

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

RELATIONSHIP WITH THE BOARD

Period covered: January-June 2007

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

1. Maintain an ethical and harmonious working relationship with the entire Board. The Superintendent will:

- **treat all members impartially.**
- **refrain from criticism of individual members.**
- **respond to Board concerns in a timely and courteous manner.**
- **communicate immediately and directly with the Board or individual Board members when an honest difference of opinion exists.**
- **promote a positive relationship in Board meetings.**

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

Reasonable Interpretation: A harmonious and positive relationship exists when all parties proactively share information, and have clearly established roles and responsibilities. Demonstrating professional integrity and guidance means that all communications and recommendations to the School Board will be based on analysis of known information and will incorporate the professional judgment of the superintendent and staff. Timely response to board concerns means quickly acknowledging the concern exists and developing a response within a reasonable time period. Immediate and direct communication means that no unreasonable time will lapse between knowledge of key information and its dissemination to the entire Board. Honest differences of opinion may occur as we establish and interpret policy, but should always be shared as such. Positive relationships in Board meetings mean all parties will be treated with courtesy and respect.

Indicators:

- Semi-annual feedback from the School Board members in a closed session.
- Semi-annual feedback from the Superintendent to the Board in a closed session.

Superintendent Statement of Condition:

The Superintendent and staff give timely responses to Board questions. Interactions are professional and courteous with Board members treated impartially. Some Board members would appreciate more lengthy responses/analyses to the more complex

ideas generated, while most members prefer quick and succinct responses to e-mail inquiries.

Board Comments:

The Board agrees that there is an ethical and harmonious relationship with the entire Board.

2. Keep the Board informed on issues, needs, policies, and operation of the school system and:

- offer professional advice to the Board with appropriate recommendations based on thorough study and analysis supported by ample information, including assessment of alternatives, to enable Board members to make informed decisions.

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

Reasonable Interpretation: The Superintendent will use a variety of communication devices to keep the School Board informed. Some issues are very time-sensitive and will require greater frequency of communication, while others have much less urgency but will still be important for the Board or school system. The term “issues” incorporates educational trends, potential community interests, ongoing and future major initiatives of the school system or community, and newsworthy events in the community. Professional advice and appropriate recommendations incorporates educational practices, research (if it exists), community expectations, Board values and goals, and prior related policies and practices.

Indicators: The superintendent will use:

- Friday Memos.
- Quarterly Updates of major initiatives.
- Staff analysis of all Board agenda items including background information, policy questions, analysis of options, and recommended action.
- Crisis/serious incident communication.
- Debriefing of Board meetings.

Superintendent Statement of Condition:

The collection of communication tools listed above provides an organized method to get key information to the Board in a timely manner. There are some Board agenda items which could be enhanced with stronger analysis of pros, cons, and policy options available to the Board.

Board Comments:

The Board would like Dr. Dale to take a more active role in the meeting debriefing process. The Board also agrees that a stronger analysis of pros, cons, and policy options would be beneficial to the Board’s decision-making process.

3. Encourage communication and cooperation between Board members and staff members so as to be responsive to concerns of Board members.

Superintendent: A U
School Board: A U

Reasonable Interpretation: The Superintendent and Leadership Team are responsible for providing the School Board with information necessary to perform the duties established in the Policy Governance Manual, and the School Board is responsible for seeking such information in a manner consistent with the adopted roles and responsibilities. Cooperation means all parties are knowledgeable of their respective roles and all can self monitor alignment with the spirit and intent of those roles.

Indicators: To efficiently handle School Board concerns/requests, the following will be used:

- Report on response time for Levels II and III Board inquiries.
- Solicitation of feedback from the School Board and Leadership Team about this expectation.

Superintendent Statement of Condition:

The Board's Policy Governance manual describes a tiered process to handle information requests from the Board. Level I requests go directly to the Leadership Team member for a quick response. An inquiry requiring a more extensive response is elevated to Level II. In FY'06, the Board generated 133 Level II inquiries. In FY'07 the number of inquiries was reduced to 58. Approximately 15% of the inquiries were withdrawn. The response time for the remaining inquiries follows: 25% responded to within one week, 6% within two weeks, 23% within three weeks, 15% within four weeks and 15% five or more weeks. The average was 2 ½ weeks for a Level II response. Our performance target should be a two-week response time for a Level II inquiry.

Board Comments:

The Superintendent has provided response time guidelines for Level I, II, and III. Level I response time is determined by the individual LT member who responds to the Board member, and a quick response is expected. Level III requests will be discussed at a forum work session to determine how the issue will be handled. Level II responses should be accomplished within two weeks, as noted above, and the Superintendent will track the Level II response times over the next year.

4. Interpret, implement, and support Board policy to staff members and the public, including the implementation of Board priorities (goals) in budget planning and in all operational areas defined and monitored by the Board.

Superintendent: A U
School Board: A U

Reasonable Interpretation: Interpretation, implementation and support mean the superintendent will develop reasonable interpretations of Board policy and will convey those interpretations to employees and external stakeholders. Implementation of priorities means to establish action plans for all student achievement goal components, as well as establishing annual work plans for those responsible for the areas of operation specified herein.

Indicators: The Superintendent will issue:

- Monitoring reports on all operational expectations at least annually.
- Multi-year action plans and performance expectations for all student achievement goals.
- Cover goals and priorities in the Budget Operational Expectations.

Superintendent Statement of Condition:

This was our first round of creating Reasonable Interpretations of the Board's Operational Expectations and identifying Indicators of successful attainment of the expectations. While the first round is virtually complete, the depth and quality of the indicators have greater variability than should exist and they do not always provide a compelling vision for the future. Consequently, this is not yet an acceptable level of performance, so it is clearly an area of growth for the next year.

Board Comments:

The quality of a few operational expectation reports (reasonable interpretation and indicators) was unsatisfactory. The Board has seen significant improvement and expects that to continue in future reports.

5. Interpret needs of school personnel and students to the Board and:

- keep Board members informed of personnel problems and methods used to solve problems.

Superintendent: A U

School Board: A U

Reasonable Interpretation: The Board has adopted Operational Expectations for all support functions. Within many of these Operational Expectations, there are multiple sources of information about staff and students. The Superintendent should be able to synthesize the needs of both staff and students as expressed in the various Operational Expectations.

The Superintendent is ultimately responsible for the supervision, evaluation, and orderly work of more than 22,000 persons. While the School Board does not supervise these employees, the School Board should be aware of personnel issues that may impact the Superintendent's ability to meet performance expectations, that may impact the performance or well being students and staff, or that may have an impact in the community.

Indicators:

- Report annually the summary of the needs of school personnel and students.
- The Superintendent, in closed sessions, will discuss personnel problems and the methods being used to remedy those problems.
- The School Board will be informed of any personnel issue prior to any statements being released to the media.

Superintendent Statement of Condition:

Since we do not yet have complete data sets for our Operational Expectation indicators, it is not possible to provide a summary of the needs of the school personnel and students from that perspective. The Board has been informed of personnel problems and potential public issues about personnel in a timely manner.

Board Comments:

The Board understands that complete data sets are not available and are necessary in order to report on the needs of personnel and students. The Board agrees that the Superintendent has kept the Board informed of personnel issues in closed session.

Summary Statement of the Superintendent:**Summary Statement of the Board:****Summary Statement of the Board:**

The School board voted to accept the Superintendent's Operational Expectations Monitoring Report for Relationship with the Board at the June 11, 2007, work session as follows:

Motion: I move that the Board accept the Superintendent's relationship with the Board monitoring report, as presented, as evidence of his status of compliance with the School Board's expectations in the operational area.

Areas for Improvement:

Operational expectation #4

Areas of Commendation:

Date for Re-Monitoring: June 2008