

Fairfax County School Board
Operational Expectation and Goal Monitoring Report

A = acceptable condition U = unacceptable condition

RELATIONSHIP WITH THE BOARD

Period covered:

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 type="checkbox"/>	U	<input type="checkbox"/>
School Board:	A	<input 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 State of Condition:

Board Comments:

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 U
School Board: A U

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 utilize:

- 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 State of Condition:

Board Comments:

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 Level II, and III Board inquiries
- Solicitation of feedback from the School Board and Leadership Team about this expectation

Superintendent State of Condition:

Board Comments:

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

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 State of Condition:

Board Comments:

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

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 State of Condition:

Board Comments:

Summary Statement of the Superintendent:

Summary Statement of the Board:

Areas for Improvement:

Areas of Commendation:

Goal(s) for Accountability and Audit for School Year:

Date for Re-Monitoring: