Relations. An inter-departmental team of 17 staff members planned and implemented the ESOL parent meetings, together with additional volunteer staff members that assisted with child care and logistics at the meetings. All parents of ESOL students were invited to the ESOL Parent Information meetings. Evaluations reflected that the meetings were very well received and that parents appreciated the information they received and felt it was useful and pertinent to them and their children.

The Third Annual Special Education Conference was held on April 28, 2007, at Marshall High School. The conference was sponsored by the FCPS Department of Special Services, Office of Special Education in collaboration with the Advisory Committee for Students with Disabilities. An estimated 300 attendees learned about FCPS special education services and Fairfax County community resources, and shared ideas to enhance and improve services with students with disabilities. More than 30 different workshops were offered including home-school communication, extended school year services, assistive technology, help with homework, reading and writing in content areas, behavior management, and social skills.

Future Quest 2007 with George Mason University - The Special Education Parent Resource Center staff supported the 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 covered 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 3,

2005, followed by a year of monthly meetings during the 06/07 school year. These meetings allow for the organization and planning of Future Quest 2007.

Neighborhood Colleges are six-week classes offered to Fairfax County residents by the county's regional Coordinated Services personnel. Family Services and Involvement staff presented leadership training and information about FCPS, accessing Blackboard 24/7, communicating with teachers and school administrators, and opportunities to becoming more involved in children's education and the system's decision-making groups.

Celebrate Fairfax is the annual springtime fair where county residents learn more about county services. The Fairfax County Public Schools had a strong presence at the 2006-07 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. Volunteer Leadership Team members, other administrators and teachers, school board members, and support staff members answered questions about FCPS and gave away books to children. The Teacher of the Year and Principal of the Year winners and nominees were showcased as volunteers. Celebrate Fairfax gives FCPS a great opportunity to encourage questions from parents and community members and learn more about FCPS.

Memorial Ceremony for Virginia Tech Massacre Victims -- Following the tragic shootings at Virginia Tech, FCPS held a memorial ceremony for all 32 victims of the massacre. The ceremony was held at Robinson Secondary School's Field House on Friday, April 20, 2007, and was open to the entire Fairfax community. Five FCPS alumni were victims of the tragedy: Mary Read, Leslie Sherman, Maxine Turner, Erin Peterson and Reema Samaha. The shooter, Cho Seung-Hui, was also a graduate. The ceremony featured students' performances, readings and inspirational speeches.

Superintendent Jack Dale participated in diverse community activities and events as an advocate for all students. These activities and events included:

- Korean radio interview
- Hispanic Leadership Association meeting
- Iftar at Dar Al Hijrah Islamic Center
- Nadar Por Vida meeting (Hispanic student swim club)
- McLean Citizens Association meeting
- Mt. Vernon Town Hall meeting
- Northern Virginia Urban League presentation
- Fairfax Festival of the Arts
- NAACP Town Hall meeting
- Beat the Odds luncheon (scholarship program for low-income students)

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.

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.

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 that students actively participate in.

See also Appendix 13 - Dale CalendarOE#8.

Board Comments: See Summary Statement of the Board.

Summary Statement of the Superintendent:

Summary Statement of the Board:

The School board voted to accept the Superintendent's Operational Expectations Monitoring Report for Community Relations at the April 14, 2008, work session as follows:

Motion: The School Board accepts the Community Relations Monitoring Report and finds that each indicator is in compliance except that Indicator I was unacceptable because the survey had not been completed.

Areas for Improvement:

Areas of Commendation:

Goal(s) for Community Relations for School Year:

Date for Re-Monitoring: April 2009