

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

HUMAN RESOURCES

Period covered: November 1, 2006 to October 31, 2007

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

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 is developing benchmark applicant diversity data. The current applicant software is scheduled for replacement in March 2008. This new applicant tracking system has the functionality to capture and will facilitate capture and reporting of this information. Attachment 1 provides details about the scope and schedule of the new applicant tracking system project.

Additional Evidence of Condition:

The Department of Human Resources (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. In fact, the DHR has been recognized by the American Productivity and Quality Center (APQC) as a model and best practice district for recruitment and hiring practices. In addition, Great City Schools, an organization whose goal is to facilitate the sharing of best educational and business practices, has identified FCPS DHR as a best practice consultative partner.

2007 Recruiting Summary

Recruited From:	Placed 385 student teachers through contracted university partnerships with:
<ul style="list-style-type: none">• 54 colleges and universities• 10 educational consortiums and professional conferences	<ul style="list-style-type: none">• George Mason University• George Washington University• Marymount University

2007 Recruiting Summary (continued)

Advertising Sources:	
Advance Magazine Afro American Weekly American Association of School Administrators Association for Behavior Analysis American Education Research Association American Planning Association American Recruiting Services American Speech/Hearing Association Asian Fortune Association of School Business Officials Audiology Online Career Bank Career Building Careers in Gear Campus Publications Career Publishing Network Chicago Tribune Chronicle of Higher Education Council for Exceptional Children DCjob.com Doi Nay Education Week El Tiempo Latino Employment Guide Government Finance Officer's Association India This Week IHRIM Korea Central Daily News Korea Times Leesburg Today	Loudoun Times Los Tiempos MATA (bus signs) Military Officers Association of America Monster.com National Association of Athletic Trainers Observer Papers Pho-Nho Newspapers Potomac News Richmond Times Dispatch Roanoke Times Saigon Nho Scholastic Jobs Now Schools Job Search Journal Society of Human Resources Management Southern Diversity Speech Pathology.com SLP.com Teachers of Color Teachers-Teachers Tehran Post Times Community Newspapers Tylin Promotions Virginia Department of Education Virginia Journal of Education Washington African American Washington Hispanic The Washington Post WashingtonPost.com

Capacity Building:

A competitive procurement took place to replace existing recruiting/applicant application software is now complete. The new software will be configured to provide efficiencies in management, tracking, and reporting. Implementation of this upgrade in technology is underway and will allow the DHR to capture specific information about the qualifications of applicants in relation to their desired positions and will provide DHR staff with functionally rich tools to carry out recruiting and hiring. Phase I of this project is the transition to the new system for instructional hiring with training for employment and recruiting staffs; the new applicant tracking system is to 'go live' by early March 2008.

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

**2007 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	1815	348 19.2%	1467 80.8%	1517 83.6%	133 7.3%	56 3.1%	3 0.2%	78 4.3%	0 0%	28 1.5%	0 0%
Instructional Assistant	547	91 16.6%	456 83.4%	336 61.4%	82 15.0%	53 9.7%	1 .2%	62 11.3%	0 0%	12 2.2%	1 0.2%
School-Based Administrator	164	44 26.8%	120 73.2%	126 76.8%	29 17.7%	4 2.4%	0 0%	3 1.8%	0 0%	1 0.6%	1 0.6%
Nonschool-based Administrator	101	23 22.8%	78 77.2%	84 83.2%	10 9.9%	1 1.0%	0 0%	5 5.0%	0 0%	0 0%	1 1.0%
Office Personnel	241	10 4.1%	231 95.9%	156 64.7%	32 13.3%	36 14.9%	0 0%	13 5.4%	0 0%	4 1.7%	0 0%
Technical Specialist	147	48 32.7%	99 67.3%	109 74.1%	16 10.9%	7 4.8%	0 0%	12 8.2%	0 0%	3 2.0%	0 0%
Custodian	255	129 50.6%	126 49.4%	8 3.1%	90 35.3%	117 45.9%	0 0%	38 14.9%	0 0%	0 0%	2 0.8%
Food Service	121	18 14.9%	103 85.1%	26 21.5%	6 5.0%	18 14.9%	0 0%	70 57.9%	0 0%	1 0.8%	0 0%
Transportation	337	180 53.4%	157 46.6%	147 43.6%	70 20.8%	63 18.7%	2 0.6%	53 15.7%	0 0%	1 0.3%	1 0.3%
Maintenance/Trades	107	106 99.1%	1 0.9%	57 53.3%	28 26.2%	10 9.3%	1 0.9%	9 8.4%	0 0%	2 1.9%	0 0%
Total	3835	997 26%	2838 74%	2566 66.9%	496 12.9%	365 9.5%	7 0.2%	343 8.9%	0 0%	52 1.4%	6 0.2%

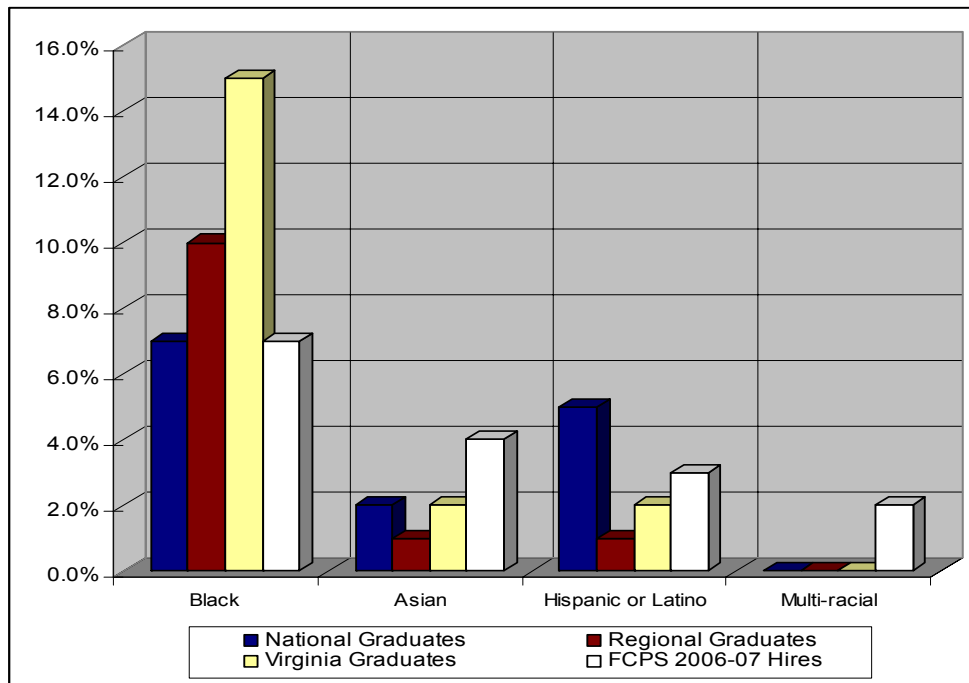
*Includes new hires and promotions

The charts that follows depicts 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 the steady increase in ethnic diversity.

FCPS Workforce Minority Trends Percentages (2003 to 2007)

Position Category (FT)	2003	2004	2005	2006	2007
Teacher	14.2	14.1	14.7	15.1	15.1
Instructional Assistant	31.6	32.4	33.7	35.2	38.2
School-based Administrator	23.5	24.1	23.51	23.0	23.6
Nonschool-based Administrator	19.3	20.6	19.9	20.2	20.1
Office Personnel	21.2	21.7	22.7	23.8	24.5
Technical Specialist	21.4	22.6	24.9	25.4	26.1
Custodian	91.7	93.7	93.3	93.6	94.3
Food Service	61.6	68.3	66.9	69.3	70.7
Transportation	34.6	37.6	39.2	40.3	43.4
Maintenance/Trades	35.9	36.4	35.9	38.0	40.5

Education Degrees Conferred 2003-2004* Compared to 2006-07 New Teacher Hires



*Source: US Department of Education, National Center for Education Statistics, 2003-04 Integrated Postsecondary Education Data System (IPEDS), Fall 2004. No national, regional or Virginia data available for multi-racial graduates .

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 2007, 635 applicants were interviewed. Approximately 43% of the total number of teachers hired had early employment offers.

The addition of a \$1,000 critical field bonus enhances the school system’s marketability with neighboring jurisdictions. For 2007-2008 school year, 152 bonuses were given. In addition, candidates may be offered visitation allowances to fund an on-site visit to a school to provide a first-hand look at FCPS. To begin 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 4 to 16. 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 set teachers up for success in their first year.

In an effort to recognize the advanced certifications of FCPS speech-language pathologists (SPLs) 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 1,476 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 2008, an open until filled process was initiated division-wide 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 chart below depicts the average number of applicants per vacancy for the reporting period.

Average Applicants Per Vacancy for 2007

Position Category	Applicant Total	Average Applicants Per Vacancy
Teacher	18,821	10
Instructional Assistant	6,216	11
School-based Administrator	4,495	48
Nonschool-based Administrator	2,021	20
Office Personnel	4,768	20
Technical Specialist	3,797	26
Custodian	1,624	6
Food Service	863	7
Transportation	1,458	4
Maintenance/Trades	911	9

Capacity Building:

The recruitment technology upgrade is currently underway with Phase I (for instructional recruiting) scheduled for completion in early 2008. Subsequent phases will be completed by late 2008 and will allow the DHR to capture specific information about the qualifications of applicants in relation to their desired positions. See Attachment 1.

Board Comments: Request that information about critical teaching fields be added. Request that information be provided in March 2008 on the applicant pool.

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 2003 through 2007 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
2003	10.9%	9.01%
2004	11.0%	8.17%
2005	12.7%	8.55%
2006	11.9%	7.44%
2007	11.9%**	7.37%

*"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 2007.

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

2007 Retention by Position Category

Position Category	Number of Employees	Number Retained	Percent Retained*	JOLT Survey Retention Estimates for Position Categories**
Teacher	13,593	12,612	92.78%	92.5%
Instructional Assistant	2,482	2,256	90.89%	92.5%
School-based Administrator	640	627	97.97%	92.5%
Nonschool-based Administrator	623	602	96.63%	92.5%
Office Personnel	1,360	1,279	94.04%	63.5%
Technical Specialist	1,294	1,245	96.21%	69.1%
Custodian	1,380	1,307	94.71%	96.3%

Food Service	1,233	1,150	93.27%	93.7%
Transportation	1,644	1,535	93.37%	96.3%
Maintenance/Trades	490	474	96.73%	96.3%
Total	24,739	23,087	93.32%	NA

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

**FCPS worked with the Bureau of Labor Statistics 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 Bureau of Labor Statistics 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:

FCPS has made a commitment to conduct a division wide climate survey to measure how the workforce perceives their working conditions. For teachers, research suggests that working conditions are directly related to student learning conditions and achievement. A population survey for school-based licensed educators is planned for early spring 2008. The Working Conditions Survey Advisory Committee (WCSAC) was formed in September 2007 and includes representatives from teacher and administrator associations, teachers from all school levels, division clusters, and a parent organization. This committee has begun the process of tailoring a survey instrument that contains both core working conditions content as well as content specific to FCPS. The survey core content areas will allow FCPS data to be compared with data from similar districts from around the nation. In addition to identifying survey areas needed for FCPS, the committee has been working on communications and data use plans. Procurement activities are underway to contract with a nationally known and experienced research organization to provide services to conduct a fully anonymous survey; provide analysis of FCPS survey data; data comparisons with national data; and reporting. Attachment 2 outlines the scope of work and estimated timeline for this effort.

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 48% of that group terminated their employment by the end of their fifth year which is consistent with national trends. The chart below shows the most recent new teacher cohort which reflects an improved retention rate at Year 5.

**FCPS 2001 and 2002 Teacher Hire Analysis – 5 Year Turnover
2002 Cohort**

Hire Year	Beginning Number	After	Number Separated	Cumulative	Cumulative Percent
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	43.24%

2001 Cohort

Hire Year	Beginning Number	After	Number Separated	Cumulative	Cumulative Percent
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	48.69%

Employee retention is also monitored using exit survey information. The chart below summarizes reported termination reasons for 2007.

2007 Exit Survey and Termination Action Summary

Exit Survey Termination Reason	Teachers	All Others
Personal/other	29%	46%
Employee moved from area	34%	14%
Left for other VA school district	5%	1%
Left for private employer	5%	7%
Left for other non-VA school district	5%	<1%
Family responsibilities	12%	7%
Study	2%	3%
Left for other employment-not specified	2%	3%
Employee medical/health reasons	<1%	3%
Left for other government agency	1%	3%
Dissatisfied with job or supervisor	<1%	2%
Transferred to Fairfax County Government	0%	1%
Insufficient salary	<1%	3%
Termination Action	Teachers	All Others
Death	1%	2%
Hardship	<1%	<1%
Resign in lieu of dismissal	2%	<1%
OEPD dismissal/performance	<1%	2%

FCPS is influencing teacher retention through Teacher Leadership Development grants and adding instructional coaches with longer contract days. In addition to these initiatives, FCPS programs for new teachers and mentoring are designed to address retention.

Capacity Building:

Because understanding why teachers choose to leave FCPS to work in other local Virginia school districts is significant, teachers now have the opportunity to report the district name when completing their exit documentation. For this period, teachers reported the following:

Termination Reason	Number Reporting	District Identified/Percent
Left for other Va school district	65	Loudoun County/55% Prince William County/35% Other Virginia districts/10%

Starting in the 2007-08 school year, exit survey data will be stored in the Educational Decision Support Library (EDSL) with employee demographic information to support additional mining of retention data.

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	6,280	6,217	98.9%
Principal, Assistant Principal	470	457	97.2%

*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 2007, 1,776 teachers participated in collaboration opportunities with 21 Intervention Teams providing intensive support to under-performing teachers.

A current technology priority for the DHR, with the support of our Department of Information Technology, is the enhancement of our HRIS to provide online evaluation capability to the rest of the division. In order to make this possible, an automated process of identifying direct supervisors is being developed and will be incorporated into the HRIS with a target completion date of June 2008. Once this is complete, online evaluations for other employee groups will be developed.

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

The school-based licensed educator survey scheduled for early spring 2008 will provide data about perceptions about training and professional development and will be included for the next reporting period. A division-wide survey for support employees will be a later phase of the climate survey initiative and is scheduled for 2009.

Board Comments: Request to add information on the percentage of staff members that complete mandatory training.

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

Superintendent: A U
School Board: A U

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 2007 completed their screening process with a total of 7,336 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 477 potential employees. After an internal investigation and thorough review of the criminal records was conducted, the following resulted:

- 99 individuals were not hired as a result of falsification on their background information form or the nature of their criminal record.
- 320 have been determined to be eligible for hire.
- 58 cases are 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 Department of Human Resources is responsible for ensuring that each new hire has completed the Employment Eligibility Verification (I-9 Form), 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. 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 Virginia State Police 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. The 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:

B. Staff Treatment

1. Encourage full use of talents and energies.

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

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, 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 and B.1.b:

The school-based licensed educator working conditions survey is scheduled for spring, 2008 and will address the areas of teacher empowerment and professional development. A division-wide survey for support employees (scheduled for 2009) will address the areas of use of talents/energies and their career opportunities.

Board Comments: Marked as unacceptable due to the lack of fulfillment of indicators at this time.

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

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

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.

One hundred percent of the 121 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:

2007 Summary of Claims

Case Type	Number	Case Type	Number	Case Type	Number	Case Type	Number
Race	22	Religion	21	Disability	11	Retaliation	23
Sex	9	Age	14				
Sexual Harassment	35	National Origin	15	Marital Status	2	Not based on a P.C.*	30

* P.C. – Protected Category

Sexual harassment was the most frequent complaint basis (35) with retaliation being second (23). Of the number of employees who filed complaints, a total of 30 non-EEO related cases were filed. Several cases reflected multiple complaints, therefore, the numbers reflected in the complaint chart do not equal the total number of cases (121) filed.

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.

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

Data about how employees perceive FCPS as a quality workplace will be available upon completion of the division-wide climate survey. The first phase of the survey for school-based licensed educators will address the areas of facilities and resources, position and experience, time, school leadership, empowerment and professional development. This

data will be analyzed and compared to help form a picture of how the FCPS workplace is perceived.

Board Comments:

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 non-threatening 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.

The 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:

- 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)
- Formulation of a committee to collaboratively work to initiate and develop opportunities for future leadership and career training opportunities
- Identification of cost cutting ideas that the county could initiate
- 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 Service Advisory Council (FSAC)
- 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 County School Board Employee Association (FCSBEA)
- Fairfax Education Association (FEA)
- Fairfax School Bus Drivers' Association (FSBDA)
- Fairfax Speech-Language Clinicians' Association (FSLCA)
- 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 2007.

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 2007. The majority of employee complaints were brought forth against a coworker. Complaints filed by students against employees accounted for 8.3% or 10 out of the 121 cases filed.

2007 Summary of Complaints

Complaint Type	No.	Complaint Type	No.	Complaint Type	No.	Complaint Type	No.
Employee vs Employee	70	Parent vs FCPS	6	Former Employee vs FCPS	4	Parent vs Employee	3
Employee vs Supervisor	10	Student vs Student	11	Citizen vs FCPS	1		
Applicant vs FCPS	1	Student vs Employee	10	FCPS vs Employee	0		

The complaint issues most cited were workplace environment (24) and harassment (37). 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 12 mediations were conducted, OEC recognizes this is a new process and is working more 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. Additionally, the results of the report will be shared with the Department of Professional Learning and Training.

Employees also express concerns that were not job-related but did impact their ability to perform. The mission of the Employee Assistance Program (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 105 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 co-worker. The EAP has conducted group counseling for staff and training for managers at work sites impacted by very public and traumatic events.

Board Comments:

C. Staff Evaluation

1. Evaluate regularly all personnel based on job performance expectations aligned to the Board's goals and values.

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

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.

As a first step in aligning evaluations with School Board vision, mission, goals and operational expectations, the Leadership Team evaluations have been updated and approved for use. See Attachments 7 and 8.

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

2007 Evaluation Status

Position Category	Number of Employees Scheduled For Evaluation	Number of Employees Evaluated	Percent Evaluated
Teacher	6,578	6,280	95.5%
Principal, Assistant Principal	564	470	83.5%

Additional Evidence of Condition:

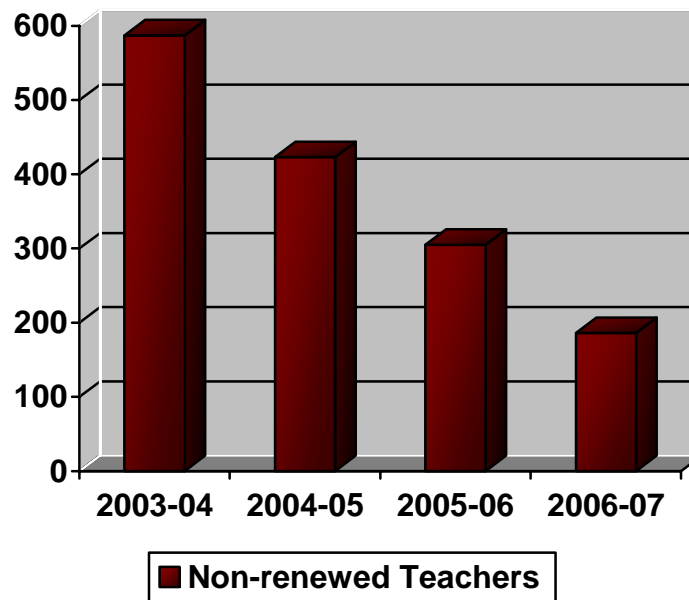
FCPS performance assessment and evaluation processes are designed to provide all employees with increased opportunities for professional growth and development. This process is based on a supervisory cycle of reflection, observation, and discussion that leads to employee improvement. Employees are assessed 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 2007, evaluations for Instructional Assistants have been aligned with other FCPS evaluation instruments and are available for managers to complete online. As previously mentioned, the DHR is enhancing the HRIS with the goal to provide online evaluation capability to support evaluation processes for other position categories. It is estimated that the HRIS infrastructure to support this effort will be complete in June 2008 followed by a project to rollout online support evaluations in FY 2009. In the meantime, the self-assessment forms are now available online for support employees and for custodians, performance expectations have been translated and are available online as well.

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, over the past four years, FCPS has realized a steady and significant 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.

Annual Contract Nonrenewals for Licensure Issues



Additional Evidence of Condition:

In addition, FCPS takes its commitment to the No Child Left Behind (NCLB) Act very seriously. We have developed licensure reports and checklists to assist principals in maintaining statistics on their teachers’ highly qualified (HQ) status. This year, additional tracking for special education HQ data for teachers resulted in more accurate reporting of the highly qualified status. The FCPS division-wide HQ percentage has steadily increased to reach 97.5% for school-year 2006-2007, reflecting a 2.5% increase over the previous school year.

Board Comments: Marked as unacceptable because indicator C.1.B. has not been met.

2. Recognize excellence and provide constructive suggestions for improvement.

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.
- Constructive suggestions for improvement are covered under Expectation C.1.

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.

It is essential to foster a climate that celebrates success and recognizes the efforts, talents, and contributions of our workforce. To foster such a climate, FCPS must regularly model recognition programs and recognize excellence. Meaningful recognition can take many forms ranging from a simple note of appreciation to annual employee recognition programs.

The DHR sponsors the recognition and celebration of outstanding employees and those who have served the school division with dedicated service. Current award ceremonies recognizing outstanding performers who create and demonstrate best instructional and support practices include: Principal of the Year, First Year Principal of the Year, Teacher of the Year, First Year Teacher of the Year, Support Employee of the Year, the Spillane Leadership Award, and Outstanding Performance Awards. Attachment 4 lists and describes the employee recognitions and awards sponsored by the DHR.

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 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.

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. New instructional employees 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 and are provided the opportunity to meet face-to-face with vendors affiliated with FCPS.

For the reporting period, a total of 2,777 employees attended formal orientation sessions designed for instructional and support positions. Survey results indicate the satisfaction rating for overall orientation experience was 4.8 on a 5-point scale and represents an increase from the previous reporting period (4.65).

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

Board Comments:

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.**

The DHR uses a variety of resources to ensure compensation and benefit plans are fair and equitable and allow FCPS 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 2007, 151 position reclassification requests were processed, of which 24 had multiple incumbents. Examples of intensive reclassification projects for the reporting period include:

- 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 5). 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. These surveys include:

- Virginia Education Association
- Virginia Association of School Superintendents

- City of Chesapeake Schools
- Fauquier County Schools
- City of Greenville (South Carolina) Schools
- Miami-Dade Schools
- City of Portland (Oregon) Schools
- Prince William County Schools
- City of Richmond Schools
- Spotsylvania County Schools
- Fairfax County Government
- Northern Virginia Community College
- Washington Metro Airport Authority
- U.S. Census Bureau
- Society for Human Resource Management

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. 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 2008, the proposed entry level salary is \$43,911 (Bachelor's degree) and \$49,239 (Master's degree). FCPS improved market standing slightly (Master's Degree) in total compensation by 1% at entry, remained below market point at midpoint (2%), and at the top of the scale (4%).

The following are highlights of competitive analysis and results:

- Completed initial review of Fairfax County Government (FCG)/FCPS comparable positions. Overall, FCPS positions are 1.88% below the pay rate of similar FCG positions.
- Retooled Open Enrollment benefit communications to allow for better understanding and plan adherence.
- Negotiated removal of participant administrative fees with 457(b) plan vendor, as well as brought new fund election into the investment structure.
- The Disabilities and leaves unit of the Office of Benefit Services procured a pilot loss prevention program with Liberty Mutual, at no cost to the system, intended to reduce workplace injuries by improving the safety program and control of risk by implementation of two proven methodologies, 'Architecture of Safety Excellence (AOSE) and Applied Residual Risk Reduction (R3).
- Strengthened assumptions for FCPS health plans through proactive measures producing an excellent comparative medical trend, enrollment and administrative cost

reductions resulting in lowered employee premiums. 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 6 is the 2008 Regional Market Comparison with recruitment data for principals, assistant principals, teachers, social workers, speech therapists, psychologists, instructional assistants, custodians and bus drivers. 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 2008, Fairfax County Government provided a 2.92% 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 its pay structure by 10.24% while FCPS has adjusted its support pay structure by 8%. 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 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 2007. This statement is a concise, detailed presentation of all the benefits their job with FCPS entitles them with indicators showing which items the employee is currently enrolled.

Board Comments: The School board voted to accept the Superintendent’s Operational Expectations Monitoring Report for Human Resources at the December 10, 2007, work session as follows:

Motion: The School Board accepts the Human Resources Operational Expectations Monitoring Report, and finds that each indicator is in compliance, with the exception of B.1 and C.1, which are marked as “Unacceptable.”

Suggested revisions to C.1 and C.2 will be discussed by the School Board at their January 4 and 5, 2008, retreat.

Summary Statement of the Board:

Areas for Improvement:

Areas of Commendation:

Goal(s) for Human Resources for School Year:

Date for Re-Monitoring: December 2008