



## Fairfax County School Board

# Strategic Governance Manual

*In October 2005, the Fairfax County School Board launched a bold new venture called the Strategic Governance Initiative. Although the product of the Board's work includes portions of the new strategic plan that are owned by the School Board (Beliefs, Vision, Mission, and Student Achievement Goals), the Initiative includes features that go far beyond a typical strategic plan.*

The Fairfax County School Board recognizes that the Board has a unique and important role to play in assuring that the school system achieves the results expected by the community and deserved by the students the school system serves. The Board also recognizes that as an elected Board that represents and serves the people of the county, it must design for itself a governing process that allows it to exercise its responsibilities in a manner that assures that the staff, under the authority of the Superintendent, has the freedom and authority to do its work without interference but also has full accountability for the results of its decisions. And, the Board accepts the challenge to perform its own duties with the same degree of excellence expected of the Superintendent and staff members.

In addition to specifying the results expected for students, the Board has stated operational expectations that are reasonable for the Superintendent and staff members to work within. The initiative includes those operational expectations as well as student achievement goals as measures of school system success. The Superintendent and staff members are empowered to develop strategies and action plans to achieve both the specified student achievement goals and the operational expectations.

School system performance in both areas will be monitored regularly throughout the year by the Board to assure that reasonable progress is being made toward achieving the student achievement goals and that the system is complying with the Board's operational expectations. And the Board will monitor its own performance just as rigorously in order to assure excellent performance at all levels, from the Boardroom to the classroom.

The Fairfax County School Board believes that the new Strategic Governance Initiative will assure that a very good school system will become an even better one.

This manual supersedes the following School Board policies, which are rescinded effective December 31, 2006 :

- 1520.1 School System Relationships with Other Agencies and Organizations
- 1803.3 Election of School Board Officers
- 1804.7 Committees of the School Board
- 1805.3 Duties, Responsibilities, and Authority of School Board Members and Officers
- 1806.2 School Board Ethics
- 1807.3 Orientation of New School Board Members
- 1808.3 Attendance at Conferences by School Board Members
- 1809.4 Salary, Compensation, and Reimbursement for School Board Members and the Student Representative
- 1811.1 School Board Attorney
- 1812.5 School Board Meetings—Types, Calendar, Notification
- 1813.1 School Board Meeting Procedures
- 1814.4 School Board Closed Meetings
- 1815.6 Citizen Presentations to the School Board
- 1816.6 School Board Agenda
- 1817.2 Minutes of School Board Meetings

# TABLE OF CONTENTS

	<u>Page</u>
Definitions.....	5
<b>Section 1: Student Achievement.....</b>	<b>7</b>
Beliefs .....	7
Vision .....	8
Mission .....	9
Student Achievement Goals .....	10
Academics .....	10
Essential Life Skills.....	11
Responsibility to the Community .....	12
<b>Section 2: Operational Expectations .....</b>	<b>13</b>
Human Resources .....	14
Professional Learning and Training.....	15
Budget and Financial Management.....	16
Technology.....	17
Accountability and Audit.....	18
Instructional Program and Treatment of Students .....	19
Facilities and Transportation Services .....	20
Community Relations .....	21
Relationship with the Board .....	22
<b>Section 3: Superintendent and Division Evaluation .....</b>	<b>23</b>
<b>Section 4: Board Roles and Responsibilities .....</b>	<b>24</b>
Governing Commitments and Processes.....	25
Governance Commitment.....	25
Board Member Code of Conduct .....	26
Policy Development and Review .....	28
Board Member Options for Issue Education, Advocacy, or Policy .....	29
Meeting Protocol .....	30
Role of the Chair .....	31
Annual Planning Cycle and Work Plan .....	33
Board Liaisons .....	34
Board Committees .....	35
Process for Addressing Violations of Policy or Governing Commitments.....	45

**Section 5: Appendices ..... 46**  
**A. Bylaws..... 46**  
**Fairfax County School Board..... 46**  
**School Board Members ..... 46**  
**Student Representative ..... 48**  
**Clerk and Deputy Clerk..... 48**  
**Meetings..... 49**  
**B. School Board/Staff Communication Process..... 55**  
**C. Sample Monitoring Report ..... 56**  
**D. Revision Notes ..... 59**

## **DEFINITIONS**

### **Beliefs**

**Beliefs** are the School Board's and the school system's value system. They serve as the corporate conscience that drives other decision-making.

### **Vision**

The **Vision** is a statement of how the school system is intended to look at a point in the future, assuming all goals are met and all parts of the district's strategic plan are successful. It is a statement intended to express both aspiration and inspiration.

### **Mission**

The **Mission** is the over-arching, ultimate goal for student achievement. It is the sum of more specific Student Achievement Goals, and will be the result of their attainment.

### **Student Achievement Goals**

**Student Achievement Goals** are the Board's statement of expected performance outcomes for students attending our schools. The Board will judge the overall success of the school system on the basis of reasonable progress toward achieving these goals, along with the system's compliance with the Board's stated Operational Expectations. Continuous monitoring by the Board will provide the means for judging reasonable progress toward achieving the Student Achievement Goals.

### **Operational Expectations**

While the Mission and Student Achievement Goals are the major drivers of what happens in the school system, the Board also has concerns about how the system operates. These **Operational Expectations** express those concerns to the Superintendent and staff. Continuous monitoring by the Board will provide the means for judging whether compliance with the Operational Expectations has been achieved.

### **Board Roles and Responsibilities**

The School Board views its role to be different from any other entity associated with the school system. That role is defined in this statement.

### **Board Governing Commitments and Processes**

In order to do its job effectively, the School Board must create for itself a governing culture that allows 12 very diverse individuals to function as a unit. That thoughtfully-crafted culture is reflected in these **Board Governing Commitments and Processes**. The Board commits itself to the same degree of excellence expected of the Superintendent and staff, and these provisions are the yardstick against which the Board will measure its own performance.

### **Superintendent and District Evaluation**

The Board has vested operational control of the school system in the Superintendent. The Board views the performance of the school system and the performance of the Superintendent to be the same. This section clarifies the basis and the means for evaluating the performance of both the school system and the Superintendent.

### **Reasonable Interpretation**

The Board expects the Superintendent to apply reasonable interpretations to its statements of Student Achievement Goals and Operational Expectations, and to present those interpretations to the Board as part of the monitoring process. The Board recognizes that strategic choices will be based upon those interpretations, and therefore the interpretations of the Superintendent must be reasonable. The Board further recognizes that there may be several potential interpretations to the Student Achievement Goals and the Operational Expectations, all falling within the realm of "reasonable." The Board will accept any interpretation made by the Superintendent, as long as the Board considers it to be reasonable.

### **Statement of Condition**

Each Operational Expectation of the Board will be monitored to determine whether the conditions actually existing in each operational area are consistent with the Board's stated expectations. In presenting monitoring reports, the Superintendent will provide information sufficient for the Board to understand and determine the acceptability of the conditions in each area.

# **BELIEFS**

## **We Believe in Our Children**

- Each child is important and entitled to the opportunity to realize his/her fullest potential.
- High expectations promote high achievement.

## **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

## **We Believe in Our Public Education System**

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

## **We Believe in Our Community**

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

# **VISION**

## **Looking to the Future**

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

## **Commitment to Opportunity**

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

## **Community Support**

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

## **Achievement**

Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities.

## **Accountability**

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## **MISSION**

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

# **STUDENT ACHIEVEMENT GOALS**

## **1. ACADEMICS**

**All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and in life. Students will:**

- 1.1. Achieve their full academic potential in the core disciplines of:
  - 1.1.1. English language arts:
    - 1.1.1.1. Reading.
    - 1.1.1.2. Writing.
    - 1.1.1.3. Communication.
  - 1.1.2. Math.
  - 1.1.3. Science.
  - 1.1.4. Social studies.
- 1.2. Communicate in at least two languages.
- 1.3. Explore, understand, and value the fine and practical arts.
- 1.4. Understand the interrelationship and interdependence of the countries and cultures of the world.
- 1.5. Effectively use technology to access, communicate, and apply knowledge and to foster creativity.

## **STUDENT ACHIEVEMENT GOALS (continued)**

### **2. ESSENTIAL LIFE SKILLS**

**All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. Working in partnership with school and family, students will:**

- 2.1. Demonstrate sound moral character and ethical judgment:
  - 2.1.1. Model honesty and integrity.
  - 2.1.2. Take responsibility for their actions.
  - 2.1.3. Keep their promises and commitments.
  - 2.1.4. Respect people, property, and authority.
  - 2.1.5. Exercise good stewardship of the environment.
  - 2.1.6. Protect others' health and safety.
  - 2.1.7. Show respect and understanding for the interests and opinions of others.
  - 2.1.8. Be capable of placing their own self-interests in perspective with the interests of others.
- 2.2. Be able to contribute effectively within a group dynamic.
- 2.3. Develop the resilience and self-confidence required to deal effectively with life's challenges.
- 2.4. Possess the skills to manage and resolve conflict.
- 2.5. Be inspired to learn throughout life.
- 2.6. Courageously identify and pursue their personal goals.
- 2.7. Develop practical life skills including but not limited to:
  - 2.7.1. Problem solving/critical thinking.
  - 2.7.2. Work habits and ethics.
  - 2.7.3. Financial competency.
  - 2.7.4. Self-sufficiency.
  - 2.7.5. Time management.
- 2.8. Make healthy and safe life choices.

## **STUDENT ACHIEVEMENT GOALS (continued)**

### **3. RESPONSIBILITY TO THE COMMUNITY**

**All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all. Students will:**

- 3.1. Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2. Be respectful and contributing participants in their school, community, country, and world.
- 3.3. Understand the purpose, role, and means of interaction with the different levels of government.

# **OPERATIONAL EXPECTATIONS**

The Superintendent will maintain a system that conforms to policies of the School Board, the regulations of the Virginia Department of Education, applicable county, state, and federal laws and regulations and ensures that procedures exist for the review and revision of these policies.

## **Operational Expectation Areas**

- 1. Human Resources**
- 2. Professional Learning and Training**
- 3. Budget and Financial Management**
- 4. Technology**
- 5. Accountability and Audit**
- 6. Instructional Program and Treatment of Students**
- 7. Facilities and Transportation Services**
- 8. Community Relations**
- 9. Relationship with the Board**

1. **HUMAN RESOURCES:** 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.

**A. Recruitment, Selection, and Retention. The Superintendent will:**

1. Recruit and hire qualified employees of diverse backgrounds.
2. Retain a highly qualified and diverse workforce with a reasonable annual turnover rate.
3. Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.
4. Administer appropriate and thorough background inquiries and checks prior to hiring.

**B. Staff Treatment. The Superintendent will:**

1. Encourage full use of talents and energies.
2. Establish a culture of respect that treats all staff members in a fair and balanced manner.
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.

**C. Staff Evaluation. The Superintendent will:**

1. Evaluate regularly all personnel based on job performance expectations aligned to the Board's goals and values.
2. Recognize excellence and provide constructive suggestions for improvement.

**D. Staff Compensation. The Superintendent will:**

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

**2. PROFESSIONAL LEARNING AND TRAINING: The Superintendent will provide superior training designed to increase individual and system effectiveness. The Superintendent will:**

1. Provide career enrichment and advancement opportunities.
2. Identify and develop strong leaders and ensure leadership continuity.
3. Support staff members in their efforts to help students meet high academic standards.

### 3. **BUDGET AND FINANCIAL MANAGEMENT**

A. **Budget:** The Superintendent will develop a balanced, clearly presented, needs-based budget that meets the community's expectations and the School Board's goals. Specifically, the Board expects:

1. A budget that reflects a multiyear perspective, analyzes the current financial condition of FCPS, and presents to the Board long-range financial needs and proposals to address advancement of Board priorities and annual goals.
2. A plan based on an analysis of each budget category in a five-year spread:
  - The amount received and spent during the previous three years.
  - The amount budgeted currently.
  - The amount budgeted for the next fiscal year.
3. Presentation of budget and reporting documents that identify significant trends and changes in a consistent, understandable format for Board and public understanding.
4. Knowledge of assumptions upon which the budget is based.
5. Support for Board development and governance needs.

B. **Financial Management:** The Superintendent will manage financial affairs in a fiscally accountable, transparent manner consistent with School Board budget and goals, maximizing effectiveness and conserving resources. The Superintendent will:

1. Allocate resources based on the budget.
2. Settle all debts in a timely manner.
3. Receive, process, and disburse funds under controls that are consistent with generally accepted accounting procedures.
4. Maintain complete and accurate financial records.
5. Base purchases upon prudent judgment and sound financial practice, including comparative pricing as appropriate, while taking into account long-term quality and cost.
6. Require an annual audit of all school division funds and accounts by an independent auditing firm presented to the Board.
7. Maintain reasonable insurance coverage on school division property and against liability losses to Board members, staff members, and the school division itself.

C. **Food and Nutrition Services:** The Superintendent will operate a child nutrition program within the Federal guidelines that promote healthy choices while remaining self-supporting.

**4. TECHNOLOGY: The Superintendent will use technology to support teaching, learning, and the Board's operational expectations and goals. The Superintendent will:**

1. Provide a comprehensive and functional technology infrastructure.
2. Provide technology capabilities that are useful for staff members and students.
3. Use technology to support diverse learning techniques and styles.
4. Provide a means for interactive communication between the school system, parents, students, and the community.
5. Provide information electronically about school and division programs and academic progress.
6. Provide a system to access relevant and current data by appropriate users.

5. **ACCOUNTABILITY AND AUDIT: The Superintendent will maintain a system that tracks, measures, and evaluates FCPS effectiveness in realizing student achievement and business processes, including both benefits and costs, in a timely manner. The Superintendent will:**

1. Evaluate all new programs and any programs identified by the Audit Committee and/or the School Board. That evaluation should recommend whether a program should be continued, modified, or discontinued based on its effectiveness and cost.
2. Cultivate an environment committed to continuous improvement.
3. Conduct a regular fiscal and performance audit of business functions.
4. Provide public access to audit results.

**6. INSTRUCTIONAL PROGRAM AND TREATMENT OF STUDENTS: The Superintendent will provide a learning environment and program of instruction, drawing on innovative and best practices, aligned to achieve the School Board's goals and meet the community's expectations. The Superintendent will:**

1. Provide equal educational opportunity in a safe, healthful, non-discriminatory, and secure environment for all students.
2. Meet the needs of all students, addressing their diverse learning techniques and learning styles.
3. Improve instructional programs and services based on research and best practices, while encouraging innovation.
4. Maintain school-based environments that foster collaboration among individual schools' stakeholders.
5. Measure effectively each student's progress toward achieving or exceeding performance standards.
6. Maintain a climate characterized by support and encouragement by all adults for high student achievement and student well-being.
7. Maintain a safe and healthful learning environment free from disruption and violence.
8. Appropriately involve stakeholders in curriculum development and the selection of instructional materials.

## 7. **FACILITIES AND TRANSPORTATION SERVICES**

- A. **Facilities:** The Superintendent will provide the necessary infrastructure to support instruction and operations and maintain safe, healthful, and up-to-date classrooms and work environments that support the instructional program. The Superintendent will:
1. Ensure facilities that are clean, sanitary, and safe.
  2. Use a preventive maintenance program to enable facilities to reach their intended life cycles.
  3. Provide for public use of facilities as long as student safety, student functions, and the instructional program are not compromised and use guidelines are administered consistently.
  4. Identify grade configurations and school attendance boundaries that assure reasonable balance of student enrollment, wise use of resources, and sound instructional practices.
  5. Establish a cycle of renovation and new construction that provides classroom capacity consistent with instructional programs and community and neighborhood needs.
- B. **Transportation:** The Superintendent will assure the transportation of all students in a safe and timely manner, to instructional programs for which they are eligible or that meet their needs, in a cost-effective manner.
- C. **Safety and Security and Emergency Preparedness:** The Superintendent will provide physical security and safety programs that ensure the protection of students, staff members, visitors, and FCPS property.

Ensure that updated emergency management plans are in place, that key personnel receive training as appropriate, and that a collaborative and effective working relationship is maintained with local, state, and federal emergency management representatives.

**8. COMMUNITY RELATIONS: The Superintendent will encourage and maintain effective communication, appropriate involvement, and active support of parents and our diverse community members in advocating for and achieving the FCPS mission and goals for student achievement. The Superintendent will:**

1. Involve parents and families as partners in the education of their children, providing an open, responsive, and welcoming environment that treats all people with respect, dignity, and courtesy.
2. Establish meaningful, regular, two-way communication between the school and home with processes for the effective handling of complaints.
3. Provide opportunities for citizen involvement with FCPS, including, as needed, the formation of committees that offer community advice and expertise.
4. Establish mutually beneficial partnerships with the business, industry, and nonprofit organizations in the community.
5. Establish cooperative, open relationships with the news media.
6. Establish effective working relationships with educational leaders in other local school systems, the Virginia Department of Education, postsecondary institutions, and national groups and officials.
7. Pursue effective and cooperative work with the County Board of Supervisors and county staff; local, state, and federal officials; legislative staffs; and agency officials in all levels of government.
8. Participate in diverse community activities and events as advocates for all students.

**9. RELATIONSHIP WITH THE BOARD: 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; and
  - promote a positive relationship in Board meetings.
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.
3. Encourage communication and cooperation between Board members and staff members so as to be responsive to concerns of Board members.
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.
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 AND DIVISION EVALUATION**

The Superintendent has two major responsibilities upon which he will be evaluated. Those responsibilities are to assure that the school system:

1. Makes reasonable progress toward achieving the student performance goals described by the Board in the school division's strategic plan.
2. Operates in a manner consistent with the Board's stated operational expectations and achieves the Board's identified target goals for improvement of operations.

The Board considers the overall performance of Fairfax County Public Schools in these two areas and the performance of the Superintendent to be the same. Therefore, the Board will evaluate the school division's performance and credit the Superintendent with the results of that evaluation.

Formative Evaluation: The Board will establish an annual calendar and work plan for its work, which will include scheduled monitoring throughout the year of each stated student goal, and scheduled monitoring of each operational expectation. The Superintendent will provide thorough and detailed monitoring reports as prescribed in the Annual Calendar (see the Appendix for a sample monitoring report). The Board will respond to each monitoring report indicating one of the following:

1. Acceptance of the report as evidence of satisfactory performance; or
2. Expectation for improvement based on the conclusion of a majority of the Board.

Summative Evaluation: In June, the Board will review the prior year's monitoring documents submitted by the Superintendent. The Board will use these reports as a basis to develop an overall summative evaluation document of the Superintendent's performance. The summative evaluation document will include areas for commendation as well as areas that require additional attention. Operational goals for the succeeding year will be decided on the basis of the summative evaluation.

External Monitoring: At its discretion, the Board retains the option of asking for external monitoring of any performance area, either student achievement goals or operational expectations, as a means for assessing performance.

## **BOARD ROLES AND RESPONSIBILITIES**

The role of the Fairfax County School Board is to direct Fairfax County Public Schools and focus the greater Fairfax County community toward ensuring the successful education of students, consistent with the vision and goals adopted by the School Board. To carry out that role, the School Board will:

1. Establish expectations for student achievement, provide resources to enable students to meet those expectations, and hold Fairfax County Public Schools accountable for student achievement.
  - a. Develop goals and rigorously monitor performance against approved benchmarks and toward identified goals.
  - b. Hire and regularly evaluate the performance of the Superintendent.
  - c. Adopt operating and capital budgets that support the Board's identified goals.
2. Represent and serve the interests of the citizens of Fairfax County.
  - a. Engage the community to solicit input about expectations for student achievement and preparation for the future.
  - b. Report regularly to the community on student achievement, operational goals and challenges, and initiatives to improve achievement and effectiveness of division operations.
  - c. Exercise stewardship of resources by monitoring the use of resources to ensure that operating and capital funds are spent wisely and effectively.
  - d. Ensure that Fairfax County Public Schools responds respectfully and in a timely manner to issues raised by members of the community.
3. Build coalitions with parents and guardians and with groups representing the diverse elements of the Fairfax County community.
4. Advocate for the needs of Fairfax County Public Schools—and the children it serves—with local, state, and federal elected and appointed officials and with the citizens of Fairfax County.
5. Respect the value and importance of employees and employee organizations.

# **GOVERNING COMMITMENTS AND PROCESSES**

## **Governance Commitment**

1. The primary purposes of the Board are to assure that FCPS achieves the Student Achievement Goals specified in this document and that the system operates effectively and efficiently as specified in the Operational Expectations section of this document.
2. The Board will hold itself accountable for its performance. The Board will monitor its performance periodically and engage in Board development to assure continuous improvement in its capacity to govern effectively. School Board members shall participate annually in professional development.
3. The Board will focus on strategic leadership rather than administrative details, observe clear distinction between Board and superintendent responsibilities, and give direction through majority decisions of the full Board rather than through individual decisions.
4. Communicate frequently and regularly with citizens in the communities, maintaining public trust through full and open communication.
5. The Board will govern and fulfill its commitments and will take action to prevent any officer, individual or committee from hindering its performance or prevent the Board from fulfilling its commitments.
6. The Board will govern legally, assuring that all actions are consistent with State and Federal laws and with the Board's own policies and commitments.

## **Board Member Code of Conduct**

The Board commits itself and its members to ethical, businesslike and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

1. Each member has the obligation to bring constituent issues or new initiatives to the Board or the Superintendent, depending on whether the issue involves the Board's role or the Superintendent's role. However, each Board member is obligated to act in the best interest of the school system as a whole. This obligation supersedes:
  - a. any conflicting loyalty a member may have to other advocacy or interest groups;
  - b. loyalty based upon membership on other boards or staffs;
  - c. conflicts based upon the personal interest of any Board member or any member of their family; or
  - d. any obligation to represent a particular constituency or subset of the county.
  
2. Board members may not attempt to exercise individual authority over the organization:
  - a. members will refer complaints back into the system, with notification to the Superintendent. Although members may assist constituents in navigating the system, members will not take personal responsibility for reaching any particular resolution;
  - b. members will not give personal direction to any part of the operational organization;
  - c. when speaking on behalf of the Board, members will communicate only explicitly-stated Board decisions.
  
3. To build trust among members and to ensure an environment conducive to effective governance, members will:
  - a. focus on issues rather than personalities;
  - b. respect decisions of the full Board;
  - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;
  - d. recognize the positive and negative aspects of dissent and shall refrain from public criticism of the motives, thinking, and philosophy of other members but may make their own views clear when in disagreement with a publicly stated opinion of the Board;
  - e. not publicly disparage the superintendent or staff;
  - f. make every reasonable effort to protect the integrity and promote the positive image of the system and one another;
  - g. never intentionally embarrass each other or the school system.

4. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board or the school system, especially those matters discussed in closed session. If, for any reason, a School Board member prefers not to participate in a confidential discussion that is authorized or has a conflict of interest with the subject under discussion, he or she should leave the meeting before it begins.
  
5. Avoid conflicts of interest and the use of School Board membership for personal gain or even the appearance of impropriety, which can result from that position. A School Board member should exclude himself or herself from discussion or votes on subjects pertaining to a potential conflict of interest in accordance with the State and Local Government Conflict of Interest Act.

## **Policy Development and Review**

The School Board is the entity responsible for policy review, amendment, and adoption. Any policy may be reviewed, amended, adopted, or rescinded by the Board at any time.

If a member wishes to initiate policy action, the member may notify the Board of the intended recommendation.

## **Board Member Options for Issue Education, Advocacy, or Policy**

The annual Strategic Governance calendar with its specific, scheduled reviews has been developed to ensure that key governance issues are considered at an appropriate time each year and are not left out. The calendar may be altered or added to at any time by the Board. Such changes may be made in a Board Forum, during a Monitoring Session or in a regularly scheduled meeting. In order to learn more about an operational, curriculum, or other issue of concern, Board Members have the following options available to them.

1. Contact the Superintendent
  - a. Call, write, or meet with the Superintendent
  - b. Utilize the Superintendent's School Board/Staff Communication Process (additional information is attached at Appendix B):
    - i. Level 1—Information
    - ii. Level 2—Research
    - iii. Level 3—Policy Research/Recommendation
  
2. Advocate at a Board Forum
  - a. Any Board member may bring any issue to a Board Forum where the Board member may speak or present an issue of concern or request for information.
  - b. For purposes of an effective discussion, it is recommended that the Board member:
    - i. Write a very brief summary; and
    - ii. Send the summary to Board members at least one day in advance.
  - c. Forum discussion will focus on the merits of considering the issue further in a more formal Board venue, such as a specific committee meeting, work session, or formal business meeting.
  - d. With the concurrence of a majority of the Board, the issue would be addressed in one of the following ways:
    - i. Refer the issue to the Superintendent for further research and response to the Board by e-mail or at a future meeting;
    - ii. Refer the matter to a committee for further consideration;
    - iii. Refer the issue to a future meeting for further consideration;
    - iv. The issue is withdrawn or no action is taken.
  
3. Address at a Board Meeting  
Request the Board's vote for an out-of-sequencing monitoring report on an area of significant concern.

## **Meeting Protocol**

1. To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will:
  - a. come to meetings adequately prepared;
  - b. identify issues of concern before the meeting, whenever possible;
  - c. circulate proposed motions and amendments, whenever possible, at least 48 hours before the meeting;
  - d. speak only when recognized;
  - e. not interrupt each other during debate;
  - f. not engage in disruptive and disrespectful side conversations;
  - g. minimize unnecessary repetition;
  - h. not monopolize the discussion;
  - i. address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
  - j. support the chair of the meeting's efforts to facilitate an orderly meeting;
  - k. communicate openly and actively in discussion and dialog to avoid surprises;
  - l. value equal participation of all members;
  - m. practice respectful body language;
  - n. listen actively when other members speak; and
  - o. not surprise or embarrass each other or members of the staff.
2. The Board will attend to consent agenda items as expeditiously as possible. An item may be removed from the consent agenda upon request of one member before the meeting is convened.
3. In order to share meeting leadership, two Board members per month will be responsible for managing and facilitating that month's scheduled work sessions.
4. The Board will monitor the effectiveness of its meetings through a debriefing process at the end of every meeting.

## **Role of the Chair**

The Board empowers the chair to provide leadership to the Board by ensuring the integrity of the Board's processes, exercising interpretive responsibilities with integrity, fairness and impartiality—reflecting the spirit and intent of the Board in its deliberations—and normally serving as the Board's official spokesperson.

The chair has the following authority and duties:

1. Support and monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization.
  - a. Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues;
  - b. Ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
  - c. Chair Board meetings with all the commonly accepted power of that position as described in *Robert's Rules of Order, Revised*;
  - d. Lead timely periodic self-assessments to ensure process improvement.
2. Facilitate sound Board decision making by anticipating and addressing board and member needs.
3. Compile and facilitate the Board's summative evaluation of the Superintendent.
4. Except as otherwise provided in the section authorizing committee chairs to speak for the Board on specific matters, represent the Board as appropriate and serve as spokesperson for the Board in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the chair. The chair may delegate this authority to other Board members when appropriate, but the chair remains accountable for such delegation.
5. Execute all documents authorized by the Board, except as otherwise provided by law.
6. With the advice and consent of the Board, appoint the chair and the vice chair and/or liaison of all Board committees.
7. With the advice of the Board, appoint the members of all ad hoc Board committees.
8. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual work plan.

9. The chair will appoint two Board members per month to manage and facilitate the scheduled work sessions.

The chair has no authority to supervise or direct the Superintendent except as authorized by the Board.

When the chair is not available, the vice chair shall perform the role and duties of the chair. The chair and vice chair shall work together to assure that the duties of the chair are accomplished effectively.

## **Annual Planning Cycle and Work Plan**

1. The Board will follow an annual planning cycle that includes a work plan that schedules continuing monitoring, review and refinement of all Student Achievement Goals, Operational Expectations, linkage meetings with community constituent groups, and activities to improve Board performance.
2. The planning cycle will end each year in July in order that administrative decision making and budgeting for the forthcoming year can be accomplished.
3. The planning cycle will start with the Board's development of its annual work plan for the next year, and will include:
  - a. Scheduled linkage discussions and consultations with selected groups and persons whose insights and opinions will be helpful to the Board;
  - b. Education discussions on governance matters, including, as appropriate, orientation of candidates and new Board members in the Board's governance process, and periodic discussions by the Board about means to improve its own performance;
  - c. Board development activities and topics, especially Board member skill-building and education related to the Board's work.
  - d. Scheduled monitoring of all Student Achievement Goals and Operational Expectations.

## **Board Liaisons**

1. The Board may designate one or more of its members to serve as a liaison in connection with a specified activity or area of interest to the Board. Within the scope of the Board's designation, each such liaison shall function individually and may perform his or her designated responsibilities independently. Unless otherwise specified, an individual liaison may prepare alternatives, implications, or recommendations for consideration by the full Board.
2. A Board liaison will not be appointed to direct or oversee school system staff. Nor will a Board liaison be designated or used to perform activities or functions assigned to the Superintendent.
3. No Board liaison may speak or act for the Board except when formally and expressly given such authority for specific and time-limited purposes.
4. Board liaisons are those listed here.
  - A. Standing liaisons supporting the Board's work:
    1. **Legislative Liaison**  
**Charge:** To guide the development of the Board's legislative program and to provide input to the VSBA legislative program in coordination with the Office of Government Relations; to advocate with the appropriate legislative and governmental bodies.  
**Staff Contact:** Director, Government Relations  
**Reporting Schedule:** During legislative session and as needed  
**Termination/Renewal Date:** annually on July 31
    2. **Budget Liaison**  
**Charge:** To work with the Superintendent and the Chief Financial Officer in clarifying and articulating the School Board's budgetary requirements and priorities to the Board of Supervisors and the community.  
**Staff Contact:** Chief Financial Officer  
**Reporting Schedule:** Monthly (October thru May)  
**Termination/Renewal Date:** Annually on July 31
  - B. Other liaisons as may be designated by the Board from time to time.

## **Board Committees**

1. The Board may create one or more committees of the Board to perform delegated functions or to advise the Board. Among other tasks which may be assigned, Board committees may assist the Board by preparing alternatives, implications, or recommendations for consideration by the full Board.
2. These provisions apply to groups that are formed by Board action, whether or not they are called committees and whether or not they include Board members.
3. Board committees will not be created to direct or oversee school system staff, which is the function of the Superintendent. Nor will Board committees be created or used to perform or support activities or functions assigned to the Superintendent. Any direction to the Superintendent related to a committee recommendation will come from the full Board.
4. No Board committee may speak or act for the Board except when formally and expressly given such authority for specific and time-limited purposes.
5. Board committee expectations and authority will be stated carefully by the Board to assure that committee authority will not usurp or conflict with the Board's own authority or conflict with the authority delegated to the Superintendent.
6. These rules do not apply to committees formed by the Superintendent to support the Superintendent's work.
7. Board committees are those listed here.

### **A. Standing committees supporting the Board's work:**

#### **1. Audit Committee**

**Charge:** To oversee the Office of Internal Audit and conduct an annual evaluation of the Audit Director; to review the annual audit plan and audit budget prepared by the office and submit its recommendation to the School Board; and to review audit reports and proposals and take action to implement recommendations or forward them to the School Board, as appropriate. The School Board shall have final approval authority in regard to the audit plan, the audit budget, and the implementation of any significant recommendations.

**Members:** Two School Board members, Superintendent, and Deputy Superintendent; the Chief Financial Officer is a non-voting participant.

**Staff Liaison:** Internal Auditor

**Reporting Schedule:** Monthly

**Termination/Renewal Date:** Annually on July 31

2. **Governance Committee**  
**Charge:** To support the work of the Board as that work is defined in the Strategic Governance Manual, including the following: 1) to define governing values and process recommendations for Board action; 2) to develop formats and processes for Board meeting debriefing and Board self-assessments on a regular and periodic basis; 3) to monitor a current one-year calendar of Board work to include: operational expectations, student achievement goals, Board governing principles and commitments, and Board development topics; 4) to review and recommend to the Board proposed modifications to the manual; and 5) to coordinate with consultants retained to support the Board in its work.  
**Members:** Four School Board members  
**Staff Liaison:** Superintendent and the Clerk of the School Board  
**Reporting Schedule:** Following each meeting of the committee  
**Termination/Renewal Date:** Annually on July 31
  
3. **Linkage Committee**  
**Charge:** To plan strategies, topics, timelines, and other matters related to Board/community dialogue and to coordinate physical logistics related to the Board's outreach to stakeholders.  
**Members:** Four School Board members  
**Staff Liaison:** Director, Office of Community Relations, and the Clerk of the School Board  
**Reporting Schedule:** As needed  
**Termination Date:** Annually on July 31
  
4. **Other committees as may be designated by the Board from time to time.**

**B. Legally Required Committees:**

**1. Advisory Committee for the Gifted and Talented**

**Purpose:** Va. Code §22.1-18.1—Each school board shall appoint, in accordance with the regulations of the Board of Education, a local advisory committee on gifted education. The local advisory committee on gifted education shall annually review the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented.

**Current Focus:** Recommend guidelines for creating school-based GT centers.

**Members:** The School Board shall appoint 30 members to the committee to include parents, teachers, community members, and the coordinator of the program for gifted and talented students. Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives shall be nominated for appointment as follows:
  - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
  - (2) One by each of the following community organizations:
    - (a) Fairfax County Association for the Gifted
    - (b) Fairfax County Council of PTAs
    - (c) League of Women Voters of the Fairfax Area
    - (d) American Association of University Women
    - (e) Fairfax County Chamber of Commerce
    - (f) Fairfax County Federation of Citizens Associations
    - (g) Human Relations Advisory Committee
- b. Staff representatives on the committee shall be nominated by the Division Superintendent for appointment as follows:
  - (1) Three teachers: one elementary school, one middle school, one high school
  - (2) Six principals: one elementary school, one middle school, and one high school from the principal associations and one elementary school, one middle school, and one high school selected by the cluster directors.
  - (3) The coordinator of the program for gifted and talented students.

**Staff Resource:** Coordinator, Gifted and Talented Program

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

2. **Advisory Committee for Students with Disabilities**

**Purpose:** 8 VAC 20-80-90-E—A local advisory committee for special education, appointed by each local school board, shall advise the school board through the division superintendent. The composition of the committee shall include parents of children with disabilities and persons with disabilities.

**Current Focus:** Explore the issue of training for both special education and general education teachers and aides and others who may work with children and parents; address whether the training should be mandatory.

**Members:** The School Board shall appoint 33 members to the committee, including parents of students with disabilities, persons with disabilities, and other interested individuals. Any individual who is paid by Fairfax County Public Schools, whether as an employee, as a consultant, or in any other capacity shall be ineligible for membership on the committee. Local school division personnel shall serve only as consultants to the committee. Members of the advisory committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
- b. One parent of a student with disabilities representing each of the eight Fairfax County Public Schools (FCPS) administrative clusters.
- c. One representative by each of the following community organizations:
  - (1) Fairfax County Council of PTAs
  - (2) League of Women Voters of the Fairfax Area
  - (3) Fairfax Area Disability Services Board
  - (4) Fairfax-Falls Church Community Services Board
  - (5) Fairfax County Medical Society or Fairfax County Health Department
  - (6) The Fairfax County Federation of Citizens' Associations
  - (7) Parent Educational Advocacy Training Center
- d. One representative from each of the following community programs providing services for students with disabilities:
  - (1) Preschool, Part C program under IDEA (Individuals With Disabilities Education Act)
  - (2) Career and transition programs and services
  - (3) Higher education
  - (4) Assistive technology
  - (5) Fairfax County Therapeutic Recreation Services

**Staff Resource:** Director, Office of Special Education

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

3. **Career and Technical Education Advisory**

**Purpose:** 8 VAC 20-120-50—Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application.

**Current Focus:** Consider future trends and review and make recommendations about the CTE models for the future in keeping with the School Board's new Strategic Governance initiative.

**Members:** The School Board shall appoint a maximum of 30 members to the committee. Members of the advisory committee shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives on the committee shall be nominated for appointment by the following:
  - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
  - (2) One by the Fairfax County Council of PTAs.
  - (3) Remaining committee members appointed by the Fairfax County School Board from a list of representatives from business, industry, and labor who have been nominated by a selection committee under the guidelines of the advisory committee bylaws.
- b. The assistant superintendent for instructional services and the director of career and technical studies shall be continuous ex officio members and advisors to the committee.

**Staff Resource:** Director, Office of Career and Technical Studies

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

4. **School Health Advisory**

**Purpose:** Va. Code §22.1-275.1—Each school board shall establish a school health advisory board of no more than twenty members which shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. The advisory board shall assist with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.

**Current Focus:** Research the physiological requirements of elementary-age children to periodically be active, the recommendation from the Healthy Kids Initiative, and compare those to the current FCPS elementary school schedule to determine if they are in conflict, if the elementary schedule is counterproductive to learning, and whether the schedule should be changed to work in conjunction with the physical needs of children.

**Members:** The School Board shall appoint 20 members to the committee. At the request of the Fairfax City School Board, a resident of Fairfax City, selected by the Fairfax City School Board, shall be included. Members shall be appointed by the School Board in July for two-year terms and may succeed themselves.

- a. Citizen representatives shall be nominated for appointment as follows:
  - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.
  - (2) One representative from the Fairfax County Council of PTAs
  - (3) One representative from the Fairfax County Health Department
  - (4) One representative from the Northern Virginia Pediatric Society or the Medical Society of Northern Virginia
  - (5) One Fairfax City resident selected by the Fairfax City School Board of PTAs
- b. Staff representatives on the committee shall be nominated by the Division Superintendent for appointment as follows:
  - (1) Two school-based administrators
  - (2) One representative from the Department of Special Services.

**Staff Resource:** Director, Office of Student Services

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

## 5. **Family Life Education Curriculum**

**Purpose:** 8 VAC 20-131-170—Each school may implement the Standards of Learning for the Family Life Education program promulgated by the board or a Family Life Education program consistent with guidelines developed by the board, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.

**Current Focus:** Provide advice and counsel to curriculum coordinators as they develop goals, objectives, instruction programs and assessments, and teacher training for the subject areas.

**Members:** The committee shall consist of teachers, school-based administrators, cluster and central office staff members, and community members. Members shall be representative of all instructional levels, special programs as appropriate, and clusters.

**Staff Resource:** Director, Office of Middle School Instruction

**Reporting Schedule:** Annual

**Duration of Term for Board Appointees:** One year (ending on June 30)

**C. Other Committees:**

**1. Minority Student Achievement Oversight**

**Purpose:** The committee shall be responsible for monitoring the implementation of the following: a) proposed solutions contained in the MSA Joint Committee Action Plan under Instruction, Organizational Structure, and Parent and Community Involvement; b) staff development; c) accountability measures; and d) determining whether the approaches undertaken are consistent with the guiding principles. The committee's work may include such activities as focus groups and data review. Because of confidentiality issues, discussion of individual records or situations is not within the scope of the committee's responsibilities.

**Current Focus:** Develop an action plan to focus on community and parental involvement, education, and awareness in order to support student achievement.

**Members:** The School Board shall appoint 39 members of the committee divided among school staff members, parents, community members, and students. Members shall be appointed by the School Board for two-year terms and may succeed themselves. Nominations may be given by interested parents and community groups. Membership shall be broadly diverse in racial and ethnic composition, shall represent various levels of responsibility of school staff members, and shall be geographically representative.

- a. Twenty-four parents, community members, and students:
  - (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and two student members by the student representative.
  - (2) One Human Relations Advisory Committee representative
  - (3) One representative from the Superintendent's Community Advisory Council
  - (4) One representative from the County Council of PTAs
  - (5) One representative from the ESL Advisory Committee
  - (6) One representative from the College Partnership Advisory Board
  - (7) One representative from the Citizen Advisory Committee for the Gifted and Talented
  - (8) Four representatives nominated from community organizations, including the NAACP
- b. Fifteen school staff members:
  - (1) Four administrative staff members representing the following departments or offices: student services and special education, parenting education, instruction, and the Superintendent's office

- (2) Three principal representatives from the principal associations
- (3) Eight staff members representing the clusters: teachers, counselors, and administrators

**Staff Resource:** Department of Accountability

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

## 2. **Adult and Community Education**

**Purpose:** The committee represents the community and brings to the School Board's attention resource and programmatic issues associated with adult education and pre-K through 12 education beyond the school day.

**Current Focus:** Provide observations and recommendations regarding the courses and services that should be offered by the Office of Adult and Community Education and that meet the stated needs of Fairfax County's citizenry. The committee should use the recently completed ACE Audit Report as a key resource, as well as direct community input. Develop a community communications plan that will ensure effective community information and input over time into the courses and services offered by ACE.

**Members:** Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves. One representative is nominated by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.

**Staff Resource:** Director, Adult and Community Education

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

## 3. **Human Relations**

**Purpose:** The committee shall respond to charges given by the School Board and shall bring to the School Board's attention human relations issues associated with education that may arise from the charges.

**Current Focus:** Identify and meet with a variety of stakeholders in the county's diverse ethnic and religious communities in order to solicit suggestions for actions the School Board could take to engage and maintain their involvement; identify best practices in our schools that engage stakeholders within our global community.

**Members:** Members of the committee shall be appointed by the School Board in July for two-year terms and may succeed themselves. Members of the advisory committee shall be nominated as individuals concerned with promoting good human relations as part of excellence in education. The committee shall be composed of up to 40 members as follows:

- a. One representative nominated by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and two student members by the student representative.

- b. The following organizations shall be invited to submit names of individuals interested in the work of the committee:
- (1) Advisory Committee for Students With Disabilities
  - (2) American-Arab Antidiscrimination Council--metro area
  - (3) Elementary School Principals' Association
  - (4) Fairfax County Chamber of Commerce
  - (5) Fairfax County Council of PTAs
  - (6) Fairfax County Federation of Citizens Associations
  - (7) Fairfax County Federation of Teachers
  - (8) Fairfax County Human Rights Commission
  - (9) Fairfax Education Association
  - (10) Hispanic Committee of Virginia
  - (11) Korean-American Alliance
  - (12) League of Women Voters-Fairfax chapter
  - (13) Middle School Principals' Association
  - (14) National Association for Advancement of Colored People (NAACP)-Fairfax chapter
  - (15) Organization of Chinese Americans-Northern Virginia chapter
  - (16) Secondary School Principals' Association
  - (17) Support Services Employees' Advisory Council
  - (18) Vietnamese Committee of Washington, Maryland, and Virginia
- c. The Office of Equity and Compliance may recommend up to six other nominees interested in the work of the committee, among whom could be representatives of religious organizations.
- (1) The term of the representative of any employee organization shall be one year.
  - (2) Members whose terms have expired may be reappointed.

**Staff Resource:** Office of Equity and Compliance

**Reporting Schedule:** Annual

**Duration of Term:** Two years (ending on June 30)

#### 4. **District Advisory Council Title I**

**Purpose:** The federal Improving America's Schools Act of 1994 requires that a school district consult with teachers and parents as the district designs and implements its Compensatory Education Title I program.

**Current Focus:** Find and recommend ways to increase parental involvement.

**Members:** The District Advisory Council (DAC) shall be composed of the elected chairpersons of local school advisory councils. Parents whose children are currently receiving compensatory education services must make up at least 51 percent of the DAC.

**Staff Resource:** Instructional Services

**Reporting Schedule:** Annual

**Duration of Term:** One year (ending December 31)

5. **FECEP/Head Start**

**Purpose:** The federal Head Start Program Performance Standards require a formal structure of program governance that provides parents and other community representatives with the authority and opportunity to participate in shared decision-making concerning the program design and implementation.

**Current Focus:** Find and recommend ways to increase parental involvement.

**Members:** Membership shall be composed of at least 51 percent parents of children currently enrolled in FECEP and 49 percent community representatives appointed at large with the approval of elected parent representatives. A parent representative and an alternate to the committee shall be elected by the parent committee of each FECEP school. Community representatives may represent agencies (public and private) and civic or professional organizations that have a concern for children of low-income families. They may also be former FECEP parents. All representatives of the community shall be approved by elected members of the committee. FECEP staff members shall not serve on this committee in a voting capacity.

**Staff Resource:** Instructional Services

**Reporting Schedule:** Annual

**Duration of Term:** One year (ending December 31)

## **PROCESS FOR ADDRESSING VIOLATIONS OF POLICY OR GOVERNING COMMITMENTS**

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies and Governing Commitments. In the event of a member's willful and continuing violation, the Board will seek remedy by applying any of the following measures:

- A. Conversation in a private setting between the charged member and the Board chair or other individual member;

*If a Board member perceives that a fellow member has violated the policies or commitments of the Board, that member may address his concerns with the member who is perceived to be in violation. Alternatively, the member may refer the concern to the Board chair. If the Board chair is suspected of the violation, the concern would be referred to the Vice chair. The purpose of this step is to attempt to resolve any perceived violations at the lowest possible level, involving the fewest number of individuals.*

- B. Discussion in a private session between the charged member and the full Board (if permitted by law);

*In the event of additional violations by the same member, any member of the Board may request the chair schedule a closed session discussion with the charged member. The charged member will be notified in writing by the chair at least three workdays prior to the closed meeting of the entire Board, and will be provided with a statement of the alleged violation. The closed meeting will be announced in advance and convened upon vote of the majority of the School Board members in attendance in public session. The meeting may be attended by School Board members and the School Board attorney.*

- C. Possible removal from any leadership or committee positions to which the charged member has been appointed or elected;

*If action is to be taken by the Board majority to remove the charged Board member from any appointed or elected position, the Board shall reconvene in open session immediately after the conclusion of the closed meeting and shall take a recorded vote on any such action.*

- D. Public censure of the charged member of the Board.

*If the majority of the School Board members determine that it is in the best interest of protecting the public image and credibility of the School Board or division to reprimand the violating member in public, such vote and statement of separation from that individual's actions will be made in public session immediately following the closed meeting discussion.*

# APPENDICES

## A. BYLAWS

### I. Fairfax County School Board

The School Board must approve the use of the name "Fairfax County School Board" as a sponsor or participant in any activity, program, or publication sponsored, in whole or in part, by persons or groups outside of the school system.

### II. School Board Members

#### A. Officers

The chair and the vice chair of the School Board shall be elected by the School Board members during the organizational meeting, which is the first regular business meeting held in January, and shall serve until their successors are elected at the next year's organizational meeting. The chair shall sign all travel reimbursement forms including transportation, room, and board for Board members. The vice chair shall sign travel reimbursement forms for the chair.

#### B. Salary and Reimbursement

##### 1. Annual Salary

School Board members shall receive an annual salary, not to exceed the limit established by the General Assembly, approved by the School Board in accordance with the Code of Virginia. The chair of the School Board shall receive an additional annual stipend of \$1,000, as permitted by law.

##### 2. Travel Reimbursement

Board members shall be reimbursed for necessary travel incurred while on authorized School Board business at the same rate per mile as that paid employees. They also shall be reimbursed for all necessary expenses incurred while attending School Board-related conferences, meetings, or workshops, including transportation, meals, room, and registration fees. The School Board office, upon request, shall make arrangements for members to attend conferences and meetings. All necessary expenses of attending, including transportation, meals, room, and registration fees, shall be charged against School Board-appropriated funds.

## **C. Orientation**

### **1. Attendance at Meetings**

In the interim between being elected and actually assuming office, new Board members shall be invited to attend all meetings and functions of the Board and shall receive pertinent materials normally sent to Board members.

### **2. School Division Operations**

Meetings shall be scheduled with the assistant superintendent for each department and appropriate cluster and with the School Board attorney for the primary purpose of orienting each new Board member to his or her responsibilities, to the operation of the school division, and to school division policies and concerns.

### **3. Strategic Governance Training**

The chair or his designee will arrange for training in Strategic Governance for all official candidates for the School Board.

### **4. Publications and Documents**

New Board members shall be provided with copies of all appropriate publications and documents. Fairfax County Public Schools directives and the Board of Education regulations are available on the Internet at [www.fcps.edu/Directives](http://www.fcps.edu/Directives) and [www.pen.k12.va.us/VDOE/VA Board/home.shtml](http://www.pen.k12.va.us/VDOE/VA Board/home.shtml) respectively.

## **D. Travel for Outgoing Board Members**

School Board members in the last two months of their terms, who will not be returning to the Board for the following term, may be reimbursed for travel to conferences and meetings if they will be representing the School Board and the chair has approved their travel in advance. The School Board will reimburse travel and expenses for School Board members-elect prior to their assuming office if the Board chair determines in advance that such travel and expenses will contribute to their professional growth as Board members or will otherwise benefit the School Board.

**E. Consultation with School Board Attorney**

School Board members wanting to seek legal advice on a legal matter shall be encouraged to contact the School Board chair, the Division Superintendent, or the division counsel first to determine whether a staff member is able to answer an inquiry before referring it to the School Board attorney.

**III. Student Representative**

The student representative is not a member of the School Board but serves in a nonvoting, advisory capacity, representing the interests of the students of Fairfax County Public Schools. The student representative is elected by February 15 by a convention of the Student Advisory Council (SAC) for a one-year term beginning July 1. The student representative shall sit with the Board members at the Board table, participate in the discussion, and serve as liaison to the SAC. The student representative shall receive compensation for attendance and participation in all public meetings not to exceed \$50 per day. The student representative shall also be reimbursed, with the approval of the School Board chair, for any expenses incurred while on School Board business.

**IV. Clerk and Deputy Clerk**

The School Board shall appoint, and evaluate the performance of, the Clerk of the School Board. The School Board clerk shall be responsible for efficiently and effectively managing the School Board Office and for:

- A. Keeping full and accurate records of the proceedings of the Board and arranging for the safekeeping of such records, other documents, and correspondence pertaining to the actions and proceedings of the Board;
- B. Signing and certifying for the Board official documents which may be required in the conduct of the business of the school system;
- C. Discharging such other duties in connection with the business of the school division as may be required of him or her by the County School Board or State Board of Education.

The Board shall appoint deputy clerks to act when the clerk is not available.

## **IV. Meetings**

All gatherings of School Board members when sitting as a body or entity, or as an informal assemblage of three members or more, wherever held, with or without minutes being taken, whether or not votes are cast, are "meetings" under Virginia law, except for a gathering or attendance of any members of the School Board at any place or function where no part of the purpose of such gathering or attendance is the discussion or transaction of School Board business, and such gathering or attendance was not called or rearranged with any purpose of discussing or transacting any business of the School Board. With the exception of closed meetings called pursuant to the Virginia Freedom of Information Act, all meetings shall be open to the public and held in a location accessible to the public. Minutes shall be kept for all open meetings. Notice shall be posted at least three days prior to the meeting. [Code of VA §2.2-3707]

### **A. Types of Meetings**

#### **1. Annual Organizational Meeting**

The annual meeting of the School Board shall be the first regular meeting in January, at which time officers shall be elected. Procedural actions may be taken to set School Board member compensation; to appoint clerks and agents of the School Board; to designate individuals to sign legal documents; to retain legal counsel; to organize School Board committees; and to designate the regular business meeting schedule.

#### **2. Regular Meetings**

Regular meetings of the School Board shall be held twice a month at 7 p.m. in the School Board room at Jackson Middle School, 3020 Gallows Road, Falls Church, Virginia, unless otherwise announced. All meetings shall be open to the public except when the School Board is in closed meeting as described in #5 below.

#### **3. Special Meetings**

Special meetings of the School Board may be called by the chair, or at the request of any two School Board members or the Division Superintendent, provided that all members are notified of the time and purpose 48 hours prior to the meeting unless a majority of the School Board agrees to meet upon shorter notice. Notice, reasonable under the circumstance, of special or emergency meetings shall be given to the public and the media at the same time the notice is provided to the members of the School Board.

#### 4. Work Sessions

The School Board may convene a work session as needed. Any action taken at such meetings will be announced at the next regular or special meeting of the School Board.

#### 5. Closed Meetings

Closed meetings are permitted by statute to discuss specific matters as provided by law. The Code of Virginia permits closed meetings in order to discuss specific topics in private. Closed meetings must be convened by vote of the majority of the School Board members in attendance in public session. Closed meetings of three-member committees of the School Board are held regularly throughout the school year and at other times, as required, in order to hear student disciplinary cases. Times of such closed meetings are posted at the School Board office. No action taken in a closed meeting shall become effective unless confirmed in public by School Board vote at a regular or special meeting.

##### a. Certification of Closed Meeting Compliance

At the conclusion of each closed meeting, the School Board shall reconvene in open session immediately thereafter and shall take a recorded vote to be included in the minutes of that meeting certifying that, to the best of the members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements and (ii) only such public business matters as were identified in the action by which the closed meeting was convened were heard, discussed, or considered in that meeting by the School Board. Any member of the School Board who believes that there was a departure from those requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

##### b. Confirmation of Actions Taken in Closed Meeting

No actions taken in a closed meeting shall become effective unless the School Board reconvenes in open meeting and takes a vote of its membership on such action, which shall have its substance reasonably identified in the open meeting.

c. Attendance

Closed meetings may be attended by School Board members, the School Board attorney, the Division Superintendent, and the School Board clerk. The School Board may permit nonmembers to attend a closed meeting if such persons are deemed necessary or if their presence will reasonably aid the School Board in its consideration of a topic that is the subject of the meeting. The School Board may vote to dispense with the attendance of the Division Superintendent or his or her designee at a special closed meeting of the School Board.

6. Public Hearings

The School Board may convene a public hearing as needed. A School Board committee may hold public hearings with prior School Board approval.

7. Recessed or Adjourned Meetings

Meetings may be recessed and resumed at a later time or date. Such a meeting shall serve as a continuation of an established meeting and not a new one. Any meeting of the School Board may be adjourned to a specified time and place.

**B. Meeting Procedures**

1. Quorum

The School Board chair shall call the meeting to order at the appointed time and place, if a quorum is present, to transact business according to the agenda. At any meeting of the School Board, a majority of the members shall constitute a quorum for the purpose of convening a meeting.

2. Parliamentary Procedure

The Board shall observe *Robert's Rules of Order, Revised*.

3. Agenda

An agenda for each regular School Board meeting shall be prepared under the direction of the School Board chair in consultation with the Division Superintendent. School Board members wanting to have an item included on the agenda shall contact either the School Board chair or the clerk with the request. The Division Superintendent or individual School Board members may bring up new business not listed as part of the agenda. The chair has the prerogative to limit or

postpone discussion of new business until the next scheduled School Board meeting unless overruled by a majority of the School Board.

The agenda and all supporting documents and information shall be made available to the School Board and the public and posted to the web at least five days in advance of the meeting.

#### 4. Voting

All voting on motions or resolutions shall be by voice vote or hand sign, and the chair shall announce the vote for the record.

#### 5. Public Notification of Meetings

The School Board clerk, in consultation with the School Board chair and the Division Superintendent, shall publish, in July, an annual calendar of meeting dates. Notice of all School Board meetings shall be given to the public to include electronic and televised announcements through the media and posted in a prominent place in the School Board Office. Additions or deletions of meeting dates shall be made to the calendar throughout the year, as necessary.

### **C. Citizen Participation**

Members of the community are invited and encouraged to attend public meetings of the School Board to observe its deliberations.

#### 1. Regular Meetings

Fairfax County residents who want to address either a new business or an action item, as listed on the School Board regular meeting agenda, may do so only online between 6 and 11 a.m. on the Monday preceding the meeting; after 11 a.m. on that Monday, citizens may sign up online or by calling the School Board office at 571-423-1075. The list consists of a maximum of ten speakers, first come, first served. The list closes when the maximum number is reached or at 4:30 p.m. on the day before the regular meeting. Unfilled spaces may be assigned on a first-come, first-served basis thirty minutes before the meeting is called to order. Requests should be made to the deputy clerk of the School Board. Citizens signing up for these unfilled spaces may address any school-related topic. Individuals shall limit their remarks to three minutes; additional written information may be submitted (20 copies). The School Board will not hear statements involving cases under litigation, issues that have been scheduled for public hearings, or complaints regarding individual employees or students.

## 2. Public Hearings

Procedures for signing up to speak at a public hearing are the same as those for being placed on the speakers list for a regular meeting. The speakers list for hearings shall be closed at 4:30 p.m. on the workday immediately preceding the day of the hearing. Only citizens who have signed up in advance shall have an opportunity to speak at public hearings.

## 3. Substitute Speakers

In the event a scheduled speaker cannot attend, a substitute speaker may present his or her remarks. If a scheduled speaker wishes to relinquish their slot to someone else, he or she should call the School Board Office no later than 4 p.m. on the day of the meeting. No one person shall be permitted to substitute for more than one speaker on the list and no one person shall be permitted more than one slot on the speakers list.

## 4. Written Communications

The opportunity to speak at Board meetings is only one way for people to present their views to the School Board. The Board welcomes correspondence from community members, and written comments may be presented to the Board by delivering such material to the School Board Office, 8115 Gatehouse Road, Falls Church, VA 22042, or by electronic mail to [SchoolBoardMembers@fcps.edu](mailto:SchoolBoardMembers@fcps.edu).

### **D. Minutes**

1. The minutes of open meetings of the School Board shall include:
  - a. The date, time, and location of meeting;
  - b. The Board members recorded as Absent or Present (including late arrival or early departure);
  - c. A notation of the presence or absence of the Division Superintendent and/or of the student representative to the Board;
  - d. A record of any corrections to the minutes of the previous meeting; and
  - e. A summary of discussions on matters proposed, deliberated, or decided and a record of any votes taken. The minutes shall be permanently retained and indexed for reference purposes. The exhibit files (agendas, minutes, and all supporting documentation) for all open meetings shall be permanently retained.

## 2. Record of Closed Meetings

The School Board clerk shall attend closed meetings (unless expressly excused) for the purpose of taking brief notes that may include: date, time, and location of the meeting; a record of all persons in attendance; itemization of issues discussed; materials distributed; and any action taken (including motion and vote). These notes shall not be transcribed or distributed but shall be maintained separately in the School Board office and shall be made available, upon request, to Board members and other individuals permitted to be present at the closed meeting in accordance with statutes governing closed meetings. Closed meetings shall not be tape-recorded.

## **B. SCHOOL BOARD/STAFF COMMUNICATION PROCESS**

### **Level I – INFORMATION**

Requests: Routine, readily available information, quick response, copy of report that has already been generated, constituent need/information.

Process: Request may be made directly to the appropriate Leadership Team (LT) member. If the request is made by e-mail, please copy the Superintendent and Clerk of the Board (Pam Goddard). NOTE: If request is by phone, in person, or other-there is no need to inform the Superintendent.

### **Level II - RESEARCH**

Requests: Preparation of talking points, reports, or other correspondence; any request for analysis (i.e., hiring process, discipline data, or test scores; updates on programs or initiatives; etc.); any other request that requires staff time to generate a new document; includes requests for staff support to attend meetings scheduled by Board members.

Process: Request must be made in writing-via FDO ("From the Desk Of" memo) or, occasionally, e-mail--directly to the Superintendent, who will coordinate with the appropriate LT member, taking into consideration prioritization with normal duties, establishing reasonable response time, and linking with Strategic Targets, etc. NOTE: These requests are routed from the School Board Office.

SPECIAL NOTE: If a level II request is sent directly to an LT member, the LT member should respond to the School Board member that "the Superintendent has asked that all Level II requests come through him" and, therefore, the request will be forwarded to him.

### **Level III - POLICY RESEARCH/RECOMMENDATION**

Requests: Analysis of current/future policy or issue requiring School Board attention.

Process: Referred to School Board for review and appropriate direction to Superintendent. NOTE: There will be a discussion with Superintendent and School Board members to decide on the level of Board interest before request is sent to staff. The hope is that many issues will be handled by discussion.

## C. SAMPLE MONITORING REPORT

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

### TECHNOLOGY Period covered:

The Superintendent will use technology to support teaching, learning, and the Board's operational expectations and goals. The Superintendent will:

1. Provide a comprehensive and functional technology infrastructure.

Superintendent: A  U   
School Board: A  U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

2. Provide technology capabilities that are useful for staff members and students.

Superintendent: A  U   
School Board: A  U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

3. Use technology to support diverse learning techniques and styles.

Superintendent: A  U   
School Board: A  U

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

4. Provide a means for interactive communication between the school system, parents, students, and the community.

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

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

5. Provide information electronically about school and division programs and academic progress.

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

Reasonable Interpretation:

Superintendent Statement of Condition:

Board Comments:

6. Provide a system to access relevant and current data by appropriate users.

Superintendent:    A             U   
School Board:        A             U

Reasonable Interpretation:

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 Technology for School Year:

Date for Re-Monitoring:

## D. REVISION NOTES

1. March 8, 2007  
Section 2, p. 14, Human Resources, move B4 to p. 15, Professional Learning and Training, #3  
Section 4, p. 34-36 Board Liaisons and Board Committees (page numbers revised from p. 34 on)  
Appendix D, Revision Notes, added, p. 59
2. October 11, 2007  
Section 4, p. 38, Advisory Committee for Students with Disabilities, d.(5)  
Fairfax County Therapeutic Recreation Services added
3. October 25, 2007-Remove the following Notes:  
Section 4, p. 37.  
*7.B. Legally Required Committees (page 37): NOTE: Unless otherwise noted in the Charge, all legally-required committees are deemed to support the work of the Superintendent. These committees will function for the remainder of the 2006-2007 school year as Board committees. Beginning with the 2007-2008 year, the committees will interface with appropriate staff and will issue any required reports to the Board through the Superintendent. The Superintendent will transmit the reports to the Board, along with the Superintendent's response. While the Board will appoint members of the committee, the Superintendent may appoint additional community members if their appointment will enhance the committee's work.*  
  
Section 4, p. 41.  
*7.C. Other Committees (page 41): NOTE: The following committees exist at the current time and are maintained for the balance of the year. Following the conclusions of the current term, these committees will be continued at the discretion of the Board and/or the Superintendent. Should the Board decide to continue any of the committees as Committees of the Board, the Board will carefully define their role and their purpose to assure that they meet the Board's definition of Board Committees.*