

**Fairfax County School Board**  
**Operational Expectations Goal Monitoring Report**

A = acceptable condition    U = unacceptable condition

**HUMAN RESOURCES**

**Period covered: November 1, 2007 to October 31, 2008**

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

**Reasonable Interpretation:**

- Recruitment means proactively seeking qualified, skilled, and diverse candidates for each position vacancy. Successful diversity recruitment means FCPS creates applicant pools that equal or exceed the diversity of the general candidate pool for given positions.
- Selection is a rigorous process that includes objective interviewing, reference checking, and requisite screening. These components provide sufficient indicators to identify qualified and high quality employees.
- Retention is defined as having a quality workplace where we meet or exceed national retention rates. Ongoing training and development serve to increase the quality of the FCPS workforce.
- High quality employees are those who meet or exceed job expectations. Although the recruitment and selection processes ensure a qualified workforce, the true measure of high quality can only be assessed after observation of actual performance.
- A diverse workforce is one that reflects the overall diversity of applicants and includes race, ethnicity, and gender.
- High staff morale exists when employees perceive FCPS as a premier employer that provides a quality work experience and offers a place where they are proud to work.

**A. Recruitment, Selection, and Retention**

**1. Recruit and hire qualified employees of diverse backgrounds.**

**Superintendent:**    A                     U

**School Board:**        A                     U

**Reasonable Interpretation:**

- The Department of Human Resources must recruit candidates from a variety of sources to create diverse applicant pools of qualified individuals.
- “Qualified” employees are those who meet the position qualification requirements as described in the job specification. Teachers eligible for licensure, whether provisional or renewable, are deemed qualified.

**Indicators:**

- A.1.a.** Report the number and percentage of applicants in each position category by ethnicity.
- A.1.b.** Report the number and percentage of hires in each position category by ethnicity.
- A.1.c.** Ensure a 3:1 ratio of qualified applicants for each vacant position by category.

**Evidence of Condition:**

**Indicator A.1.a: Report the number and percentage of applicants in each position category by ethnicity.**

The DHR has developed benchmark applicant diversity data with the implementation of our new applicant software, Kenexa. The new system was implemented in March 2008 for instructional personnel and May 2008 for support personnel. Full year data will be available for the next operational expectations report.

**Additional Evidence of Condition:**

The DHR currently uses a variety of strategies that ensure that FCPS recruits and hires qualified and diverse employees. On an annual basis, employee recruitment data is analyzed to determine which sources provide the most qualified and diverse candidates for all positions. Advertising and recruitment plans are developed, revised, and implemented based on this data. This results in strategic recruitment advertising and activities that generate diversity within job groups while maintaining fiscal responsibility.

**2008 Recruiting Summary**

<b>Recruited From:</b>	<b>Placed 338 student teachers through contracted university partnerships with:</b>
<ul style="list-style-type: none"><li>• 53 colleges and universities</li><li>• 18 educational consortiums and professional conferences</li></ul>	<ul style="list-style-type: none"><li>• George Mason University</li><li>• George Washington University</li><li>• Marymount University</li></ul>

<b>Advertising Sources:</b>	
Advance Magazine African American Weekly American Association of School Administrators American Planners Association American Speech-Language Hearing Association Association for Behavioral Analysis Association for Speech and Hearing Association of School Business Officials CareerBuilder.com	MEPJobs.com Monster.com National Athletic Trainer's Association National Cinemedia NewsLine Magazine Richmond Times Roanoke Times Rollcall.com Scholastic/School Jobs Now

Chronicle for Higher Education	Society of Human Resource Management
Council for Exceptional Children	SpeechPathology.com
DCJobs.com	Teachers of Color
Doi Nay	Teachers-Teachers.com
Education Week (Agent K-12)	TherapyTimes.com
El Tiempo	Times Community
Employment Guide	Troop-to-Teachers.com
Examiner	Washington Hispanic
Government Finance Officer's Association	The Washington Post
Korea Daily	WashingtonPost.com
Korean Entertainment Daily	2008 Career Guide for
Leesburg Today	Historically Black Colleges & Universities

Applying effective and pragmatic practices to recruit and maintain a high quality workforce is a part of human capital management. FCPS has been recognized by Strategic Management of Human Capital (SMHC) as an exemplar for effective and high quality human capital management systems. SMHC is funded by the Carnegie Corporation of New York, the Gates Foundation, and the Joyce Foundation and is affiliated with the University of Wisconsin – Madison. SMHC will share FCPS' practices with other public school districts throughout the nation in their effort to improve student achievement through strategic redesign of human capital management systems.

**Capacity Building:**

Kenexa has been successfully implemented as our new applicant tracking system. Processes throughout DHR have been streamlined to take advantage of the functionally rich tool set offered by Kenexa. Event management functionality provided by the software will be leveraged to support early hiring and job fairs starting in January 2009. Product enhancements and additional functionality are periodically introduced by the vendor and are incorporated into the business process as applicable to support continuous process improvement.

**Indicator A.1.b: Report the number and percentage of hires in each position category by ethnicity.**

**2008 Hiring Diversity by Position Category\*  
(Gender and Race)**

Position Category	Total New Hires	Male	Female	White	Black or African American	Hispanic or Latino	American Indian or Alaskan Native	Asian	Native Hawaiian or Pacific Islander	Two or More Races	Race Not Given
Teacher	1,757	298 17.0%	1,459 83.0%	1,443 82.1%	136 7.7%	88 5.0%	6 0.3%	59 3.4%	0 0.0%	24 1.4%	0 0.0%
Instructional Assistant	485	81 16.7%	404 83.3%	328 67.6%	57 11.8%	45 9.3%	2 0.4%	44 9.1%	0 0.0%	7 1.4%	1 0.2%
School-Based Administrator	123	55 44.7%	68 55.2%	92 74.8%	21 17.1%	5 4.1%	0 0.0%	4 3.3%	0 0.0%	1 0.8%	0 0.0%
Nonschool-Based Administrator	61	13 21.3%	48 78.7%	50 82.0%	6 9.8%	2 3.3%	0 0.0%	3 4.9%	0 0.0%	0 0%	0 0.0%
Office Personnel	211	12 5.7%	199 94.3%	146 69.2%	19 9.0%	35 16.6%	0 0.0%	7 3.3%	0 0.0%	3 1.4%	0 0.0%
Technical Specialist	112	51 45.5%	61 54.5%	74 66.1%	20 17.9%	7 6.3%	0 0%	11 9.8%	0 0.0%	0 0.0%	0 0.0%
Custodian	215	114 53.0%	101 47.0%	9 4.2%	56 26.0%	99 46.0%	0 0.0%	51 23.7%	0 0.0%	0 0%	0 0.0%
Food Service	179	14 7.8%	165 92.2%	30 16.8%	10 5.6%	38 21.2%	0 0.0%	99 55.3%	0 0.0%	2 1.1%	0 0.0%
Transportation	249	127 51.0%	122 49.0%	107 43.0%	45 18.1%	54 21.7%	2 0.8%	40 16.1%	0 0.0%	1 0.4%	0 0.0%
Maintenance/ Trades	90	90 100.0%	0 0.0%	52 57.8%	19 21.1%	5 5.6%	0 0.0%	13 14.4%	0 0.0%	0 0.0%	0 0.0%
<b>Total</b>	<b>3,482</b>	<b>855 24.6%</b>	<b>2,627 75.4%</b>	<b>2,331 66.9%</b>	<b>389 11.2%</b>	<b>378 10.9%</b>	<b>10 0.3%</b>	<b>331 9.5%</b>	<b>0 0.0%</b>	<b>38 1.1%</b>	<b>1 0.0%</b>

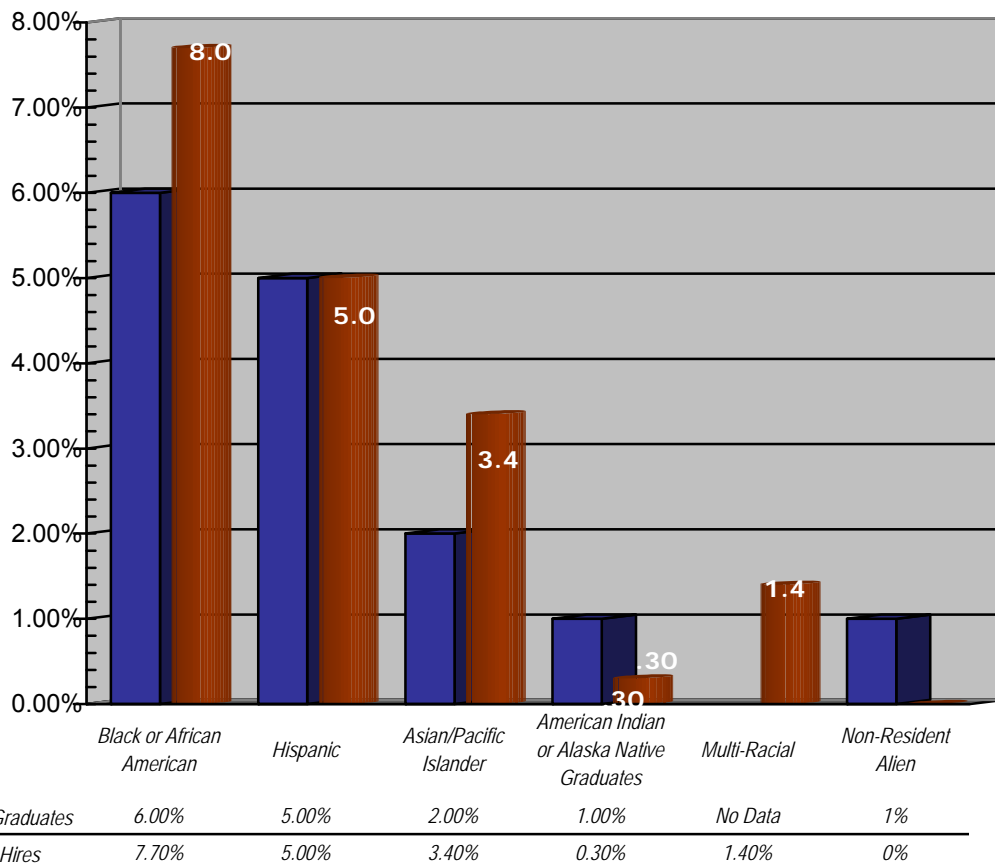
\*Includes new hires and promotions

The charts that follow depict the trends in diversity of the workforce over the past five years. Recruitment efforts have resulted in increasingly diverse applicant pools and have contributed to increases in ethnic diversity.

**FCPS Workforce Minority Trends  
Percentages (2004 to 2008)**

<b>Position Category (FT)</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Teacher</b>	14.1	14.7	15.1	15.1	15.1
<b>Instructional Assistant</b>	32.4	33.7	35.2	38.2	37.9
<b>School-Based Administrator</b>	24.1	23.5	23.0	23.6	24.3
<b>Nonschool-Based Administrator</b>	20.6	19.9	20.2	20.1	20.1
<b>Office Personnel</b>	21.7	22.7	23.8	24.5	25.7
<b>Technical Specialist</b>	22.6	24.9	25.4	26.1	27.1
<b>Custodian</b>	93.7	93.3	93.6	94.3	95.0
<b>Food Service</b>	68.3	66.9	69.3	70.7	73.5
<b>Transportation</b>	37.6	39.2	40.3	43.4	45.1
<b>Maintenance/Trades</b>	36.4	35.9	38.0	40.5	40.0

## Education Degrees Conferred 2005-2006\* Compared to 2007-08 New Teacher Hires



\*Source: US Department of Education, National Center for Education Statistics, 2005-06 Integrated Postsecondary Education Data System (IPEDS).

### Additional Evidence of Condition:

The early hire process has been essential to FCPS recruitment efforts and is designed to attract superior teachers of diverse backgrounds to FCPS prior to June 1 of each year. All candidates who receive early offers are fully qualified and eligible for Virginia teacher licensure. By hiring early, FCPS fills as many potential teaching vacancies as possible with outstanding and qualified applicants rather than waiting until later in the hiring season when more jurisdictions are vying for the same candidates. This also helps to alleviate the high volume of hiring that occurs prior to the opening of school. The FCPS Elementary and Secondary Job Fairs provide an opportunity for principals to get a “first look” at the future of FCPS. From these job fairs in 2008, 312 applicants were interviewed. Approximately 28% of the total number of teachers hired had early employment offers.

To address concerns about the cost of living in the northern Virginia area, FCPS partnered with the Fairfax County Housing Authority to create a low cost housing project to support new teachers in need of assistance. This year, FCPS increased the number of available units from 16 to 23. Smooth Transitions is a program to ease new teachers into the area and includes moving assistance, \$3,500 interest free loans, technology purchase discounts, and discounted health club memberships. Great Beginnings, the FCPS new teacher mentoring program, provides just-in-time training to position teachers for success in their first year.

In an effort to recognize the advanced certifications of FCPS speech-language pathologists (SLPs) and audiologists, a program was initiated to pay the American Speech and Hearing Association (ASHA) dues and certifications for these two employee groups.

The combination of recruitment, incentives, and aggressive hiring throughout the year netted 1,757 new teacher hires with 99.9% of full-time teaching positions filled by the opening of school.

The DHR manages a fair and equitable hiring process for both instructional and support employees. For fiscal year 2009, the open until filled process continued divisionwide to provide recruitment flexibility to hiring managers who advertised hard to fill positions. This process resulted in a significant time reduction from advertisement to hire. A formalized panel process for support positions includes screening and analysis of skills, interviews, and an approval process. A unique training program and booklet, *Outstanding Interviews*, has been developed and implemented to provide standardized training to all program managers. The major components of the training document are question development, legal issues, preparation, and notification of candidates. Participants become “certified” by the DHR to conduct panel interviews.

In addition, the support and instructional employment *Passport* publications provide future employees with just-in-time information regarding the paperwork and processes necessary to become employed by FCPS. The information provided within the *Passport* ensures a seamless process from recruitment to selection to employment.

**Indicator A.1.c: Ensure a 3:1 ratio of qualified applicants for each vacant position by category.**

The data below represent information captured with the new applicant tracking system (Kenexa) starting with the phased 'go live' dates for instructional and support.

**Applicants per Vacancy for 2008**

Position Category	Applicant Total	Vacancies Filled	Applicant to Vacancy Ratio
Teacher	13,432	1,757	8:1
Instructional Assistant	4,240	485	9:1
School-Based Administrator	3,410	123	28:1
Nonschool-Based Administrator	1,707	61	28:1
Office Personnel	5,897	211	28:1
Technical Specialist	4,941	112	44:1
Custodian	1,950	215	9:1
Food Service	1,801	179	10:1
Transportation	1,590	249	6:1
Maintenance/Trades	2,002	90	22:1

**Capacity Building:**

As a leading applicant tracking system vendor, Kenexa has an exceptional track record of delivering enhancements to its customers quickly and with minimal rollout issues. DHR has worked closely with their development team and recommended enhancements that have resulted in several significant product enhancements. In addition, as functionality upgrades are released they will be reviewed and where applicable, utilized to streamline DHR business processes and to create additional efficiencies.

**Board Comments:**

**2. Retain a highly qualified and diverse workforce with a reasonable annual turnover rate.**

Superintendent:    A             U   
 School Board:        A             U

### Reasonable Interpretation:

- To achieve high retention rates, we must have a quality work environment. Employee feedback on the work environment is essential to inform decisions and drive actions for retaining high quality employees.
- Retention rates will be calculated for non-retirees and individuals with acceptable performance ratings.
- Reasonable turnover is defined as at or below the national averages by position category.

### Indicators:

**A.2** Report annual retention rates by position category that meet or exceed national averages.

### Evidence of Condition:

#### **Indicator A.2: Report annual retention rates by position category that meet or exceed national averages**

The Bureau of Labor Statistics (BLS) Job Opening and Labor Turnover (JOLT) Survey for Educational Services captures data for educators and all other employees on the payroll. In the table below, the results of the JOLT survey for 2004 through 2008 are provided for comparison to FCPS turnover rates for the same periods.

#### **Turnover for Educational Services: Comparison of FCPS to the National Trend**

Year	BLS JOLT Educational Services Employee Turnover Quits*	FCPS Turnover (FT & PT) Quits
2004	11.0%	8.17%
2005	12.7%	8.55%
2006	11.9%	7.44%
2007	11.5%	7.37%
2008	11.5%**	6.39%

\*"Quits" are defined as employees who separated voluntarily, but who did not retire or transfer.

\*\*BLS JOLT annual percentage is updated at the end of each calendar year and has not been published by BLS for 2008.

The breakdown of all types of separations for position categories is as follows:

### 2008 Retention by Position Category

Position Category	Number of Employees	Number Retained	Percent Retained*	BLS JOLT Survey Retention Estimates for Position Categories**
Teacher	14,377	13,435	93.45%	92.3%
Instructional Assistant	2,737	2,531	92.40%	92.3%
School-Based Administrator	645	631	97.83%	92.3%
Nonschool-Based Administrator	680	664	97.65%	92.3%
Office Personnel	1,577	1,510	95.88%	64.1%
Technical Specialist	1,372	1,324	96.50%	70.4%
Custodian	1,499	1,429	95.26%	95.9%
Food Service	1,177	1,131	96.09%	95.6%
Transportation	1,692	1,590	93.97%	95.9%
Maintenance/Trades	528	517	97.92%	95.9%
<b>Total</b>	<b>26,284</b>	<b>24,762</b>	<b>94.21%</b>	<b>NA</b>

\*Includes full-time employees and excludes employees terminated due to performance and I-9 expirations.

\*\*FCPS worked with the BLS to identify comparable JOLT survey trend data that match our position categories. A thorough search was conducted to locate comparable retention data and included the following: other BLS surveys (all position categories); Department of Education's National Center for Education Statistics (educational position categories); the Virginia Employment Commission (all position categories); Virginia Department of Education (educational position categories); Virginia Education Association/National Education Association (educational position categories); and the Council of Great City Schools (educational position categories).

#### Additional Evidence of Condition:

National data provides additional insight around staffing and retention. Of particular note is the Department of Education's National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) and the supplement to this survey, the Teacher Follow-up Survey (TFS). Known as SASS/TFS, the results from these surveys represent a large, comprehensive data source on the staffing aspects of elementary and secondary schools and was designed specifically to remedy the lack of nationally representative data on this issue. Analysis of SASS/TFS data for 2000-01 indicates approximately 46 percent of teachers new to the profession will leave teaching within five years (Richard M. Ingersoll, from "The Teacher Shortage: A Case of Wrong Diagnosis and Wrong Prescription" NASSP Bulletin (June 2002), pp.16-31). FCPS began monitoring a new teacher cohort in 2001 and found that 49% of that group terminated their employment by the end of their fifth year which is consistent with national trends. FCPS continues to be in line with national trends.

### Teachers New to the Profession – 5 Year Turnover Analysis

Cohort/Hire Year	Beginning Number	After	Number Separated	Cumulative	Cumulative Turnover Percent
2003	719	1 Year	94	94	13.07%
2003	719	2 Years	93	187	26.01%
2003	719	3 Years	76	263	36.58%
2003	719	4 Years	47	310	43.12%
2003	719	5 Years	51	361	<b>50.21%</b>
2002	629	1 Year	57	57	9.06%
2002	629	2 Years	63	120	19.08%
2002	629	3 Years	67	187	29.73%
2002	629	4 Years	52	239	38.00%
2002	629	5 Years	33	272	<b>43.24%</b>
2001	725	1 Year	91	91	12.55%
2001	725	2 Years	88	179	24.69%
2001	725	3 Years	69	248	42.07%
2001	725	4 Years	57	305	42.07%
2001	725	5 Years	48	353	<b>48.69%</b>

Employee retention is also monitored using exit survey information. The chart below summarizes reported termination reasons for 2008.

### 2008 Exit Survey and Termination Action Summary

Exit Survey Termination Reason	Teachers	All Others
Personal/other	21.5%	33.7%
Employee moved from area	38.6%	15.2%
Left for other VA school district	4.6%	1.8%
Left for private employer	4.1%	7.3%
Left for other non-VA school district	2.7%	<1.0%
Family responsibilities	13.6%	8.1%
Study	3.0%	5.2%
Left for other employment-not specified	3.6%	5.9%
Employee medical/health reasons	1.5%	5.0%
Left for other government agency	<1.0%	4.3%
Dissatisfied with job or supervisor	<1.0%	2.1%
Transferred to Fairfax County Government	0.0%	<1.0%
Insufficient salary	<1.0%	<1.0%
Termination Action	Teachers	All Others
Death	<1.0%	3.5%
Hardship	<1.0%	<1%
Resign in lieu of dismissal	3.6%	1.5%
OEPD dismissal/performance	<1%	1.8%
Abandoned job	0.0%	1.4%

Termination Reason	2007 Number Reporting	2007 District Identified/ Percent	2008 Number Reporting	2008 District Identified/ Percent
Left for other VA school district	99	Loudoun County / 55% Prince William County / 35% Other Virginia districts / 10%	40	Loudoun County / 28% Prince William County / 23% Arlington County / 15% Other Virginia districts / 35%
Left for other non-VA district	No Data	No Data	27	No Data

Through data collected electronically in the application tracking system, the following provides a view of previous employers for our new teacher hires.

### Pre-FCPS Employer for New FCPS Teachers 2008

Previous Employer	Number Reporting
FCPS (IA, substitute or other temporary)	366
Prince William County Schools	36
Other Virginia School District	19
Loudoun County Schools	14
Charles County Schools	7
Alexandria City Schools	7
District of Columbia Schools	4

#### Board Comments:

**3. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.**

Superintendent: A  U   
School Board: A  U

#### Reasonable Interpretation:

- Qualified is defined as meeting the job qualifications as described in the published job specification.
- Trained is defined as receiving the job-specific training necessary to keep skills current and adapt to changing needs and environment.

#### Indicators:

- A.3.a.** At least 95 percent of all employees meet or exceed performance expectations by major position category.
- A.3.b.** 90 percent of employees, when surveyed, indicate they are appropriately trained for their positions.

#### Evidence of Condition:

**Indicator A.3.a: At least 95 percent of all employees meet or exceed performance expectations by major position category.**

**Teacher/Administrator Evaluation Summary**

FCPS Position Category	Employees Evaluated	Recommended for Reappointment*	Percent
Teacher	7,161	7,115	99.3%
Principal, Assistant Principal	471	471	100.0%

\*does not include licensure nonrenewals

**Additional Evidence of Condition:**

The Department of Human Resources uses recruitment, screening, selection, and placement processes that appropriately match employees’ background, knowledge, qualifications, skills, abilities, strengths, and interests with the functional demands of their positions. Once employed, FCPS provides professional development opportunities (through the Department of Professional Learning and Training in collaboration with all FCPS Departments) for licensed and support personnel to continually learn and apply best practices to their respective jobs.

To ensure employees receive the necessary assistance to maintain the high standards of the district, FCPS provides the Colleague Assistance Program (CAP) and Intervention Team program. The Colleague Assistance Program is a professional partnership of teachers, administrators supporting teachers, and administrators that provide release time from class to allow time together to observe instructional, administrative, and management best practices. In 2008, 261 teachers participated in professional development opportunities with 21 Intervention Teams providing intensive support to under-performing teachers.

Developing an online evaluation tool for support employees has been a priority; however, the technology priorities for DHR have shifted to focus on the joint Fairfax County – FCPS initiative for implementation of an enterprise resource planning (ERP) system that will replace core financial, payroll, and HR systems for both organizations. The magnitude of this project and the resources needed to actively participate in the project has forced all other development priorities to be tabled until the ERP workload eases.

**Indicator A.3.b: 90 percent of employees, when surveyed, indicate they are appropriately trained for their positions.**

The Teacher Working Conditions Survey was administered in March of 2008 to all school-based licensed educators. We are not able to alter the core components of the WCS to specifically address this indicator; however, the following perceptions relate to preparedness.

Teacher Working Conditions Survey Questions Appropriately Trained	Percent Agreeing or Strongly Agreeing
The professional development I have received through this school or division has been: <ul style="list-style-type: none"> <li>• of adequate duration (long enough to make a difference in my teaching).</li> <li>• focused on specific content.</li> <li>• focused on instructional strategies.</li> </ul>	63% 71% 75%
Professional development has provided you with strategies that you have incorporated into your instructional delivery methods.	77%
Professional development has been proven useful to you in your efforts to improve student achievement.	73%
School leadership offers quality professional development at my school.	63%
Adequate time is provided for professional development.	57%
Teachers have sufficient training and support to fully utilize the available instructional technology.	96%

The survey also provides data about the areas teachers feel they need additional support.

Professional Development Area	Percent Agreeing or Strongly Agreeing
Special Education – Disabilities	37%
Special Education – Gifted	22%
English Language Learners	16%
Using Data for Decision Making	16%
Closing the Achievement Gap	31%
Content Area	17%
Reading Strategies	22%
Student Assessment	19%
Continuous Improvement	23%
School Improvement Planning	7%

The support employee survey scheduled for 2008-09 has been postponed due to budgetary reductions. When conducted, the support survey instrument will more directly address this indicator.

**Additional Evidence of Condition:**

The results of the WCS are being analyzed at both the school and district level. Beginning in 2008-2009 school year, schools are using their survey results to identify areas for improvement and will be addressing these through reforms to school improvement plans and by addressing what works in their school cultures. The results of the WCS strongly indicate a correlation between schools where positive working conditions are in place and those whose students are achieving. These are compelling reasons to begin the process of addressing what school administration, staff and the division can do to support positive working conditions across the district. Impacting workplace issues takes place over a period of time and is achieved by a process of continual improvement. To provide administrators the tools they needed to use their survey results data, they were provided with training on data use 'dos and don'ts'. Plans are in place to conduct the survey again in 2010.

**Board Comments:** See summary statement of the Board

**4. Administer appropriate and thorough background inquiries and checks prior to hiring.**

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

**Reasonable Interpretation:**

- Appropriate background inquiries are defined as reference checks, FBI and State Police background checks, Sex Offender Registry check, and verification of employment eligibility prior to being hired.
- Thorough means that each of these documents is reviewed and determined to meet compliance standards.

**Indicators:**

- A.4** One hundred percent of new employees complete full screening before they are hired and added to the payroll.

**Evidence of Condition:**

**Indicator A.4: One hundred percent of new employees complete full screening before they are hired and added to the payroll.**

One hundred percent of new hires in 2008 completed their screening process with a total of 6,072 background checks completed by the DHR for full-time, part-time, temporary, hourly and substitute potential employees. Background checks resulted in the receipt of various criminal history records on 492 potential employees. After an internal

investigation and thorough review of the criminal records was conducted, the following resulted:

- 151 individuals were not hired as a result of falsification on their background information form or the nature of their criminal record.
- 301 were determined to be eligible for hire.
- 40 cases are pending receipt of criminal history reports.

Starting in August, volunteers were required to participate in the same screening process as employees. A total of 431 screening checks were completed by the end of the reporting period resulting in 11 potential volunteers with various criminal history records. After an internal investigation and review of criminal records, the following resulted:

- 3 individuals were declined as volunteers as a result of falsification on their background information form or the nature of their criminal record.
- 7 were determined to be ineligible to volunteer.
- 1 case is pending receipt of criminal history reports.

#### **Additional Evidence of Condition:**

A candidate is considered hired when all required documentation is received, reviewed, and deemed satisfactory. Until the process is complete, the candidate is not added to the payroll, issued an identification badge, provided with an e-mail account, or given access to technology.

The DHR is responsible for ensuring that each new hire has completed the Employment Eligibility Verification (Form I-9), the fingerprinting process, and the Request for Search of the Sex Offender Central Registry form.

Within three business days of the date of employment, the DHR will ensure that the new hire has completed the Form I-9. DHR is responsible for inspecting the documents presented by the employee to ensure that they appear genuine, that they are originals, and that they relate to the individual seeking employment. If an applicant cannot produce the required documents to verify employment eligibility, the DHR will notify the program manager that the employee may not work until the required screening information has been submitted or corrected. If it is determined by the DHR that an applicant is not authorized to work, the offer of employment shall be withdrawn.

As part of the hiring process, every employee over the age of 18 is fingerprinted and a complete background check is conducted with the Federal Bureau of Investigation (FBI) and the Virginia State Police (VSP). In addition, a search of the Central Registry of Founded Child Abuse/Neglect is conducted by the Virginia Department of Social Services Child Protective Services.

Within 24 hours of being fingerprinted, the DHR is notified electronically by the Integrated Justice Information System (IJIS) if an applicant may have a criminal history that would not be compatible with FCPS employment standards. Using guidelines applicable to screening new employees, the DHR will review the fingerprint packet and any criminal

history information received from the VSP and the FBI. Among the factors taken into consideration when reviewing an applicant's criminal history are the following: the nature of the offense; the age of the person at the time of the offense; the amount of time between the date of the offense and the date of application; and whether the applicant intentionally falsified any information on the documents submitted during the application process. DHR will notify the program manager and the employee if an applicant is determined to be not eligible for hire due to the nature of his/her criminal record or falsification of documentation.

**Board Comments:** See summary statement of the Board.

## **B. Staff Treatment**

### **1. Encourage full use of talents and energies.**

Superintendent:    A             U   
School Board:        A             U

#### **Reasonable Interpretation:**

- Full use of talents and energies is defined as empowering employees to do what they do best and providing an environment that embraces growth, innovation, and educational and career opportunities to ensure organizational success.
- Through the Department of Professional Learning and Training, employees pursue their job-related interests, develop their talents and strengths, and define specific career paths and objectives.

#### **Indicators:**

**B.1.a.** Report the survey results that address whether employees believe their talents and energies are utilized in their present positions.

**B.1.b.** Report the survey results that address whether employees feel they have career opportunities.

#### **Evidence of Condition:**

**Indicators B.1.a: Report the survey results that address whether employees believe their talents and energies are utilized in their present positions**

Working Conditions Survey Questions Do Teachers Feel Their Talents and Energies Are Utilized?	Percent Agreeing or Strongly Agreeing
Teachers are involved centrally in decision making about educational issues.	81%
Teachers are trusted to make sound professional decisions about instruction.	72%
The school provides professional staff formal opportunities to take on leadership roles.	74%
	Percent Agreeing They Play a Large or Primary Role
Indicate how large a role teachers in your school have in each of the following areas:	
<ul style="list-style-type: none"> <li>selecting instructional materials and resources.</li> </ul>	55%
<ul style="list-style-type: none"> <li>devising teaching techniques.</li> </ul>	73%
<ul style="list-style-type: none"> <li>setting grading and student assessment practices.</li> </ul>	63%
<ul style="list-style-type: none"> <li>school improvement planning.</li> </ul>	42%

**Indicator B.1.b: Report the survey results that address whether employees feel they have career opportunities.**

Teacher Working Conditions Survey Questions Do Teachers Believe They Have Career Opportunities?	Percent Agreeing or Strongly Agreeing
The school provides professional staff formal opportunities to take on leadership roles.	74%
Teachers pursue opportunities to participate in school leadership roles.	71%
Sufficient resources are available to allow teachers to take advantage of professional development activities.	71%

**Board Comments:**

**2. Establish a culture of respect that treats all staff members in a fair and balanced manner.**

Superintendent: A  U   
School Board: A  U

**Reasonable Interpretation:**

- A culture of respect is one that shows regard for each individual and their perspectives and viewpoints and does not tolerate discrimination or harassment.

- Fair and balanced means that all employee issues will be investigated promptly with impartiality and consistency.

**Indicators:**

- B.2.a.** One hundred percent of claims of discrimination and harassment have initial investigation completed within 30 days or less.
- B.2.b.** More than 90 percent of all employees perceive FCPS as a quality workplace.

**Evidence of Condition:**

**Indicator B.2.a: One hundred percent of claims of discrimination and harassment have initial investigation completed within 30 days or less.**

A full 100% of the 104 claims of discrimination and harassment filed during the reporting period have had initial investigations completed within 30 days. The basis of these cases was as follows:

**2008 Summary of Disability and Harassment Claims**

Case Type	Number	Case Type	Number	Case Type	Number	Case Type	Number
Race	32	Religion	6	Disability	14	Retaliation	14
Sex	10	Age	14	Color	6	Pregnancy	2
Sexual Harassment	13	National Origin	10	Marital Status	1	Not based on a P.C.*	27

\* P.C. – Protected Category

Race was the most frequent complaint basis (32) with age, disability, and retaliation the next most frequent complain (14 each). Of the number of employees who filed complaints, 27 non-EEO related cases were filed. Several cases include more than complaint basis, therefore the total number of complaint types exceed the number of claims.

As of the close of the reporting period, 16,000 FCPS employees have completed the mandatory divisionwide Discrimination and Harassment Awareness training. Employees have received the training online or face-to-face.

**Additional Evidence of Condition:**

Establishing and maintaining a culture of respect begins with the first conversation an employee has with a representative of FCPS. It is reinforced during the New Employee Orientation and is built upon every day. All employees are expected to work to create a culture of respect for all students and staff members. This culture of respect forms the foundation for staff to work with each other as adults and with students. When issues or conflicts do arise, respect is reinforced by prompt, thorough, and fair investigations accompanied by appropriate action to resolve the matter.

FCPS is committed to maintaining an environment that promotes compliance with federal, state, and local laws regarding equal opportunity, fair employment practices, and discrimination (based on race, sex, color, religion, national origin, disability, and age) against students and employees. Employees who believe that they have been discriminated against, harassed, or treated unfairly are encouraged to report such concerns to their principal, their program manager, or the DHR Office of Equity and Compliance (OEC).

**Indicator B.2.b: More than 90 percent of all employees perceive FCPS as a quality workplace.**

Teacher Working Conditions Survey Questions Teachers Feel FCPS Is A Quality Workplace	Percent Agreeing or Strongly Agreeing
Overall, my school is a good place to work and learn.	76%

Schools are currently working with their individual data to address areas of success and improvement.

**Board Comments:** See summary statement of the Board.

**3. Establish an atmosphere of openness, civility, and responsiveness that seeks broad-based staff participation in identifying organizational needs and means of implementing improvements; consider various viewpoints and reasoned dissent while achieving sound decision-making.**

Superintendent:    A             U   
 School Board:        A             U

**Reasonable Interpretation:**

- Openness requires that regular, well-communicated, and accessible opportunities exist for employees to express their ideas, views, and concerns.
- Civility occurs when individuals can willingly express diverse viewpoints in a nonthreatening and respectful environment.
- Responsiveness requires that issues are taken seriously and evaluated fairly before being acted upon.

**Indicators:**

- B.3.a.** On at least a quarterly basis meet with each employee group to discuss working conditions and issues of concern.
- B.3.b.** Report on mediation efforts to promote open dialog and achieve early resolution to employee conflicts.

**Evidence of Condition:**

**Indicator B.3.a: On at least a quarterly basis meet with each employee group to discuss working conditions and issues of concern.**

DHR attended every advisory council meeting scheduled throughout the year. Issues identified at those meetings were responded to and collaboratively resolved. Issues identified included the following:

- Identification of cost cutting ideas.
- Implementation of pilot programs for support employee career development.
- Initiation of programs to develop additional awards and activities to recognize employee excellence throughout the system.
- Creation of opportunities to bring awareness of the availability and use of the Employee Assistance Program (EAP).
- Implementation of free flu shot programs for bus drivers and attendants.
- Formulation of a committee to collaboratively work with Department of Professional Learning and Training to initiate and develop opportunities for future leadership and career training opportunities.
- Establishment of conflict resolution classes offered to all employees.

**Advisory Councils**

- Bus Drivers' and Attendants' Advisory Council (BDAAC)
- Custodial Services Advisory Council (CSAC)
- Facilities Services Employees' Advisory Council (FSEAC)
- Food and Nutrition Services Advisory Council (FNSAC)
- Office Personnel Advisory Council (OPAC)
- Support Services Employees' Advisory Council (SSEAC)
- School Employees' Benefits Advisory Council (SEBAC)

**Certified Organizations**

- Association of Fairfax Professional Educators (AFPE)
- AFSCME, Local #1919
- Business Education Teachers' Association of Fairfax County (BETA)
- Coalition of Asian Leaders (CAL)
- Fairfax Alliance of Black School Educators (FABSE)
- Fairfax Association of Elementary School Principals (FAESP)
- Fairfax Association of School Psychologists (FASP)
- Fairfax Association of School Social Workers (FASSW)
- Fairfax County Federation of Teachers (FCFT)
- Fairfax Education Association (FEA)
- Fairfax School Bus Drivers' Association (FSBDA)
- Fairfax Speech-Language Pathologists' Association (FSLPA)
- Hispanic Leadership Alliance (HLA)
- High School Directors of Student Services Association (HSDSSA)
- High School Principals' Association (HSPA)
- Middle School Principals' Association (MSPA)
- Northern Virginia Secondary Schools Administrators' Association (NVSSAA)
- Unified Professional Association (UPA)
- Virginia Professional Educators (VPE)

The DHR stays in touch with employee organizations both formally and informally by meeting with employee organizations on an ongoing basis to enhance communication and address special interest group issues and ideas. An annual report containing each employee organization’s constitution, bylaws, personnel policies, certification statement, and audit is reviewed to officially certify that each employee organization meets the standards to continue to be recognized as a certified employee organization. Biannual meet-and-confer sessions with advisory councils and certified organizations are conducted to identify employee concerns, views and ideas. Both oral and written responses are provided to communicate follow-up to some items and to provided plans and strategies to address other listed items. Attachment 3 is a sample of meet-and-confer issues for 2008.

**Additional Evidence of Condition:**

The DHR provides support to individual employee advisory councils with each council representing its particular employee group. Employee advisory councils have established membership with governing bylaws approved by the Division Superintendent. Adherence to established meeting dates provides a forum for discussions of concerns, ideas, and suggestions between the employee group and administration.

**Indicator B.3.b:** Report on mediation efforts to promote open dialog and achieve early resolution to employee conflicts.

The DHR works to keep the channels of communication open throughout the FCPS workplace. Mediation is a form of Alternative Dispute Resolution (ADR) that is offered by the DHR as an alternative to the traditional investigative process. Mediation may take place during the “Intake” meeting or as part of an informal process in which a neutral third party assists the opposing parties to reach a voluntary, negotiated resolution of a charge of discrimination or of harassment or to resolve issues that could affect the human relations climate. The decision to mediate is completely voluntary.

The chart below summarizes the types of complaints filed in 2008. The majority of employee complaints were brought forth against a coworker. Complaints filed by students against employees accounted for 12% or 12 out of the 104 cases filed.

**2007 Summary of Complaints**

Complaint Type	No.	Complaint Type	No.	Complaint Type	No.	Complaint Type	No.
Employee vs Employee	41	Parent vs FCPS	7	Former Employee vs FCPS	4	Parent vs Employee	3
Employee vs Supervisor	0	Student vs Student	9	Citizen vs FCPS	0	Employee vs FCPS	25
Applicant vs FCPS	2	Student vs Employee	7	FCPS vs Employee	0	Student vs FCPS	5

The complaint issues most cited were workplace environment (21) and harassment (13). This does not include sexual harassment claims. The main themes of the complainants' concerns centered on respect as it applied to interpersonal and intercultural interactions. Minorities (primarily those for whom English is a second language) frequently expressed feeling that they were not respected in the workplace.

While only 11 mediations were conducted, the OEC recognizes this is a relatively new process and continues to work closely with the various FCPS employee associations to increase participation. Informal attempts were made to resolve all concerns during the OEC intake process. The reasons most employees cited for not taking advantage of the mediation process were: one of the parties declined mediation; their attempts to talk with the offender were unsuccessful in the past; or distrust of manager and principal. The nature of the complaint is generally not cited as a factor not to mediate.

**Additional Evidence of Condition:**

Efforts are being made to promote mediation as a first step for discussing the issues raised in the complaint; address and clear misunderstandings; determine the underlying interests or concerns; find areas of agreement; and, ultimately, incorporate those areas of agreement into resolutions. Efforts are also being made to assure participants that the mediation process is completely confidential and that the information disclosed during mediation will not be used in any employment decisions.

Employees also express concerns that were not job-related but did impact their ability to perform. This is where the Employee Assistance Program (EAP) comes in. The mission of the EAP is to promote, encourage, and support optimum mental and physical health of all FCPS personnel so that they may be productive and effective employees. The EAP provides guidance on dealing with troubled employees, confidential counseling, and referral services to all levels of staff and their families. During this reporting period, the EAP has assisted 204 employees, some of whom were contemplating suicide, experiencing panic attacks, involved in domestic violence, or had experienced the traumatic death of a family member or coworker. The EAP has conducted group counseling for staff and training for managers at work sites impacted by very public and traumatic events.

**Board Comments: Indicator A.3.b. was found unacceptable. Indicator should be removed and a new indicator developed to reflect the data or indicator should be modified to represent the data. Indicator B.2.b. was found unacceptable because the data provided was inadequate.**

**C. Staff Evaluation**

**1. Evaluate regularly all personnel based on job performance expectations aligned to the Board's goals and values, recognizing excellence and providing constructive suggestions for improvement.**

**Superintendent:**    A                       U

School Board:    A             U

### Reasonable Interpretation:

- Job performance expectations are to be reviewed periodically to ensure all are aligned with and support FCPS operational expectations and student goals.
- Evaluation must include the identification of strengths and constructive suggestions for improvement within the individual job performance expectations.
- Evaluations must be completed in a timely manner, and appropriate action taken when performance expectations are not met.
- “Regularly” is defined as meeting the pre-defined evaluation cycle for each employee.
- Employees will be evaluated six months after initial employment; annually at the end of each of the first three years; and every third year thereafter.

### Indicators:

- C.1.a.** Review job performance expectations to ensure alignment with School Board Vision, Mission, Goals, and Operational Expectations.
- C.1.b.** Complete more than 95 percent of evaluations within the established regular cycles.
- C.1.c.** FCPS will meet all state mandated timelines for nonrenewal of personnel.

### Evidence of Condition:

#### **Indicator C.1.a: Review job performance expectations to ensure alignment with School Board Vision, Mission, Goals, and Operational Expectations.**

To continue aligning evaluations with the School Board vision, mission, goals and operational expectations, support employee evaluations will be brought online in the future. Developing an online evaluation tool for support employees has been a priority; however, the technology priorities for DHR have shifted to focus on the joint Fairfax County – schools initiative for implementation of an enterprise resource planning (ERP) system which will replace core financial, payroll, and HR system for both organizations.

#### **Indicator C.1.b: Complete more than 95 percent of evaluations within the established regular cycles.**

#### **2008 Evaluation Status**

<b>Position Category</b>	<b>Number of Employees Scheduled For Evaluation</b>	<b>Number of Employees Evaluated</b>	<b>Percent Evaluated</b>
Teacher	7,672	7,348	95.8%
Principal, Assistant Principal	471	471	100.0%

### **Additional Evidence of Condition:**

FCPS performance assessment and evaluation processes are designed to provide all employees with increased opportunities for professional growth and development. This process is based on a supervisory cycle of reflection, observation, and discussion that leads to employee improvement. Employees are assessed from the beginning of service and the results are reported regularly in an evaluation. Discussions regarding performance occur between the evaluator and the employee throughout the process. Employees have multiple opportunities to refine or enhance their skills.

During 2008, evaluations for Instructional Assistants were aligned with other FCPS evaluation instruments and managers were able to complete them online.

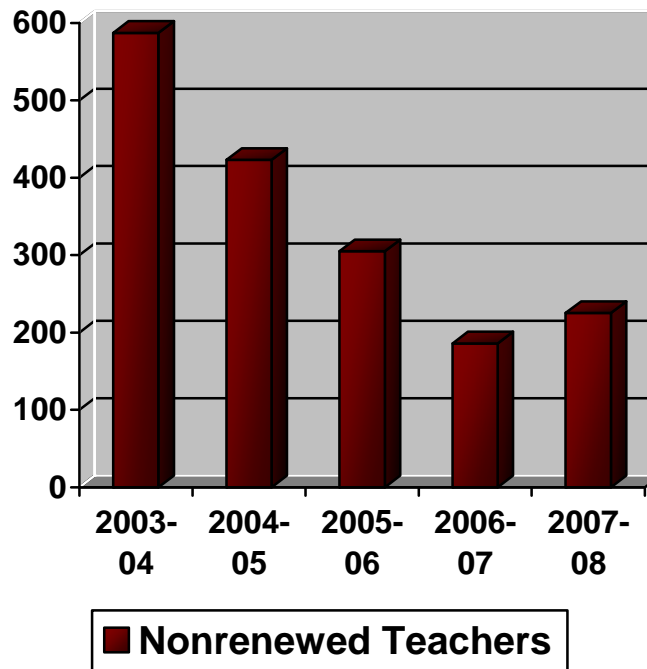
Plans to enhance the HRIS to build functionality to allow all types of evaluations to be completed online have been put on hold due to budget reductions enacted during the reporting period. The additional online evaluation functionality will remain a pending priority and work will commence to complete the upgrade when funding is available. In the meantime, all employee evaluation forms and handbooks are available online as are all orientation videos. The self-assessment form translations for support employees are available online.

### **Indicator C.1.c: FCPS will meet all state mandated timelines for nonrenewal of personnel.**

FCPS manages a comprehensive licensure and nonrenewal process that ensures a certified teacher in every classroom. Consistent tracking of and communication with employees by the licensure office demonstrates high expectations and promotes partnerships among administrators, teachers and the DHR. As a result, the trend has been a steady decrease in teacher nonrenewals. Each year, the DHR meets state-mandated timelines by officially notifying employees of the pending nonrenewal of their teaching contracts followed by official notification of the School Board's action to nonrenew.

In 2007-08 the number of nonrenewed teachers increased slightly because FCPS implemented No Child Left Behind (NCLB) in 2004-05 and an unusually large number of provisional license holders were hired that year to replace the non-highly qualified teachers that were nonrenewed in 2003-04. An increased number of these provisional license holders did not attain the appropriate licensure to continue teaching in FCPS by March 1, 2008.

## Annual Contract Nonrenewals for Licensure Issues



### Additional Evidence of Condition:

In addition, FCPS takes its commitment to the NCLB very seriously. We have developed licensure reports and checklists to assist principals in maintaining statistics on their teachers' highly qualified status. The continued tracking for additional special education HQ data for teachers resulted in more accurate reporting of the highly qualified status. The FCPS divisionwide HQ percentage has steadily increased to reach 98.74% for school-year 2007-2008, reflecting a 1.24% increase over the previous school year. FCPS has achieved an increase of 3.74% in the number of highly qualified teachers over two school years.

**Board Comments:** See summary statement of the Board.

### 2. Recognize excellence and provide programs that celebrate outstanding contributions to our workplace and student success.

Superintendent: A  U   
 School Board: A  U

### Reasonable Interpretation:

- Excellence is defined as performing at the highest levels in alignment with the School Board's vision, mission, and goals.

**Indicators:**

- C.2** Report on programs that recognize excellence and employee accomplishments.

**Evidence of Condition:**

**Indicator C.2: Report on programs that recognize excellence and employee accomplishments.**

To foster a climate that celebrates success and recognizes the efforts, talents, and contributions of our workforce, the DHR sponsors formal recognition programs. Outstanding performers who create and demonstrate best instructional and support practices are recognized through programs such as Principal of the Year (in conjunction with *The Washington Post* Distinguished Educational Leadership Award), Teacher of the Year (in conjunction with *The Washington Post* Agnes Meyer Outstanding Teacher Award), Support Employee of the Year, and the Spillane Leadership Award. These award programs include competitive nomination and screening processes, site based events, and publicity. Winners of these awards are further recognized in a reception and school board ceremony. In addition, the DHR sponsors Outstanding Performance Awards, a cash award for employees who have made an outstanding contribution to FCPS beyond normal work performance standards.

The DHR also sponsors programs for those who have served the school division with dedicated service. Service Awards are distributed in June recognizing employees with ten years of service, and in 5-year increments thereafter, and include a certificate and a gift/cash awards (determined by years of service). Two retirement ceremonies, one in the spring and one in the fall, honor retirees in a formal ceremony followed by a reception.

**Award Program Participation for 2007-08**

<b>Award</b>	<b>Participants</b>
Principal of the Year	10 nominees
First Year Principal of the Year	14 nominees
Teacher of the Year	43 nominees
First Year Teacher of the Year	22 nominees
Support Employee of the Year	12 nominees
Robert R. Spillane Leadership Award	13 nominees
Outstanding Performance Awards	123 recipients
Retirement Ceremony	230 honorees

To increase morale and enhance recognition of support staff, in 2008 the DHR created Support Employee Recognition Week. Support Employee Recognition Week will be held annually during the third week in April and promoted with Teacher Appreciation Week, held during the first full week in May. To increase recognition and appreciation of first year teachers, the DHR also created a special recognition event for all the Outstanding First Year Teacher Award nominees. This recognition event will be expanded in 2009 to include First Year Principal Award nominees.

**Additional Evidence of Condition:**

The DHR conducts comprehensive orientation programs to ensure employees have the information they need to begin their career with FCPS. Orientation includes information about the School Board’s beliefs, vision, mission, and goals, as well as information regarding how to participate in benefit programs, responsibilities shared toward students and co-workers, and professional opportunities available for growth within FCPS. To further enhance the quality of orientations for employees, a Spanish speaking assistant is available at all support employee orientation sessions. To provide new employees with the most current information, the New Employee Orientation Manual is updated and printed periodically throughout the year. Those employees who are excused from attending an orientation session are contacted personally to ensure required payroll and benefits paperwork are completed (335 employees for this reporting period).

Additional content was added to orientation during this reporting period that included:

- Required Discrimination and Harassment Awareness training
- Introduction to MyPLT (online learning management system), online pay advice, online travel and reimbursement program, and RequestIt (IT service request)

For the reporting period, a total of 2,414 employees attended formal orientation sessions designed for instructional and support positions. Survey results indicate the satisfaction rating for the overall orientation experience was 4.8 indicating a continued level of satisfaction from our new employees.

**New Employee Orientation Summary**

Period	Number of Employees Oriented	Satisfaction Rating (5 point Scale)
2005-06	2,772	4.65
2006-07	2,777	4.8
2007-08	2,414	4.8

New instructional employee orientation is designed to provide educators new to FCPS an opportunity to learn instructional strategies from educational leaders within the organization and to celebrate the beginning of their career. Sessions are held for elementary and secondary new instructional employees where they are provided a festive environment, assistance with all aspects of their hiring process, access to their new e-mail account and other valuable tools such as Blackboard, MyPLT and U-Connect. They also have the opportunity to meet face-to-face with vendors affiliated with FCPS.

**Board Comments:** See summary statement of the Board.

**D. Staff Compensation**

**Develop compensation and benefit plans that are fair and equitable and that attract and retain the highest quality employees competitive with the applicable marketplace.**

Superintendent:    A                     U   
School Board:        A                     U

**Reasonable Interpretation:**

- Compensation and benefit plans must be developed within budgetary guidelines and School Board funding priorities.
- Fair and equitable compensation plans are defined as those supported by a well-maintained classification structure and competitive market pay.
- Competitive is defined as total compensation (salary plus benefits) that is within 5% of market at the midpoint of each respective scale.

**Indicators:**

- D.1** Report on classification reviews to ensure equitable and market-relative compensation.
- D.2** Complete, analyze, and report results of external and internal compensation and benefits surveys to ensure equity and market competitiveness and create salary scales, classification levels, and benefit programs that reflect this.
- D.3** Issue a total compensation statement to each employee to illustrate the total value of School Board salary and benefits.

**Evidence of Condition:**

**Indicator D.1: Report on classification reviews to ensure equitable and market-relative compensation.**

DHR uses a variety of resources to ensure compensation and benefit plans are fair and equitable and enhance FCPS' ability to attract and retain a highly competent and effective workforce.

FCPS has an established process to review the classification and pay for positions. Classification reviews are conducted to maintain internal and external market equity for pay, job duties, and responsibilities. Requests for classification are conducted to determine if the classification and or paygrade of the position requires a change. In 2008, 23 position reclassification requests were processed, of which 6 had multiple incumbents. Due to budget considerations, only the most critical classification reviews are being conducted at this time.

- a study of positions where the duties of an educational specialist were performed with a subsequent regrading of those positions from paygrade US-24 to US-25.
- an in-depth review of positions in the Office of Special Education to ensure that the positions were appropriately aligned and classified.

**Indicator D.2: Complete, analyze, and report results of external and internal compensation and benefits surveys to ensure equity and market competitiveness and create salary scales, classification levels, and benefit programs that reflect this.**

Significant effort goes into participation in and analysis of the results of a number of sponsored (consultant or professional organizations) local, regional, and national compensation and benefit surveys (see Attachment 2). The results are reviewed and compared to FCPS compensation levels and benefit programs to determine FCPS competitiveness in the labor market.

In addition to participation in the sponsored surveys, staff participated in numerous ad hoc surveys targeted at specific jobs, job families, or benefit programming. Surveys that FCPS looks at include:

- 2008 Annual Survey of Government Employment
- Alexandria City Schools
- Arlington County Schools
- Broward County Schools
- Charlotte-Macklenburg Schools
- Chesterfield County Schools
- City of Chesapeake Schools
- City of Greenville (South Carolina) Schools
- City of Portland (Oregon) Schools
- City of Richmond Schools
- District of Columbia Public Schools
- Educational Research Service National Survey of Salary and Wages in Public Schools
- Fairfax County Compensation Survey
- Fairfax County Government
- Fairfax County Leave Survey
- Fauquier County Schools

- Gwinnett County Schools
- Human Resource Association of the National Capitol Area
- International Foundation of Employee Benefit Plans
- Local Government Personnel Association
- Manassas City Schools
- Memphis City Schools
- Miami-Dade Schools
- Montgomery County Council Compensation Increase Budget Survey
- National Board Certified Teacher Survey (Virginia Department of Education)
- Northern Virginia Community College
- Occupational Employment Report of Elementary and Secondary Schools 2008
- Prince George's County Schools
- Prince William County Schools
- Profit sharing Council of America
- School District Questionnaire Schools and Staffing
- Society for Human Resource Management
- Spotsylvania County Schools
- Stafford County Schools
- State of Hawaii School Compensation Survey
- U.S. Census Bureau
- U.S. Department of Educations Survey 2007-08
- Virginia Association of School Superintendents
- Virginia Education Association
- Virginia Education Association - Extra Pay for Extra Services
- Virginia Education Association - Salary for Degree Teachers
- Virginia Education Association Teacher Contract Survey
- Virginia School Boards Association
- Washington Metro Airport Authority
- Watson Wyatt Survey of Employee Benefits
- World at Work Salary Budget Survey

Compensation and Benefits staff also regularly solicit data from other local school districts and local governments targeted to specific information or issues. This information is updated annually to ensure market positioning and to support various program activities as required. To further assist in our labor market analysis, FCPS uses data from the Bureau of Labor Statistics and Virginia's Electronic Labor Market Access.

Remaining competitive with surrounding jurisdictions to hire the best teachers is a compensation focus. For FY 2009, the proposed entry level salary is \$44,789 (Bachelor's degree) and \$50,233 (Master's degree). FCPS continued to be above market at the Masters degree entry level (104%) and remained on market (100%) for the market midpoint with total compensation included.

The following are highlights of competitive analysis and results:

- Completed initial review of Fairfax County Government (FCG)/FCPS comparable positions (using the results of the Local Government Personnel Association Survey). Overall, FCPS positions are 1.6% below the pay rate of similar FCG positions.
- Analyzed 5 year average for Fairfax County positions:
  - yearly pay raises for Firefighters have averaged 7.5%
  - police officers have averaged 6.29%
  - teachers have averaged 6.09%
  - FCPS Unified Scale employees averaged 5.0%.
- Undertook extensive communication updates including:
  - Redesigned Integrated Disability Management Program materials including online materials and standard correspondence
  - Redesigned employee and retiree open enrollment communications for clarity, ease of use, and cost-effectiveness
- Negotiated vendor contracts to produce increased administrative efficiency, better client service and cost savings.
- Compliance activity including updates to:
  - The Family and Medical Leave Act (FMLA) regulation have been updated to reflect current federal updates concerning family members of active military members who are injured in the line of duty.
  - 403(b) program compliance activity relating to program structure, vendors, employee contribution, information access.
- Continued partnership with the Department of Transportation (DOT) to design and implement the pilot loss prevention program. From November 2007 through current, the DOT has partnered with FCPS to identify the high incidence and high cost of losses based on historical workers' compensation data. The task team worked together isolating cause and effect of established focus targeting reducing occurrence and loss.
- Strengthened assumptions for FCPS health plans through proactive measures producing an excellent comparative medical trend, enrollment and administrative cost reductions resulting in significantly better than average rates for the system and its employees. In addition to reducing expenditures, this enhances competitive positioning.
- Collected annual pay competitiveness data on bus drivers from other neighboring districts (Alexandria City, Arlington County, Loudoun County, Montgomery County, and Prince William County) to ensure competitive pay rates.

Attachment 1 is the 2008 Regional Market Comparison with recruitment data for IAs, PHTAs, teachers, principals, assistant principals, teachers, social workers, speech

language pathologists, psychologists, bus drivers, HVAC technicians, and custodians. This analysis indicates minimum, midpoint and maximum salaries in the region for the position classifications indicated as well as benefit factors to determine total compensation. Values within 5% of market are generally considered “on market” and the charts indicate FCPS is within that range at the midpoint for all positions reviewed.

Based on the ‘in market’ status for these major positions, it is recommended that additional funding, if available, be applied toward Cost of Living Adjustments (COLAs) across all position categories. For FY 2009, Fairfax County Government provided a 2.96% scale adjustment, while FCPS provided a COLA of 2.0%. In comparing support pay structure adjustments over the past three fiscal years, the County has adjusted it’s pay structure by 10.13% while FCPS has adjusted it’s support pay structure by 7%. If this trend continues, FCPS may have to regrade positions or provide a significant COLA to support positions in order to prevent losing talented employees to higher pay offers from the Fairfax County Government.

**Indicator D.3: Issue a total compensation statement to each employee to illustrate the total value of School Board salary and benefits.**

As a means to help employees understand the range of benefits available to them and to communicate the full value of their complete compensation package, a Total Compensation statement was issued to all benefit-eligible employees in August 2008. This statement is a concise, detailed presentation of all the benefits FCPS offers them with indicators showing which items the employee is currently enrolled.

**Capacity Building:**

To reduce costs and maximize efficiency, Total Compensation statements for the next reporting period will be available to employees electronically via UConnect, the online employee self service application. UConnect is secure and available to employees 24 hours daily. Access to the application is controlled using network logons and passwords. All impacted employees will receive a communication concerning this upcoming change.

**Board Comments:**

Mr. Raney moved, and Mr. Moon seconded, that the School Board accept the Human Resources Operational Expectations monitoring report and find that each indicator is acceptable, with the exception of indicator A.3.b and indicator B.2.b., which are determined unacceptable, and to further commend the Human Resources department for the exemplary work in all other areas, and specifically indicator C.2. The motion passed 11-0 with Ms. Bradsher, Mr. Center, Mr. Gibson, Ms. Hone, Mr. Moon, Mr. Niedzielski-Eichner, Mr. Raney, Mrs. Smith, Mr. Storck, Mrs. Strauss, and Mrs. Wilson voting “aye,” and Mrs. Kory not present.

Ms. Wilson moved, and Mr. Gibson seconded, to amend the motion to commend the Superintendent for exceeding the national standard for hiring highly qualified teachers and likely making FCPS among the highest achieving school divisions in the country. The motion passed unanimously.

**The motion to accept the Human Resources Operational Expectations monitoring report and find that each indicator is acceptable with the exception of indicator A.3.b. and indicator B.2.b., which are determined unacceptable, and to further commend the Human Resources department for the exemplary work in all other areas, and specifically indicator C.2., and to commend Superintendent for exceeding the national standard for hiring highly qualified teachers and likely making FCPS among the highest achieving school divisions in the country passed unanimously.**

**Summary Statement of the Board:**

**Areas for Improvement:**

**Areas of Commendation:**

**Goal(s) for Human Resources for School Year:**

**Date for Re-Monitoring:** January 2010