

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

A = acceptable condition   U = unacceptable condition   D = defer  
[Rating of U or D must include rationale under Superintendent  
Statement of Condition or Board Comments]

**COMMUNITY RELATIONS**

Period covered: July 1, 2008 – June 30, 2009

**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:**

**Reasonable Interpretation:**

It is the business of Fairfax County Public Schools to educate children. It is our culture to know that the business of *public* education should not, can not, and will not happen in a vacuum.

The Superintendent advances the FCPS mission and goals by:

- Establishing communications as a critical component of organizational success.
- Building internal understanding of, and appreciation for, the power and value of communications to build citizen involvement through trust.
- Advancing genuine public engagement and active involvement by building relational trust.

The following are the interpretations of the key phrases of the School Board's expectations.

***Encourage and Maintain Effective Communication:*** FCPS provides timely and relevant information to community members to cultivate cooperative, open, and honest dialogues. Communication methods and strategies will be continuously adjusted based on research, need, effectiveness, and solicited feedback.

***Appropriate Involvement:*** Community members will participate in FCPS activities for effective two way communication.

***Active Support:*** Community members will receive timely information from staff to be engaged in pertinent dialogue so they can become advocates for FCPS.

***Parents and Our Diverse Community Members:*** Constituents include parents and guardians of children attending FCPS and other residents.

***Advocating For:*** Community members will be engaged as champions of the beliefs, vision, mission, and student achievement goals of FCPS.

**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.**

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

**Reasonable Interpretation:**

Parents and families of FCPS' children will feel especially welcome to work with school-based personnel and those in the administration so that all stakeholders can effectively collaborate to achieve the FCPS mission and new student achievement goals.

To achieve the desired open environment, the division will encourage and promote customer service models--at all levels--that train staff members to employ communications best practices that involve community members as partners.

The following are the interpretations of the key phrases of the School Board's expectations.

**Involve:** FCPS engages openly and honestly with community members in regular, meaningful, and two-way communication.

**Parents and families as partners:** All stakeholders in the child's education including the student, school personnel, parents, and others who are equally committed and have shared responsibilities.

**In the education of their children:** Parents/guardians work with school personnel developing and implementing individual learning plans, promoting academic achievement, acquiring essential life skills, actively participating in community, successfully transitioning through passages, and graduation.

**Open, responsive and welcoming:** FCPS will be client-centered in that they are approachable, willing to listen, attentive, responsive, and sensitive to schedules.

**Welcoming environment:** FCPS conveys a hospitable customer-focused environment for all visitors.

**Treats all people with respect, dignity, and courtesy:** FCPS respects and understands the county's diversity and values all community members.

**Indicators**

1a) Carry out a biennial survey of parents and families that assesses their relationship with their individual school(s) and Fairfax County Public Schools, in general, in supporting the achievement of their student(s).

1b) Provide support and information to parents and families through written communications, training, resources, and other programs.

**Superintendent Statement of Condition:**

**1a) Carry out a biennial survey of parents and families that assesses their relationship with their individual school(s) and Fairfax County Public Schools, in general, in supporting the achievement of their student(s).**

The first FCPS biennial survey of parents was developed by a project team representing a cross section of the school system and two key community groups. This group consisted of representatives from the cluster assistant superintendents, the ESOL office, Fairfax County Council of PTAs, DCCO's Family and School Partnerships team, a high school principal, a middle school principal, the Minority Student Achievement Oversight Committee, and the Parent Resource Center. The team was led by the assistant superintendent for Communications and Community Outreach and the special projects administrator from Professional Learning and Accountability.

The survey was based on the National PTA Standards for Family-School Partnerships and was carried out in June 2009. The survey was sent to a random, stratified, proportional sample of 4,750 FCPS families, including 2,965 online and 1,785 by U.S. mail. It was translated into seven languages. The survey had a 28 percent response rate (1,370 completed surveys) from both online and mail recipients. Overall, responses closely represented FCPS parent populations by subgroup (Asian, Black, Hispanic, Multi-ethnic/Other, White). Overall, the survey has a 99 percent confidence level (+/- 2 percentage points).

Survey results were reported out by subgroup, by level (elementary/middle/high), and by program (LEP, Advanced Studies, Fee Waiver, Special Education). The survey questions were organized into six themes:

- Welcoming all families
- Communicating effectively
- Supporting student success
- Promoting health, safety, security
- Speaking for every child
- Collaborating with community

In addition, families were asked two questions to indicate how they received information from FCPS and how/if they accessed the internet.

Highlights of survey results follow:

- All subgroups, all levels, and all program participants indicated strong positive relationships with 87.6 percent agreeing or strongly agreeing with survey statements. For example, "Students at the school are treated fairly no matter what their race or cultural background."
- Hispanic families indicated the most positive responses (90 percent agreeing or strongly agreeing with survey statements). Approximately 87 percent of multi-ethnic/other families agreed or strongly agreed with survey statements.
- Nearly 90 percent of elementary families, 87 percent of middle school families, and 85 percent of high school families agreed or strongly agreed with survey statements.
- 88-89 percent of all program participants agreed or strongly with the survey statements, with special education families indicating a slightly more positive relationship than LEP, Advanced Studies, or Fee Waiver.

While overall results were overwhelming positive, two areas emerged that deserve additional attention. First, the theme of Supporting Student Success (survey items #13-16) had the lowest positive response rates with 81.8 percent agreeing or strongly agreeing with the survey statements. Second, the theme of Collaborating with Community (survey items #23-25) had the second lowest positive response rates with 82.7 percent agreeing or strongly agreeing with the survey statements.

Plans are under way to review and discuss these two areas with all three principal associations to create some action steps to improve. The next FCPS Family Survey will be carried out in 2011.

The survey instrument, survey themes and complete results can be found in Appendix OE 1.

### **1b) Provide support and information to parents and families through written communications, training, resources, and other programs.**

**FCPS Handbook, “Fairfax County Loves Its Schools,”** distributed to 100,000 families, offered a complete overview of the school system, including the school system operating budget, parent resources and advocacy information, and instructional and special programs for students.

**Familygram newsletter**, distributed to 100,000 families three times a year, featured news and information on opportunities for family feedback and input via dialogues and surveys, capital improvement plans, budget issues, helping children in school and in life, and School Board initiatives.

**Ready-for-publishing articles on Newswire** for principals to drop into their school newsletters featured current academic and enrichment opportunities, information on using FCPS communication and information resources, and important deadlines regarding testing, instruction, health and safety.

**The Special Education Parent Resource Center** provided parents with information about special education and related services; rules, regulations, and procedures that affect families of children with special needs; and specific disabilities and other topics related to individuals with disabilities and their families. *In 2008-09, the Parent Resource Center planned, presented, and supported 65 events with 2,800 participants including parents, educators, and community members.*

**Speaker Series** – Local and national presenters offered their expertise on subject matter relevant for parents who have children with special needs. *In 2008-09, a total of 400 parents participated in these opportunities.* Topics included:

- Bully Prevention
- Tough Kids Tool Box
- Raise Your Child’s Social IQ
- Behavior Management: 1-2-3 Magic
- 10 Steps to a Calm Home
- Making and Keeping Friends – Social Skills
- Secrets to a Stress Free Summer
- Stress Management for Student Success

**Parenting Series** provides a program of educational opportunities that focus on understanding the complex issues and basic parenting strategies associated with raising a child with special needs. These workshops are presented to small groups with opportunities to practice new knowledge during the session and leave with follow-up strategies to use immediately. Workshops included:

- Positive Parenting - Behavior Support and Positive Parent-Child Relationships
- Responsibility – Assigning Chores to Children with Disabilities
- Study Skills – Time Management and Organization Strategies
- Parenting a Child with Autism

**Parent-to-Parent Support** – This is a series of free classes and events taught by highly trained Special Education Parent Liaisons who have learned from personal experiences and through specialized training to respond to the daily challenges of parenting a child with disabilities. These small group classes focus on specific skill building and parent-to-parent learning while allowing parents to share personal accounts, learn from real-life examples, and practice new skills in a safe supportive setting. *In 2008-09, an average of 20 parents participated in the monthly Parent-to-Parent Support classes.* Topics included:

- Stress Management
- Homework Help
- Getting Organized for School and Home
- Autism
- Responsibility Empowers Children!
- Parenting in Difficult Times
- Leisure Activities for Students with Disabilities

**Special Education Parent Academy** is offered through collaboration with staff from the Department of Special Services to develop, plan, and offer a course of workshops designed to help parents understand and navigate the complex special education process. Parents build skills which support parent participation in the educational decision-making process and proactive involvement in their child's education. These workshops offered parents an opportunity to learn about the rules, regulations, and procedures that govern the education of students with disabilities. *In 2008-09, an average of 85 parents participated in each of these opportunities:*

- Special Education Overview – From Referral to Eligibility
- Virginia Assessment Programs – SOLs and Alternate Assessments
- IEP Training
- SeaStars – Online IEP
- Extended School Year Services – ESY Services and Who Qualifies
- Bully Prevention - Safe and Drug Free Youth
- Autism Awareness
- Life After High School
- Transition 101
- What Am I Going to Do After High School?

**The PRC Newsletter** is posted monthly on the PRC web site, distributed electronically through KIT and PRC distribution list, and available in print at all PRC supported events and in the PRCs. The monthly newsletter informs parents of news, available resources,

and opportunities to provide input. *In 2008-09, the PRC distributed 50,000 newsletters directly to KIT subscribers, PRC distribution list, parents, staff, and community members.*

**Other Parent Resource Center outreach efforts included:**

- Keep In Touch announcements – twice-monthly informational announcements distributed through Keep In Touch e-mail notification system to 3,800 subscribers.
- Informational News Releases – posted to the FCPS and PRC web site; and distributed to school newsletters and local and regional outreach partners.

**A self-assessment tool** to gauge how welcoming a school's atmosphere is available through the Department of Communications and Community Outreach's (DCCO) Family and School Partnerships program. A team composed of parents, teachers, community members, and facilitated by Family and School Partnerships staff members, observes key indicators to determine how welcoming the school is to stakeholders. *In 2008-09, six "Welcoming Atmosphere Walk-Throughs" were conducted at the request of building administrator. Principal feedback was positive, and the changes implemented in the schools after the walk-through were discussed during follow-up meetings six-weeks after the initial walk-through.*

**Communication and Welcoming Atmosphere training** was provided for administrative assistants in Clusters VII and VIII to promote effective communications and partnership-building with parents and other visitors.

**School Based Parent Centers** were supported by Family and School Partnerships through development of a parent center brochure that can be customized for a specific school, and a "Starter Kit for Opening a Parent Center"; distribution of parent tip cards for parent coffees; bi-annual meetings with center coordinators, site visits; and the delivery of resource baskets. *Family and School Partnerships supported the creation of 7 new parent centers and promoted the opening of others by including a parent center component in all parent liaison orientations and training. In 2008-09, two "Opening a Parent Center in Your School" workshops were offered through My PLT and 30 administrators, teachers, and parent liaisons attended.*

**Multi-cultural parent panels** composed of Family and School Partnerships' multi-cultural outreach team members who represent a variety of cultures, races, ethnicities, and religions, present to schools and community organizations to provide insight about and strategies for engaging immigrant parents, harder-to-reach parents, and parents uncomfortable or unfamiliar with the Fairfax school system. *In 2008-09, 18 multi-cultural parent panels were presented with 798 attendees.*

**Early literacy program for Arabic-, Korean-, and Spanish-speaking parents**, is a free, interactive parent and child program offered in schools, community centers, and places of worship to help parents prepare their children (ages 0-5) for success in school. Four of these programs were funded by local school funds and led by parents with the support of Family and School Partnerships personnel. *In 2008-09, 37 early literacy programs were held, reaching 802 parents and children; 98% of participating families indicated one their end-of-program surveys that the program was above average or higher.*

**Home Instruction for Parents of Preschool Youngsters (HIPPY)** is an internationally successful and U.S. Department of Education-approved 30-week parent education/involvement and school readiness program that offers free, home-based instruction to parents of 3- to 5-year-old children so they have the tools they need to be their child's first teacher. HIPPY home

visitors meet with low-income English- and Spanish-speaking parents in their homes and provide age-appropriate materials and activities designed to strengthen children's cognitive skills, reading readiness, and their social/emotional development. *In 2008-09, 89 families were served through the HIPPY program; 61 families were still on the waitlist.*

**Multicultural, bilingual community liaisons**, based at the four central student registration areas (Devonshire, Providence, South County Government Center, and Reston/South Lakes), work collaboratively with FCPS and various Fairfax County Human Services departments to meet families' basic needs by providing families with and connecting them to needed school and community resources. *In 2008-09, 2,077 families were served, nearly double the number of families compared to last year.*

**Getting to Know Fairfax County Public Schools: A Parent Orientation**, is a parent orientation seminar for families new to the school system. It is facilitated by FCPS community liaisons and offered in English, Arabic, Korean, and Spanish. This interactive seminar provides information about the school system and the importance of parental involvement in the child's educational achievement, suggestions for ways parents can become involved with their children's schools, and a cultural discussion component that helps accelerate a family's acculturation to the United States. The seminar was presented on a drop-in basis at South County Government Center, Annandale Neighborhood Center, Lake Anne-Reston Government Center, and Devonshire Center. *In 2008-09, 152 families were attended the orientations; 95% of the attendees indicated that they learned something new and were better equipped to support their children in school.*

**Parent liaisons**, a total of 170 working in 162 schools, represent a variety of cultures, languages and races working to promote communication between home and school, increase family involvement and support student achievement. An online biennial survey of principals in June 2009 captured responses on their perceptions of the impact of their parent liaison. The following are highlights of the survey responses:

- 95.6 percent indicated that their parent liaisons facilitated the involvement of parents/families as partners in the education of their children.
- 94.1 percent indicated that their parent liaisons increase the involvement of language minority parents/families in the education of their children.
- 95.5 percent of responding principals indicated that their parent liaisons positively impacted student achievement.
- 95.6 percent indicated that their parent liaisons promote an open, responsive, and welcoming environment that treats all people with respect, dignity, and courtesy.
- 97.1 percent of responding principals indicated that the parent liaisons facilitate meaningful, regular, two-way communication between the school and students' homes.

**Parent liaison training** included three training workshops that provided information and training about the various aspects of parent engagement and resources for the parents at their respective schools. *An average of 115 parent liaisons attended each of the three training programs provided during the year.*

Topics covered during the 2008-2009 school year included:

- Community and FCPS programs, resources, and services
- Community mapping as a device to identify the strengths of a community and build support networks for families and school staff members
- Communication Systems such as Keep In Touch and Parent View
- Speaking to an Audience
- Wellness and Stress Management
- Homelessness in Fairfax County
- Language Services Policies for Interpreting and Translating
- Crisis Phone Lines such as “2-1-1” and “2-2-2”

*At the completion of those workshops, an average of 83% of the Parent Liaisons’ program evaluations indicated they had communicated with, received, or shared effective family involvement/outreach strategies with another parent liaison or staff members during the trainings.*

**One-on-one new parent liaison orientations** ensured that liaisons understand their role within the school and are knowledgeable about strategies for communicating with and engaging parents in their children’s education. *In 2008-09, there were 57 two-hour orientations for new liaisons and their supervising building administrators. 99 percent of the liaisons and administrators who participated in these orientations indicated on their program evaluations that they had increased their knowledge of applicable resources, expectations, responsibilities, and parameters of the parent liaison job as a result of the orientation.*

**FCPS 24-7 Blackboard for Parent Liaisons** supplied parent liaisons with up-to-date systemwide information, program information, pertinent articles, FCPS and community resources for families, and a method of communicating with central office staff members and each other. *In 2008-09, the Parent Liaisons Forum received 2,600 visits by parent liaisons (50 percent of parent liaisons indicated that they had visited the site).*

**Court-Approved Family Program** is for families involved in custody, visitation, child support issues, or ordered by the courts to attend a parenting class. Offered in English and Spanish, the classes help families strengthen parenting skills while understanding the impact of stressful family situations on child development and learning. FCPS’s Court-Approved Family Program is one of only three sanctioned by the Virginia Supreme Court and is used as a model for training personnel from other jurisdictions. *In 2008-09, 80 classes were held for 1,460 participants, and 16 statewide instructor trainings.*

**Speakers Bureau** offers more than 30 different workshops on various parenting and home-school connection topics for parents and community school staff members at school and community sites. *In 2008-09, 37 parent workshops were held for 525 participants; 6 displays were provided for FCPS conferences or meetings; and 16 professional development workshops were held for 294 staff members.*

**Child Care** was provided at FCPS schools, central office sites, and in the community to support *were supervised during 635 programs.* Family and School Partnerships regularly provides child care for multiple FCPS and community organizations including Fairfax County’s Department of Family Services, the Agency on Aging, Kinship Care, Grandparent Support Groups, and the Adoption and Foster Care Office; FCPS Adult ESOL Family Literacy Program and the FECEP/Head Start Program.

**Board Comments:** See Next Steps.

**2. Establish meaningful, regular, two-way communication between the school and home.**

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

**Reasonable Interpretation:**

Community understanding of how and why decisions are made leads to a more responsive community and effective schools that work for the common good of all children.

Systemic approaches to building community where members learn together and trust one another in order to strengthen the partnerships between schools and clients will help the community meet the student achievement goals.

The following are the interpretations of the key phrases of the School Board's expectations.

**Meaningful, regular, two-way communication:** FCPS uses multiple avenues to sustain useful and open dialogues with stakeholders.

**With processes for the effective handling:** FCPS establishes communications path for complaints and compliments that is distributed to families and posted online as part of the FCPS Student Responsibilities and Rights (SR&R).

**Complaints:** Community members express their concerns in writing or via phone to the School Board, any FCPS employee, a court, or other government entity.

**Indicators**

2a) Annually review and publish the complaint processes available to stakeholders.

2b) Annually analyze the timeliness and type of complaints/concerns reaching the Superintendent and School Board offices.

**Superintendent Statement of Condition:**

**2a) Annually review and publish the complaint processes available to stakeholders.**

The process has been developed and is attached in Appendix OE2 – Inquiries and Complaints Process Website. The website was revised to make the information more easily accessible at <http://www.fcps.edu/inquiries.htm>. Parents can find this information easily by using the search function, or visiting the parent resource page.

**2b) Annually analyze the timeliness and type of complaints/concerns reaching the Superintendent and School Board offices.**

**Stakeholder Concerns**

There is a process in place for the expeditious handling of stakeholder concerns and complaints. The offices of the Superintendent and School Board work cooperatively with the Clusters, Departments and the Deputy to handle stakeholder inquiries in a thorough manner.

Longer response times are generally necessary for more complex inquiries that require cross-departmental coordination. The response times indicate the process from start to finish, not how long it takes for each office to complete their part.

Routine requests, where information is readily available requiring a quick response or copy of report that has already been generated, are sent directly to the appropriate staff member. More complicated requests take longer and the Superintendent's Office strives for completion within ten business days. The staff member follows up with the Superintendent's Office when the request is completed. Phone and email requests to the Superintendent or School Board are generally handled very quickly, within one to three days.

Beginning in April 2009 the new Client Communication software was fully implemented in the Superintendent's and School Board Offices. All Leadership Team and School Board Executive Administrative Assistants (LTEAA and SBEAA) were trained. LTEAAs and SBEAAs create the case from client e-mails and phone calls then assign it to staff for resolution. There is a case open date for when it is sent to the appropriate department/cluster and a close date when it is resolved, so that length of resolution can be analyzed. The system is also searchable, so that multiple issues from one source or multiple sources on a single issue can be tracked and monitored. Not all cases are entered into the system. Issues with quick resolutions do not get entered. It's the more complex cases that get entered into the Client Communication system.

Staff in the Superintendent's office requested a software solution for tracking client inquiries via an IT Needs Assessment. Remedy Case Management (now known as Client Communications) was the product selected. Client Communications can be used to track correspondence, calls and visits received by the School Board, Superintendent, and Leadership Team. Communications generate tickets, which are categorized and assigned appropriately. All subsequent actions associated with the ticket are captured. Column Technologies has been working in cooperation with FCPS to develop software according to our needs. The company has been doing the work without compensation because it is helping them with marketable product improvements.

#### Superintendent's Office

The following details many of the calls, emails and letters received with the response time below. Phone calls on the more controversial issues have not been completely accounted for because staff in the Superintendent's Office took so many. The issues that generated the most phone calls were grading, start times, the security breach of Princeton Review data, the requests for school use from the presidential candidates, indoor track, girl's gymnastics, changes to the 403b, and H1N1.

Bell Schedule/Start Times	71
Boundaries	21
Budget	144
Calendar	9
Compliments	24
Discipline	41
Employee Issues	122
Employment	28
Facilities	77
Grading	483
Instructional	61
Multiple Issues	2
Pupil Placement	27
Registration/Enrollment/Tuition	33
School Issues	416
Special Services	91
Summer School	16
Technology	143
Transportation	66
Weather/Delays/Closings	51
Other	146

**Total** **2072**

1 - 2 days	1835
3 – 5 days	83
6 – 9 days	40
10 or more days	114

**Total** **2072**

#### School Board

The following is a report of client communications, by telephone, e-mail, or letter, from constituents who contacted the School Board office with concerns or requests for assistance in resolving issues during the period July 1, 2008, through June 30, 2009.

These numbers do not include constituent contacts with Board members, unless the Board member asked his or her executive administrative assistant to respond to the constituent. Individual Board members determined how to handle contacts from constituents, particularly about “hot topics” such as grading or the bell schedule.

There were a total of 2,606 client communications during this period about the following issues:

Bell Schedule/Start Times	477
Boundaries	122
Budget	456
Calendar	6
CIP/Renovations	3
Employee Issues	121
Grading	587

School Issues	285
Other	549
<b>TOTAL</b>	<b>2,606</b>

The issues were resolved or a response sent within the following time period:

1-2 days	1,185
3-5 days	981
6-9 days	366
10 or more days	74
<b>TOTAL</b>	<b>2,606</b>

**FCPSInfo** – Comments, questions, and compliments collected from the Contact Us link on the FCPS home page go directly into an e-mail box called “FCPSInfo.” *In 2008-09, the Communications and Community Outreach staff received and handled 2,237 messages, of which 2,207 (98.7 percent) were inquiries or comments, and 30 (1.3 percent) were compliments.*

A new Client Communication system was implemented during the 2008-09 school year. Although DCCO is still in the pilot and testing phase of this system, we have modeled our category structure after those of the other departments currently using the Client Communication system. As a result of the restructuring, complaints were captured with the issues that they corresponded to. Complaints primarily focused on school start times, political issues, and the Princeton Review security breach.

A marked drop in FCPSInfo inquiries occurred for three reasons. First, the Keep in Touch system was replaced in July 2008, and it was no longer possible for parents and community members to access FCPSInfo by simply hitting "Reply" to e-mails they received. An FCPSkit mailbox was set up to handle any technical issues with KITs. Also each school now has a KIT reply mailbox that school personnel monitor. Second, community members are much happier with the new KIT system and the speed at which they receive their e-mails. Third, it was a mild winter, resulting in fewer school delays and closures.

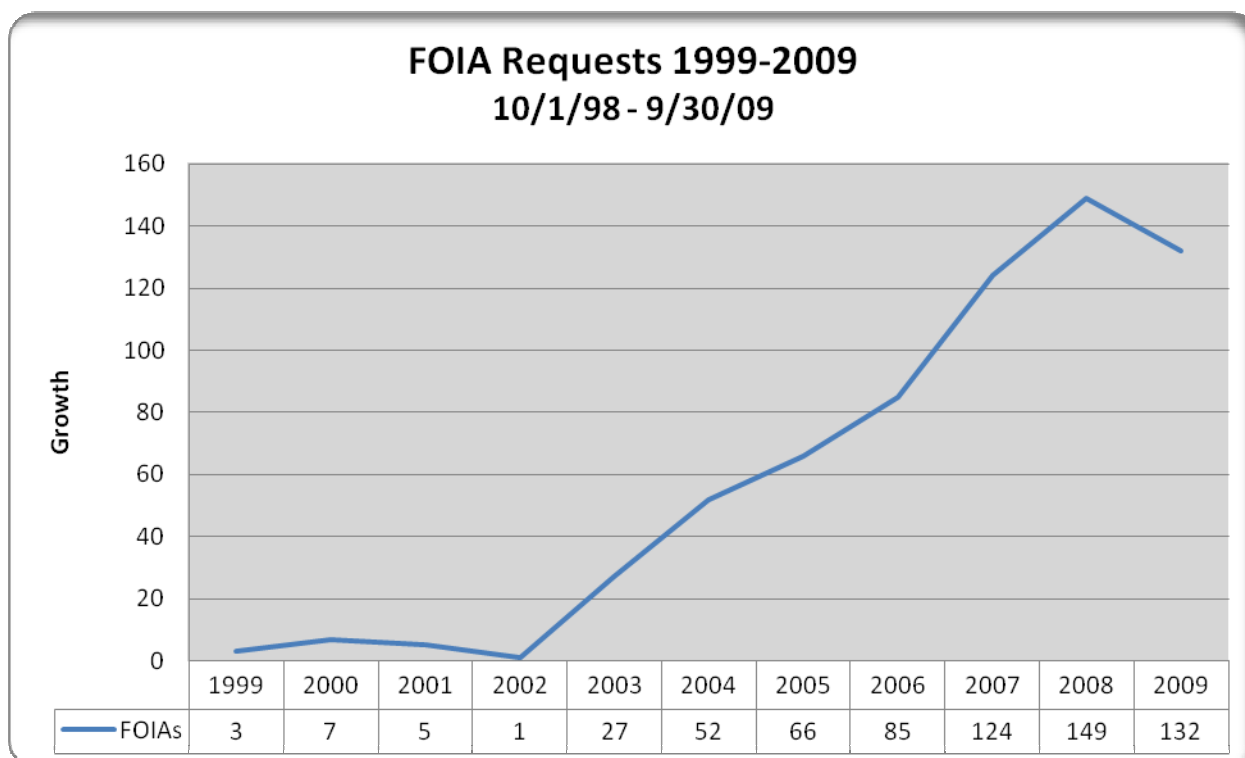
Standard practice among Communications and Community Outreach staff members is to respond to every FCPSInfo message within 24 hours and no later than 48 hours after it is received.

For more details of FCPSInfo, see Appendix OE2 FCPSInfo Chart Analysis.

**Freedom of Information Act Requests** – The Media and Crisis Communications Team handled 132 formal requests for information submitted using the Freedom of Information Act during the time period of October 1, 2008 through September 30, 2009. Of those, 124 were processed in a timely manner to meet the law’s requirement. The remaining 8 were not processed because of the requestors’ declining to pay the estimated fee for fulfilling their requests.

Please note that every request that comes to FCPS is treated as a FOIA request, so this report does not include the thousands of requests processed in a timely manner, only the formal ones.

Trend data on FOIA requests has also been included in the chart below. For further details on requestors and cost estimates, see Appendix OE2 – FOIA Requests Cost Estimates and FOIA Requestors.



### Additional Highlights Not Specific to an Indicator

The following additional efforts contributed to establish meaningful, regular, two-way communication between the school and home.

**Liaison with Fairfax County Council of PTAs (FCCPTA)** includes the DCCO assistant superintendent who represents the superintendent and a Family and School Partnerships staff member at regular meetings of the FCCPTA Executive Board meetings. Both liaisons share resources available to schools and families, and promote communication among the school system, parents, and parent leaders.

**Multi-lingual Parent Information Line** is a 24-hour phone service that allows parents to leave a question or concern and receive a response in Korean or Spanish within 24 hours. Operated by two community liaisons at Devonshire, this service provides parents with information about navigating the school system and empowers parents to handle future issues independently. *In 2008-09, 276 calls were responded to in Korean and 57 in Spanish. 502 additional follow-up calls were made by the community liaisons.*

**The Family and School Partnership Professional Library's** collection of books, CDs, videos, articles, and online resources is available in multiple languages. The library also subscribes to online resources that are available to schools, free of charge. These include The Parent

Institute's *Helping Children Learn, Ideas Staff Can Use for Parent Involvement*, and *School Success Web Content Service*. In 2008-09, 60 FCPS staff members and community members visited the library at The Brown Building, but most inquiries and requests were made via phone or e-mail.

**Parent Resource Center staff** provides information, direct support/training, consultation, and resources to parents. This support provides answers and on-the-spot opportunities to clarify the questions generated from parenting a child with special needs and the complex special education process. *The PRC staff answered an average of 500 monthly requests in English and Spanish in 2008-09.*

**The Parent Resource Center's extensive lending library** includes 3,500 books, DVDs, CDs, videos, and publications. The resources support topics relevant to parenting and educating a child with special needs, special education/504, behavior, disabilities, and curriculum support. A variety of resources are available in multiple languages.

**Board Comments:** See Next Steps.

**3. Provide opportunities for community involvement with FCPS, including, as needed, the formation of committees that offer community advice and expertise.**

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

**Reasonable Interpretation:**

FCPS staff members will make available and promote venues in which community members can effectively participate so that their advice and talents can be appropriately put to use to maintain and increase educational excellence.

The following are the interpretations of the key phrases of the School Board's expectations.

**Providing opportunities:** FCPS encourages and publicizes regular public participation so that community members understand, contribute to, and support the mission of FCPS through volunteering, contributing to business partnerships, participating in Parent Teacher Associations, speaking before the School Board, or participating as a member of one of the Superintendent's advisory committees.

**Indicators**

3a) Annually report on Advisory Committee membership, committee recommendations and the staff responses to those recommendations.

3b) Annually report on number of volunteers and number of volunteer hours

**Superintendent Statement of Condition:**

**3a) Annually report on Advisory Committee membership, committee recommendations and the staff responses to those recommendations.**

## **Advisory Committees to the School Board**

Last spring the School Board received reports and recommendations from its advisory committees. The reports were presented to the School Board during a series of public meetings where several committees summarize their reports followed by a limited question and answer period. This fall, staff responses to the advisory committee recommendations were provided to the School Board. Members of the Leadership Team attend the Advisory Committee meetings associated with their departments.

See Appendix OE 3 – Advisory Council Charges and Advisory Council Recommendations.

## **Advisory Councils to the Superintendent**

### **Superintendents Teacher Advisory Council (STAC)**

The Superintendent needs a means of obtaining feedback from instructional staff on matters of importance to the school system. Teachers are seeking a venue for bringing issues to the attention of the Superintendent and act as their school's representative for obtaining answers to questions of interest to staff. The advisory council representatives also serve as key communicators to school faculty.

STAC is composed of one representative and one alternate to represent each school and special education center. The Council is covered by Regulation 1705.2. The STAC meets monthly and the dates during the 2008-09 school year were held:

October 1, November 5, December 3, January 7, February 4, March 4, April 1, and May 6

Two years ago, the representatives said they preferred more of a free form meeting where most of the time was devoted to the Superintendent answering their questions. That is the format we followed in 2008-09. Dr. Dale determines the "hot topic" of the month and invites members of the Leadership Team to come and address the representatives. This way, members can get timely information to take back to their faculties. At the last STAC meeting of the year, members were asked to provide feedback on the format. STAC reps indicated they preferred the more open forum to the more prescriptive method of the departments taking turns monthly.

STAC members are also encouraged to email specific questions to the Superintendent's Office for written responses from the LT. Frequently Asked Questions are maintained on the web site <http://fcpsnet.fcps.edu/supt/stac/index.htm>.

During the 2008-09 school year, the main topics included the budget, eCart, grading scale changes, report card redesign, changes to the bell schedule, school calendar, and the consolidation of the central offices. For their service on the council, reps earn one certification point for every meeting attended. In 2008-09, the certification points were processed through MyPLT. Reps tracked their attendance in MyPLT and certificates were printed based on points earned. The Superintendent's Office had previously processed this by hand.

## **Superintendents Parent Advisory Council (SPAC)**

The Superintendent's Parent Advisory Council (SPAC) provides a direct connection between the Superintendent and parents throughout the county. SPAC is made up of PTA presidents from each FCPS school and meets four times a year to discuss education issues important to the school community, such as the budget, student achievement, boundary changes, and transportation priorities.

The SPAC is an excellent opportunity to have a two-way dialogue on issues brought forth by the Superintendent as well as by the parent community. The SPAC is a key communicator group that reflects issues and concerns in the school community.

*In 2008-09, there were four regular meetings and two additional special meetings (topics for those are noted below):*

- Regular meetings were held on October 28, December 16, March 25, and April 28.
- Special SPAC meetings were held on September 3, (proposed purchase of 8111 Gatehouse Rd) and on November 18, (proposed budget and Fairgrade)

Further information on SPAC can be found on the website: <http://www.fcps.edu/supt/spac/>

## **Business and Community Advisory Council**

This Council aims to improve the long-standing FCPS tradition of community engagement and participation with engagement by leaders at the highest levels in FCPS and those associated with public education. The BCAC's essential purposes are to facilitate informed communication between the broader community and FCPS leadership and to provide a forum for a broad spectrum of the community to discuss and reach a deeper understanding about current and long-range FCPS programs and the educational and public policy issues related to them.

The Council's role is to advise and counsel the Superintendent, and the School Board through the Superintendent, on matters of significance to the Fairfax County Public Schools. In 2008-09, the School Board's Community Leadership Council was folded into the BCAC because of the alignment with purpose of the BCAC.

In 2008-09, Committee Chair Andrea Sobel conducted eight meetings. Each meeting included a Superintendent's Update and Member Issues. In addition, panel discussions featuring FCPS experts were also part of each meeting.

- **September 16, 2008:** FY2010 Budget Process Review and Fiscal Update, Gatehouse II Overview, BCAC Mission, Goals, and Activities discussion
- **October 22, 2008:** Equitable distribution of resources to schools - Impacts of increased number of families living in poverty
- **December 9, 2008:** FCPS Grading Policy
- **January 13, 2009:** Impacts of Immigration on Schools
- **February 10, 2009:** Continuum of Programs from Pre-K to 12
- **March 17, 2009:** Transportation
- **April 21, 2009:** Parent Engagement
- **May 19, 2009:** Business & Community Partnerships

## **Employee Advisory Councils**

Finally, Dr. Dale and Assistant Superintendents from the corresponding departments attends meetings of the diverse FCPS employee advisory council meetings. Each group has an opportunity to share with the Superintendent issues that are specific to their jobs. Furthermore, Kim Dockery meets with the Special Ed Committees of the principal groups and center principals on a regular basis. Dean Tistadt, Kevin North and Susan Quinn meet with his/her department's advisory councils regularly. The meeting dates for 08/09 were:

FAESP Board Meetings Monthly  
FAESP General Meetings Monthly  
Middle School Principals Executive Board – Four/year  
Middle School Principal's Association – Five/year  
High School Principals Association - Monthly  
Breakfast with Principal Association Presidents – Four/year  
Lunch with the HS Principals – Four/year

### **Employee Advisory Council Meetings Yearly**

Bus Drivers and Attendants  
Custodial Services  
Facilities Services Employees Advisory Council  
Food Service  
Office Personnel  
Support Services

Last year, Dr. Dale and Kevin North met regularly with the leaders of the Fairfax Education Association. Other opportunities where the Superintendent along with members of the Leadership Team meets and communicates with employees include:

New Instructional Employee Orientation (four different groups)  
First Year Principals Induction  
Leadership Conference  
Diversity Institute  
Meet and Confer  
Budget Meetings with Principals  
Fairfax Association of School Psychologists  
Assistant Principal Conference  
Fairfax Speech and Language Pathologists Association  
Fairfax Association of Elementary School Principals Retirement Dinner  
Great Beginnings Picnic for New Teachers  
Pathways to Leadership  
Coalition of Asian Educators  
Supporting the Mission  
Supporting Success  
Aspiring Principals  
Leadership Development  
Leadership Book Talk –Leadership on the Line

### **3b) Annually report on number of volunteers and number of volunteer hours.**

*For the school year 2008-09, 43,412 volunteers provided a total of 738,549 hours of service to FCPS schools and centers. Despite a similar number of schools reporting, this is a decline from 62,071 volunteers and 944,713 hours in 2007-08, which was a decline from 2006-07 when the number was 82,561 volunteers and 1,103,094 hours.*

These numbers represent a decrease of 48 percent in the number of volunteers and a decrease of 33 percent in the number of hours served during the past two years. In the past five years, there has been a decrease of 49 percent in the number of volunteers and a decrease of 51 percent in the number of hours served. These numbers reflect volunteer service to FCPS schools and centers only; service to central offices is not included.

The decline in volunteer service could be due to the following situations:

- The economy: More people may be working more than one job to make ends meet and have less time to volunteer.
- School personnel may have been focusing more of their efforts on enhancing instruction and communication with parents, rather than recruiting and/or retaining volunteers.
- New procedures for volunteer background checks may be negatively impacting the number of volunteers providing service.

To address the problem:

- We will continue working with school administrators, parent liaisons, and other school personnel to:
  - Increase all types of communication with parents and community members concerning the value of and procedures for volunteering in the schools.
  - Provide *direct* links from schools' web pages to information about volunteering.
  - Communicate the value of volunteerism to both the volunteer and the receiving student(s).
  - Link volunteering to parent engagement and its impact on student achievement and development.
- Explore the possibility of a campaign to promote volunteerism as an integral part of partnering with parents and community members to enhance student achievement.

An analysis of FCPS Volunteers and Hours for 2004-2009 is included in Appendix OE 3.

**Volunteer Support for Schools** provided by the Family and School Partnerships Team includes publishing a Volunteer Coordinator Handbook and conducting workshops and providing ongoing support for FCPS school volunteer coordinators. Tasks completed during 2008-09 included:

- Expanded school Volunteer Coordinator and PTA president training workshops were developed and held in September 2008, which provided information, resources, and support about the recruitment, retention, and rewarding of diverse volunteers. *Two workshops were conducted, with a total of 50 attendees.*
- The *Volunteer Coordinator Handbook* was revised, updated, and sent to all FCPS schools and centers in Fall 2008. Revisions will be made as needed and sent to schools electronically.

- Monthly electronic mailings (newsletter, handouts, helpful tips, etc.) were sent to school Volunteer Coordinators and PTA presidents throughout the 2008-09 school year.

**Additional Evidence of Compliance**

Because of the difficulty of the FY10 Budget Deficit, Dr. Dale conducted two voluntary employee budget briefings and also briefed the leaders of the employee associations. He also sent five emails to all FCPS staff to update them throughout the budget proceedings.

**Board Comments:** See Next Steps.

**4. Establish mutually beneficial partnerships with the business, industry, and nonprofit organizations in the community.**

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

**Reasonable Interpretation:**

FCPS works hard to develop, promote, and coordinate collaborative efforts between the business community and the schools to create and foster relationships beneficial to the school division and the community.

Partnerships between the school system and area businesses have far-reaching benefits. Business and industry partners often provide mentors for one on one tutoring and/or friendships with students in the schools. A caring adult role model is crucial in a student’s life.

These partnerships can also provide expertise in the classroom for special curricula and career days. Some partners have provided resources to their schools like equipment and funding for field trips. Our schools have provided artwork to decorate their business partners’ facilities.

The following are the interpretations of the key phrases of the School Board’s expectations.

**Establish:** FCPS will seek to create and maintain relationships with Fairfax County’s business and industry community.

**Mutually Beneficial:** FCPS will provide the expected outcomes for both parties in the agreement characterized by mutual cooperation and shared responsibility.

**Business, Industry and Non-Profit Organizations:** FCPS seeks diverse representation including small business, associations, foundations, government, and faith communities for partnerships with the system and in schools.

**Indicators**

4a) Develop partnerships for 100 percent of schools with written agreements that clarify expectations.

4b) Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.

4c) Support annually an awards ceremony that recognizes new partnerships, model partnerships, and long-running partnerships.

4d) Maintain and publicize the donation web site as a service to the school system and the community at large to facilitate donations of all types to schools and departments.

4e) Annual analysis of foundation contributions to FCPS including the Fairfax Education Foundation, individual school foundations, and certain community foundations.

#### **Superintendent Statement of Condition:**

#### **4a) Develop partnerships for 100 percent of schools with written agreements that clarify expectations.**

For the 2008-09 time period, records indicated that 161 schools and centers (roughly 75 percent) have partnerships leaving 48 schools and centers without a partnership. Some schools have multiple partners. On June 30, 2009, our new and updated database registered a total of 344 partners.

Roughly one-third of the approximately 140 schools that report mentoring programs have business and community individuals as mentors. In 2008-09, approximately 4,600 students were reported as mentored which represents an increase of over 20 percent from the 2007-08 reported 3,800 mentored students.

However, we also know that:

- Some schools have multiple official partners.
- Some schools have unofficial partners.
- Some schools may have official partners for which documents are not on file in DCCO.

We define an “official” partner as business, community organization or religious group that has collaborated with a school’s principal, partnership coordinator (no stipend), or program manager who, together, have developed and have a partnership agreement signed by the superintendent of schools.

The current method for documenting active partnerships has improved. In June 2009, improvements and updates were made in the database in which the partnership information was stored.

The current method for tracking partnerships remains cumbersome and is in need of updating. While staff members and summer interns in Business and Community Partnerships (BCP) consistently work to update our database, BCP staff members are eager to explore automated options for tracking partnerships. Those strategies remain cost prohibitive. The mentor data is gathered in a similar fashion but with the addition of SASI input.

The BCP collaborates directly with FCPS staff and business/community personnel to match them as mutually beneficial partners. The BCP seeks business/community partners and frequently acts on cold calls from business people who seek partnerships.

Newly developed this year are formal, template based documents so that expectations are clarified and partnerships can be rooted in best practices. To ensure that a partnership is beneficial to FCPS, school and office personnel who develop the agreements use the school and FCPS academic plans as a guide. In 2008, BCP staff members continued to collaborate with the legal office while working with Information Technology staff members to substantially improve the partnership agreement form. The new form was put online in June 2008 and is being used. The partnership agreement form signature process and additional instructions were also developed and will be online when BCP's website is updated.

While it is a goal of FCPS to develop partnerships with every school, it is also our goal to develop partnerships that are mutually beneficial. Developing mutually beneficial partnerships takes a considerable amount of time internally with FCPS staff and externally with partners. The desire to develop such partnerships has occasionally meant that some schools or offices in FCPS have not yet partnered.

See Appendix OE4 – School and Business Partnership Agreement

#### **4b) Facilitate an annual kickoff event to include training and best practices for new and returning partnerships.**

The 2008-09 kickoff event was November 3, 2008. An estimated 200 people from schools, businesses, associations, community organizations, and religious groups attended.

Along with a welcome by Barbara Hunter, Assistant Superintendent, Department of Communications and Community Outreach, and Jay Garant, Coordinator, Business and Community Partnerships, a thank you to supporters was offered by Superintendent of Schools, Jack D. Dale.

The kickoff events training and best practices included:

A video produced by FCPS teleproductions team featuring three of the 2007-08 partnership award winners:

- Grevey Foundation Basketball Camp (Luther Jackson MS, all schools)
- The Assistance League of Northern Virginia (Providence ES)
- Mentoring Program (Virginia Run and Westfield HS)

The event's keynote address was provided by Barbara Gist, Assistant Principal at Aldrin ES. She is a career switcher who was introduced to FCPS when she mentored a student through a business partnership while working as administrative vice president at a major aerospace company. Her inspirational address focused on why partnerships are important, why they help students and how school based mentoring builds vital connections.

#### **Workshops**

Large Group Interactive Discussion: "Junior Achievement's Finance Park. *Is it for your business too?*"

- Edward J. Grenier III, President & CEO, Junior Achievement

- Dan Parris, Principal, Rocky Run MS
- Jack Dale, Superintendent, FCPS
- Charles Elliott Andrews, Junior Achievement Board Chair

Workshop 1: Who says “there’s no such thing as a free lunch?” More and more, schools and businesses are emphasizing the value of financial education.

Presenters:

North West Federal Credit Union Foundation

- Linda Rogus, Executive Director
- Laura Dawson, Managing Director
- Shannon Tackett, Communications Officer

Workshop 2: The Kitchen Sink. A comprehensive update for experienced pros, which includes basics for newcomers

- Partnerships 101 (How we can help) by Jay Garant, FCPS Business & Community Partnerships
- Thank You for Your Donation (Donations Process Streamlined) by Carol Cutlip, FCPS Finance
- Grants (What’s the difference between a grant and partnership?) by Pam Tobey, FCPS Grants
- Mentoring Works (Building an Effective Mentoring Program) by Shelley Prince, FCPS Mentorworks
- BizBuzz (From the Business Perspective) by Brian Willey, Citibank

Workshop 3: *Expanding* Expanding Visions. Participants learned about the middle school math and science partnership program.

Presenters:

- Gabrielle Boccher, Expanding Visions Coordinator, FCPS
- Patrick Dexter, Public Affairs, ExxonMobil
- Gabrielle Vorst, ExxonMobil
- Louise Porter, Principal, Luther Jackson Middle School
- Linda Ysewyn, Math teacher, Luther Jackson Middle School

The Bruce Oliver Leadership Awards were presented to:

Business: Ms. Celeste Peterson, Senior Administrator, Raytheon

School Based: Ms. Didi Crowder, Pimmit Hills Alternative HS, FCPS

**4c) Support annually an awards ceremony that recognizes new partnerships, model partnerships, and long-running partnerships.**

The 2008-09 Partners in Education Awards ceremony was May 14, 2009, at Falls Church High School.

## Awards Ceremony Highlights

Fairfax County Public Schools recognized and, with support from the Apple Federal Credit Union Foundation, presented savings bonds to six MentorWorks essay contest winners. Students were requested to respond to the prompt: "Someone Who Made a Difference." The following were winners:

- **Vy Chau** – Bonnie Brae ES
- **Guillermo Franco Vargas Machuca** – Providence ES
- **Nicolas Moreno** – Hayfield SS
- **Josue Aquimedes Sanchez** – West Potomac HS
- **Keith Williams** – Springfield Estates ES
- **Breeanna Yi** – Luther Jackson MS

Fairfax County Public Schools recognized the following business and community organizations with awards specific to their support:

- **Outstanding Partnering Event** – Capital One and the Heart of America Foundation - Library READesign at Glen Forest Elementary School
- **Improving Reading, Writing, and Speaking** - Washington Metropolitan Airports Authority - Sandburg Middle School
- **Promoting Appropriate Student Behavior** - Santana's 30/30 Club – Mount Vernon High School
- **Community Partnership Award** - Herndon United Methodist Church - Herndon High School
- **Career and Technical Education Award** - The MITRE Corporation
- **Career Connections Award** - Tribble's, Inc. – Edison Academy
- **MentorWorks Awards** – West Potomac High School and Bucknell Elementary School won the **School Based Mentor Award** and the **Outstanding Mentoring Partnership** was awarded to Coldwell Banker – Louise Archer Elementary School
- **Partner of the Year Award** - Washington Metropolitan Airports Authority and Sandburg Middle School

Additional opportunities for recognition throughout the year included periodic *Mentors of the Month*. Beginning in October of each school year, a call for nominations is sent by the MentorWorks office to schools. Winners are selected and advertised multiple places. The 2008-09 winners are:

**December 2008:** Jennifer Min - Thoreau MS

**January 2009:** Will Kreger - Bucknell ES

**March 2009:** Shelly Carney – Annandale Terrace ES

**April 2009:** Donna Franklin - Annandale Terrace ES

**June 2009:** Carol Robinson - Pine Spring ES

**4d) Maintain and publicize the donation web site as a service to the school system and the community at large to facilitate donations of all types to schools and departments.**

To adhere to charitable contributions guidelines reporting schedules long established by the Internal Revenue Service (IRS), Donations to Fairfax County Public Schools are best recorded on a calendar year basis.

For that reason and following this Monitoring Report, it is our hope to be able to shift to calendar year report for donations. In 2010, we plan to report a complete calendar year of donations for 2009.

Concerning this report's period of July 1, 2008, to June 30, 2009, donations of goods to FCPS were tracked using two different methods (1) an e-mail based online system with no computer-based tracking element (July 1, 2008 to December 31, 2008). Beginning December 1, 2008 the online donations portal included computer-based tracking.

The donations data reflected in this report details only those donations reported to the Department of Communications and Community Outreach (DCCO) via e-mail or the online donations portal.

Donations to FCPS periodically are not processed though through DCCO, rather they are offered to and accepted by people in schools in offices. When this occurs, only occasionally do staff members in schools and offices report donations to staff members DCCO.

The following donations also do not reflect the gift of time given directly to students via, partnerships, mentoring, tutoring or participating in special events such as career days.

In 2008, staff members in DCCO's Business and Community Partnerships started the process of developing a robust online donations portal. The plan was to create a donations portal that was more user-friendly, automated, and included data tracking. The new online donations portal went "live" on December 1, 2008. The reporting element went "live" January 1, 2009.

Beginning in December 2008, FCPS Department of Communications and Community Outreach conducted several outreach efforts to communicate the use of the new online donations portal to staff members. In early spring of 2009, we started to publicize the new donations portal to our publics via established FCPS outreach tools like Familygram, Red Apple 21, FCPS web pages, media outreach and one-on-one and group meetings.

Staff members in Communications and Community Outreach, Financial Services, Facilities, Instructional Services and Information Technology continue to enhance the new online donations portal, and in June of 2009 began crafting and culling resources to add to the donations portal, including an "Answers to Frequently Asked Questions" list and relevant IRS documents.

It is our collective hope that through improvements to the donations portal and ongoing communications efforts, that more people will use the online donations portal. Link to new online donations portal: <http://commweb.fcps.edu/donatetofcps/>

In February 2009, management of the software application migrated from Financial Services to DCCO.

## DONATIONS (July 2008 – June 2009)

Category	Offers	Accepted	Declined	Contact
Art Supplies	5	2	3	Tomhave
Furniture	17	10 (*1)	7	Bowden
Medical Equipment	1	0	1	Glynn
Musical Instruments	42	37	5	Tomhave
Photography Equip	0	0	0	Martin
Technology	56	41 (*2)	15	Zender
TV and Equip	10	8	2	Horgan
Transportation Items	327	324(*3)	3	Scango
Building/Landscape	0	0	0	Kirby
Books	8	1 (*4)	7	Thorniley
Monetary	6	6 (\$127,365.00) (*5)	0	Garant
Prom Dresses	13	13 (*6)	0	Granahan
Sports & Exercise	3	0	3	Curran
Other	21	6	15	Gibson
<b>Totals</b>	<b>503</b>	<b>442</b>	<b>61</b>	

(\*1) - Furniture (includes a large donation of 250 pieces for library)

(\*2) - Technology (includes several large donations of 20, 70, and 80 computers/monitors)

(\*3) – Transportation Items include vehicles donated at schools and via the donations web portal plus 13 new cars donated as part of the Volkswagen partnership.

(\*4) – Books (includes a donation of 350 Rand McNally Atlases, and 1,000 books at the Glen Forest ES Library ReadDesign)

(\*5) - Monetary donations typically do not come through the web portal. The dollar figure represents the ExxonMobil Expanding Visions grant, the first Volkswagen partnership installment, and other smaller monetary donations.

(\*6) - Prom Dresses (total of 42 dresses collected).

Other: DCCO supported as many as 5 schools which received donations of school supplies/backpacks)

### 4e) Annual analysis of foundation contributions to FCPS including the Fairfax Education Foundation, individual school foundations, and certain community foundations.

#### ACE Education Scholarship and Training Foundation

- Official name: Adult and Community Education Scholarship and Training Foundation
- Foundation's IRS classification: (501(c)(3))

- Foundation's president: Elizabeth Link
  - Number of members on the foundation's board: 5 member Executive Committee. 12 member board.
  - Analysis of foundation contributions (July 1, 2008 to June 30, 2009): \$64,500 ACE Scholarships
- Additional information: [www.ace-foundation.org/](http://www.ace-foundation.org/)

### **Apple Federal Credit Union Foundation**

- Official name: Apple Federal Credit Union Education Foundation
- Complete IRS classification: 501(c)(3), Public Charity
- Foundation's Executive Director: Thomas M. Engley
- Number of members on the foundation's board: 10 members
- Analysis of foundation contributions (July 1, 2008 to June 30, 2009): \$238,330. Those funds were used to advance the following programs and activities: teacher grants, classroom grants, school/academy grants and awards, Great Beginnings Program, community organizations and intergovernmental agencies serving FCPS youth, School Board scholarships and awards, EASE Program, student scholarships, and FBLA activities. In addition, Apple FCU Education Foundation provided \$13,150 in support to organizations that awarded scholarships to FCPS students, provided \$13,850.00 in support of the Virginia State Teacher of the Year Program, and donated \$35,580 to non-profit organizations (American Cancer Society, Children's Miracle Network, and Special Olympics Virginia) that serve the FCPS community. The Credit Union also presented six savings bonds (\$200 each) to MentorWorks Essay Contest winners in May 2009.

Additional information: [www.afcufoundation.org/](http://www.afcufoundation.org/)

### **College Access Fairfax**

- Official Name: College Access Fairfax
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Tessie Wilson
- Number of members on the foundation's board: 8 board members including Tessie
- Analysis of foundation contributions (July 1, 2008 to June 30, 2009):
- Scholarships \$ 25,300.00
- Trained personnel \$ 12,656.00 (Employee and tax costs)
- Printed material \$ 5,250.00

Additional Information: <http://www.collegeaccessfairfax.org/>

### **Fairfax Education Foundation**

- Official Name: Fairfax Public Schools Education Foundation
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: James Rosebush
- Number of members on the foundation's board: 30
- Analysis of foundation contributions (July 1, 2008 to June 30, 2009): Total grants as well as some in-kind contributions made to benefit FCPS totals \$380,041.75.

Additional Information: <http://www.FairfaxEducation.org>

### **Foundation for Applied Technical Education**

- Official Name: Foundation for Applied Technical Education, Inc.
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Edward Johnson (2009-10) Executive Director: Chad Maclin
- Foundation's past president: Jeffery B. Krashin (2008-09)
- Number of members on the foundation's board: 20 board members

- Analysis of foundation contributions (July 1, 2008 to June 30, 2009): The instructional programs with student-based enterprises supported by FATE earned \$133,587 during 2008-09. Those funds were used to further advance the following programs: residential construction, student auto sales, and student scholarships.

#### **The Grevey Foundation (updated data unavailable for 2008-09)**

- Official Name: The Kevin M. Grevey and Sandra P. Grevey Foundation
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Sandra Grevey
- Number of members on the foundation's board: 4 members
- Analysis of foundation contributions (July 1, 2007 to June 30, 2008): \$15,000 contribution to technology curriculum in Fairfax County Public Schools. \$5,000 contribution to Fairfax Academy Music & Computer Technology Lab. Supports a regional summer basketball camp for roughly 80 boys and girls at cost to the foundation of about \$7,500 annually

#### **J.E.B. Stuart Educational Foundation**

- Official Name: J.E.B. Stuart Educational Foundation, Inc.
- Foundation's IRS classification: 501(c)(3)
- Foundation's president: Lynn Riggs
- Number of members on the Foundation's board: 19 members, of which 3 are honorary
- Analysis of Foundation contributions (July 1, 2008 to June 30, 2009) In 2009, the J.E.B. Stuart Educational Foundation awarded 35 scholarships ranging in amounts from \$1,000 - \$5,000, for a total of \$93,000 to J.E.B. Stuart High School graduates. Contributors to the scholarship funds include: Stuart families (current and alumni), corporations, Stuart faculty and staff, and grants from non-profit organizations. Noteworthy donors include J.E.B. Stuart High School's Business Partners, TAC and the Rotary Club of Bailey's Crossroads; along with Northern Virginia Community Foundation, the Lake Barcroft Woman's Club, Bank of America, Radley Acura, former Congressman Tom Davis and Mattoon & Associates

The number of scholarships each year will depend on the amount of money the Foundation raises and the need within the J.E.B. Stuart High School student community.

#### **TJHSST foundation**

- Official Name: Thomas Jefferson High School for Science and Technology Partnership Fund, Inc.
  - Foundation's IRS classification: 501(c)(3)
  - Foundation's Director: Gary Bottorff
  - Number of members on the foundation's board: 16 members, of which 4 are officers
  - Preliminary analysis of foundation contributions (July 1, 2008 - June 30, 2009). Note these numbers are preliminary pending the results of our annual audit
- Donations: \$512,313 (cash) and \$106,525 (in-kind).  
 Grants: \$314,525 to TJHSST to help upgrade equipment and computers, expand student learning, enhance staff professional development and curriculum development, provide student scholarships and help support additional humanities program needs.  
 Additional information: <http://www.tjpartnershipfund.org/>

#### **Grants Related to Foundations**

R5970 requires all grants to FCPS to be tracked in one of the financial systems. Many agencies, local foundations, and corporate relations departments support FCPS, including:

- Allstate
- Apple Federal Credit Union Education Foundation
- Armed Forces Communications and Electronics Association
- Army Youth Programs in Your Neighborhood
- Best Buy
- Boeing
- CapitalOne
- Costco
- Dewberry
- ExxonMobil
- Fairfax County
- Fairfax County Public Library
- Fairfax County Public Schools Education Foundation
- Fort Belvoir Van Nuys Library
- George Mason University
- George Washington's Mount Vernon Estate and Gardens Education Foundation
- Grevey Foundation
- Institute of Museum and Library Services
- National Aeronautics and Space Administration
- National Board for Professional Teaching Standards
- National Oceanic and Atmospheric Administration
- Neediest Kids, Inc.
- Northern Virginia Community College
- Northrop Grumman
- Pacific Institutes for Research
- Raytheon
- Sprint Foundation
- Target
- Teachers Network, Inc.
- United States Army
- United States Department of Agriculture
- United States Department of Education
- United States Forest Service
- United States Department of State
- University of Virginia
- Virginia Commission for the Arts
- Virginia Department of Education
- Virginia Department of Social Services
- Volunteer Fairfax
- Wallace Foundation

### **Additional Evidence of Compliance**

Senior staff and Dr. Dale interact with business leaders in Fairfax County throughout the year. Dr. Dale regularly meets with members of the Fairfax Chamber of Commerce, Fairfax County Economic Development Authority and others to keep FCPS interests in the forefront of the business community as well as understanding needs of the business community. Dr. Dale sits on the board of the Fairfax County Chamber of Commerce and regularly attends meetings. He also addresses the Vienna Tysons Regional Chamber of Commerce yearly at their Youth and Education luncheon.

These relationships are vitally important because good schools are critical for businesses moving in to Fairfax and maintaining a quality workforce. Two businesses that moved into Fairfax County recently, Volkswagen and Hilton, cited the school system as one of the main reasons for moving here.

Dr. Dale has fostered a partnership between FCPS and Junior Achievement. He also sits on the Junior Achievement Board of Directors. This year, ground was broken for Finance Park, a building on the Frost Middle School campus. Beginning next year, all eighth grade students will go to the facility as the culminating activity of a financial education unit, as part of their civics and mathematics curriculum.

See also Appendix OE6 – Partnership Matrix that also has a number of related partnerships.

**Board Comments:**

**5. Establish honest, effective relationships with the news media.**

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

**Reasonable Interpretation:**

The Department of Communications and Community Outreach will facilitate the school system’s relationship with the various news outlets in the community. They will continue to effectively and professionally communicate amidst constant changes. An up to date list of local and regional news media will be maintained.

The following are the interpretations of the key phrases of the School Board’s expectations.

**Establish:** FCPS engages and involves members of the news media with the school system.

**Cooperative:** Communication with the media will be honest, helpful and timely.

**Relationships:** FCPS engages with members of the media with respect to their duties while maintaining ethical standards.

**News Media:** Organizations that provide information to the public, including newspapers, magazines, newsletters, radio, television, and web-based outlets.

**Indicators**

5a) Annually review effectiveness, openness and cooperation of FCPS communication with the news media.

5b) Analyze the amount of coverage in media as a result of news releases and tips created by the Office of Community Relations and school news liaisons.

**Superintendent Statement of Condition:**

**5a) Annually review effectiveness, openness and cooperation of FCPS communication with the news media.**

**FCPS Cooperation with News Media** – A survey conducted in October 2009 of 12 reporters (of which 3 responded) at 8 media outlets regularly covering FCPS indicated a generally positive relationship. The majority of the reporters currently working with FCPS were the same reporters working during the monitoring period of 2007-08. The Media Relations and Crisis Communications Team works closely with all reporters to ensure their deadlines and information needs are met.

Comments included:

- Without any doubt FCPS has the best media relations operation of any large district in the country. I wish we could bottle whatever it is you have and slip it into the drinking supplies of all the other large district media offices.
- FCPS media relations staff members are the most reliable of all the school systems I work with.

**5b) Analyze the amount of coverage by the media as a result of news releases and tips created by the Department of Communications and Community Outreach and school news liaisons.**

Summary:

- 268 news releases were written and distributed by the Department of Communications and Community Outreach to media outlets during the 2008-09 school year.
- Approximately 77 percent of news releases were picked up by local media in the 2008-09 school year, including print and electronic sources, compared to 82 percent in the 2007-08 school year.
- 504 media tips were written and distributed to media outlets during the 2008-09 school year.
- Approximately 38 percent of media tips issued by the Department of Communications and Community Outreach were picked up by local media, including print and electronic sources.
  - The best coverage received by FCPS was from:
    - The Connection Newspapers
    - The Sun-Gazette Newspaper
    - The Washington Post
  - Approximately 20 percent of news releases became feature stories in local print media (up from 15 in 07-08).
  - Coverage was steady throughout the nine-month school year.
  - Television continued to focus on bad news, i.e., crimes, gang activity, negative public perception about particular issues, however it also provided coverage of major issues (budget cuts, school start times, grading scale changes) in 08-09.

- News releases that were not picked up by the press include:
  - Events or awards that are a repeat of years past
  - Individual teacher awards and accomplishments
  - School, school division recognitions
  - Enrollment in TJ, special programs, camps
  - Academy events
  - Environmentally related activities and initiatives
  - Assistant superintendent resignations and appointments
- The Family and School Partnerships Asian Outreach staff member serves as a liaison to the Korea Daily Newspaper. She and a Family Partnerships Specialist contribute, in Korean, weekly informative articles and FCPS updates for the newspaper's Education section. This reciprocal relationship also promotes resource fairs, college fairs, and classes to Fairfax County's Korean community.

**Additional Evidence of Compliance**

Dr. Dale has monthly appearances on WUSA where he provides updates on current FCPS news. NewsChannel 8 has now added Dr. Dale as a regular guest. He is in frequent contact with the Washington Post including education reporter Michael Chandler, editorial staff member Joann Armao, and education columnist Jay Mathews. Local Korean media outlets including the Maeil Business Newspaper interview Dr. Dale a few times per year. And this year, Cox Communication has added Dr. Dale to its monthly interview cycle. The Cox interviews are aired during CNN Headline News. Dr. Dale was a guest on the Kojo Nnambi Show on WAMU about changes to the grading scale in Fairfax.

Superintendent news conferences – Dr. Dale held three news conferences in 2008-09:

- October 30, 2008, with FCPS student journalists (topics included upcoming budget priorities and their effect on students; school start times, grading scale changes, other topics of interest to the students)
- January 8, 2009, with the media on the FY 10 budget release
- March 25, 2009, with FCPS student journalists (topics included budget, school start times, grading scale changes)

See Appendix OE 5 for News Release Analysis and Media Tips Analysis.

**Board Comments:** See Next Steps.

**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.**

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

## **Reasonable Interpretation:**

The superintendent and senior level staff will proactively collaborate with external groups to meet the strategic goals and operational expectations. Senior staff will provide knowledge and skills to assist Virginia Department of Education (VDOE) in state education endeavors. Senior staff will develop partnerships with post secondary institutions to enable smooth, high quality transitions for our graduates into higher education. Staff will also collaboratively develop training programs to meet the employment needs of our employees. Senior staff will also work with colleagues in local school systems and with professional organizations to help understand and potentially shape national public policy to support our mission, vision and goals.

The following are the interpretations of the key phrases of the School Board's expectations.

***Effective working relationships:*** FCPS collaborates with education groups in the region and the state to further its mission.

***Educational leaders:*** Individuals and/or institutions that advance education and promote student achievement.

## **Indicator**

6a) Review annually and evaluate relationships and projects with local school systems, VDOE, postsecondary institutions, and professional organizations in advancing the school system's goals and operational expectations.

## **Superintendent Statement of Condition:**

**6a) Review annually and evaluate relationships and projects with local school systems, VDOE, postsecondary institutions, and professional organizations in advancing the school system's goals and operational expectations.**

FCPS staff maintains extensive and regular communication with the Virginia Board of Education (VBOE) and the Virginia Department of Education (VDOE). Examples of this regular communication include:

- Superintendent's Office routing of weekly State Superintendent's memoranda, and coordination of FCPS staff responses where appropriate.
- Office of Government Relations (OGR) staff attendance at every Virginia Board of Education. Meeting and distribution of Board activities to relevant FCPS staff for information and follow-up as necessary.
- OGR staff contacts with VDOE policy staff during the Virginia General Assembly session regarding education-related legislation.
- Regular FCPS staff communication with VDOE staff, as well as testimony at public hearings, regarding potential state changes to the Standards of Learning, Standards of Accreditation, Standards of Quality, and other relevant state regulations.

- FCPS staff participation on various VDOE committees, task forces, and advisory groups (example: an FCPS staff member is also a member of the state's Advisory Board of Teacher Education and Licensure).

Dr. Dale made presentations at conferences including: National Council on Teaching America's Future, Strategic Management of Human Capital, and the Brookings Institution Education Roundtable.

Dr. Dale meets monthly with Robert Templin, the president of Northern Virginia Community College and yearly with Robert Merten and Peter Stearns of George Mason University on opportunities to collaborate K-16. Pathways to the Baccalaureate is a partnership between NVCC and FCPS where students are encouraged through high school to attend college and are followed once they begin attending NVCC. Many of these students are the first in their family to attend college.

Dr. Dale was part of a study group this year, called the DaVinci group, created by U. Va.'s Darden School and Virginia Association of School Superintendents to bring the 21<sup>st</sup> Century Skills initiative to Virginia educators and students. Several Department Assistant Superintendents also participated in the University of Virginia Darden School Executive Leadership Program on the FCPS project management initiative.

FCPS is also a member school district of the District Management Council, APQC and Wallace Foundation LEAD.

### **Family and School Partnerships Team**

- Family and School Partnerships personnel collaborated with Parent Institute for Quality Education (PIQE) and George Mason University's Early Identification Program (EIP) personnel to successfully plan for and implement the PIQE's nine-week parent involvement program in 6 FCPS schools: Annandale and Stuart High Schools, Glasgow and Whitman Middle Schools, and Cameron and Forest Edge Elementary Schools.
- Family and School Partnerships hosted visitors from other school districts/systems including Prince William County Public Schools, Chambersburg, Pennsylvania School District, and Upland County, Pennsylvania School District.
- Family and School Partnerships personnel participated in the monthly National Coalition for Parent Involvement in Education (NCPIE) meetings.
- Family and School Partnerships personnel attended Virginia Parent Information Resource Center (PIRC) meetings.
- Family and School Partnerships personnel attended and made presentations to state-wide conferences including the Virginia ESL Supervisors' Association, the Virginia Parent Education Symposium, and the Virginia State Parent Education Coalition (VSPEC) Conference and meetings.
- Family and School Partnerships personnel initiated conversations with personnel from Johns Hopkins University's National Network for Partnership Schools (NNPS) program to

plan for 8 FCPS schools' participation in the NNPS program during the 2009-2010 school year.

- A Family and School Partnerships staff member served as Parent Education Coordinator under the Executive Secretary of the Virginia Supreme Court to provide oversight and training for all jurisdictions providing court mandated parent education in Virginia.

## **Research Partnerships**

Fairfax County Public Schools recognizes the value of engaging in high quality research efforts with universities. The division has established research partnerships with a variety of universities, both local and national, to study issues related to helping all students to reach their full potential: improving classroom quality, increasing the mathematics and literacy performance of low-performing students, creating authentic assessments for the arts, and improving services for English Language Learners and students with disabilities. The majority of the research partnerships support the Fairfax County School Board's Student Achievement Goals (Goal 1 Academics, Goal 2 Life Skills). Below is a description of some of our partnerships.

**Responsive Classroom Efficacy Study (RCES)** is a research partnership program with the University of Virginia (UVA). Implemented in 24 elementary schools, the program focuses on enhancing classroom quality and student achievement via Responsive Classroom practices. As a multi-year endeavor, the program requires collaboration between UVA researchers and Fairfax County Public Schools (both central office and participating schools) to establish baseline data, provide teacher training, implement program components, track cohorts of students in grades 2 through 5, collect data, and monitor program impact. The partnership contributes to the school division's teacher training program implementation and School Board student achievement goals for academics (Goals 1) and life skills (Goal 2).

**Project READS** (Reading Enhances Achievement During Summer) is the result of a partnership with Harvard University to conduct a longitudinal study of the impact of a summer reading program on student achievement in high poverty elementary schools. Teachers received lesson plans to help them prepare fourth grade students to read independently over the summer. They gave students summer reading homework and student Reading and Math Standards of Learning (SOL) performance is tracked through elementary school. A previous pilot study, in one FCPS school, found the intervention to be effective in promoting reading gains for students. Project READS supports FCPS's goal to improve students' reading achievement (Goal 1). The researcher and FCPS are examining ways to extend this partnership once the current study is complete.

**The Office of Fine Arts**, Department of Instructional Services, has developed a partnership with George Mason University to develop and validate an authentic assessment of student performance in art and music. The partnership has resulted in an assessment that will be used to report on the School Board student goal for the fine and practical arts (Goal 1).

**The Office of Assistive Technology**, Department of Special Services, has developed several research partnerships over the past years to investigate how to improve the delivery of assistive technology services to students with disabilities. For example, the Office has worked with the University of Kentucky and George Mason University to conduct parent, teacher and student interviews about assistive technology services. In addition, the Office entered into a partnership with George Mason University to conduct field studies related to accessible instructional

materials for students with disabilities. One study examined the use of a software program with and without supporting strategies to improve reading comprehension and engagement of students with print disabilities. Another study examined how alternative instructional materials can aid the reading fluency and ability to retell stories for students with physical or severe disabilities. All studies support students with disabilities in meeting FCPS academic performance goals (Goal 1).

**The Kilmer Center and the Key Center** have a long-standing relationship with a faculty member at George Mason University to conduct research to improve the understanding of and services to students aged 5 to 21 years with severe disabilities, autism, and mental retardation. The partnership has resulted in a research project to better understand the socio-emotional functioning of students at the centers.

**Professional Development Schools (PDS) program** has involved FCPS in research efforts with George Mason University of more than a decade. The schools focused their partnerships in a variety of areas. For example, one elementary school focused on “What difference does it make for student achievement when teachers are engaged in inquiry into their own practice?” Another elementary school focused their research questions on improving teaching and learning for their English Language Learners.

**The Northern Virginia School Leadership Center (NVSLC)** is a partnership involving educators from Fairfax County Public Schools, Alexandria City Schools, Arlington County Public Schools, Loudoun County Public Schools, Prince William County Public Schools, and the College of Education & Human Development at George Mason University. The mission of is to provide professional growth opportunities for school leaders and leadership teams through experiential learning, research, and reflective practice.

See Appendix OE6 – Partnership Matrix.

**Board Comments:** See Next Steps

**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.**

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

**Reasonable Interpretation:**

Regular communication with all levels of government ensures that the relationship is effective in that the views, perspectives and needs of FCPS become a part of major educational policy debates of importance to the school division. Such relationships allow for proactive organizational planning, and coordinated reaction to external policy decisions.

The following are the interpretations of the key phrases of the School Board’s expectations.

**Effective and cooperative work** – FCPS promotes open and regular communication with local, state and federal officials.

## **Indicators**

7a) Annually present budget and policy needs of FCPS to local and state officials.

7b) Develop, update, and annually review with other government agencies FCPS budgetary needs, communications efforts and crisis management plans; which will include an analysis of other government agencies budgetary needs, administrative needs and concerns, and communications efforts and how they relate to FCPS needs and plans.

7c) Conduct quarterly meetings between appropriate FCPS staff and the County Executive and pertinent members of his or her staff to discuss issues related to the both levels of government.

7d) Maintain regular and proactive oral and written communications with members of the Virginia General Assembly, Virginia's federal Congressional delegation and relevant staff, relying on the School Board's Legislative Program to guide such communications. Such communication shall include attendance at meetings, as well as regular monitoring, of the Virginia General Assembly and United States Congress; including relevant committee, subcommittee and study commission meetings, both during the regular legislative session and throughout the year, as well as submission of testimony and other written and oral input in legislative debates of importance to FCPS, including securing legislative sponsorships where appropriate.

7e) Annually review and recommend updates to the Board's Legislative Program.

7f) Annually report on major policy decisions made by the Virginia General Assembly and United States Congress which will have an impact on FCPS. Such report will include analysis of required administrative action by FCPS, and planning for actions anticipated in the following year.

## **Superintendent Statement of Condition:**

### **7a) Annually present budget and policy needs of FCPS to local and state officials.**

- Prepared testimony delivered at the Governor's Luncheon, which included invited guests from local, state and federal government, as well as business and community leaders on October 20, 2008.
- School Board's Legislative Program, presented at the School Board's annual Legislative Breakfast which included invited guests from the Virginia General Assembly, United States Congress, Fairfax County Board of Supervisors, Fairfax City School Board and the Superintendent's Business and Community Advisory Council (BCAC) on November 12, 2008.
- Prepared testimony delivered to the Regional Public Hearing of the Senate Finance and House Appropriations Committees at George Mason University on January 8, 2009.
- Prepared testimony delivered to the Fairfax Delegation Public Hearing at the Fairfax County Government Center on January 10, 2009.

- Prepared and delivered testimony to the Virginia Senate Finance Committee in Richmond on January 20, 2009.
- Ten Community Dialogues were held with county and school staff jointly presenting budget information and receiving input from residents throughout the county.
- A Program Review Committee was established and met five times to conduct a thorough (line by line) review of the school system's budget.
- Presentation(s) of FCPS budget priorities to the Fairfax Board of Supervisors:
  - July 18, 2008 – Joint Meeting (Fiscal Forecast)
  - November 14, 2008 – Joint Meeting (FCPS Line of Business Presentation)
  - March 16, 2008 – BOS Budget Work Session (FCPS Budget Overview)
  - March 31, 2009 – Presentation to the BOS (Advertised Budget Request)

**7b) Develop, update, and annually review with other government agencies FCPS budgetary needs, communications efforts and crisis management plans; which will include an analysis of other government agencies budgetary needs, administrative needs and concerns, and communications efforts and how they relate to FCPS needs and plans.**

- Held two workshops on communication during a crisis for FCPS personnel during the 2008-09 school year.
- Updated and posted a crisis response organization and role identification. This will be used as the basis for a tabletop exercise organized by the FCPS Office of Safety and Security on 2009-10.
- Developed a communications plan with the County's Office of Public Affairs for H1N1.
- Trained several DCCO staff members in use of WEB EOC to facilitate interagency communication in crisis situations.

See Appendix OE 7 for DCCO Crisis Organization and Roles.

**7c) Conduct quarterly meetings between appropriate FCPS staff and the County Executive and pertinent members of his or her staff to discuss issues related to the both levels of government.**

- Office of Government Relations (OGR) maintains regular communication with Fairfax County lobbyists during the General Assembly session and throughout the year. The two offices work collaboratively on a joint legislative position which is included in the legislative program of both bodies.
- Monthly meetings between Dr. Dale and County Executive Tony Griffin, meetings as needed between the Superintendent and Board of Supervisors Chairman Sharon Bulova.

- The Board of Supervisors created an Economic Advisory Committee and Dr. Dale serves on the Economic Development Subcommittee, which meets monthly.
- The Board of Supervisors and School Board began a new initiative called “Smart Savings” where county and school staff met regularly and work together to create additional efficiencies and eliminate duplication of services to save money.
- Fairfax County Department of Family Services’ Contracts
  - In collaboration with the Fairfax County Department of Family Services’ (DFS) Court Supervised Care Program, Family and School Partnerships provided ongoing training and consultation to foster parents through the Foster Parent Training and Consultation Program. This service is designed to provide support for all first-time foster parents, foster families with special-needs children, and families with sibling groups. *An average of 13.5 foster families was served each month in 2008-2009.*
  - DFS contracted with Family and School Partnerships to provide Nurturing Parenting Program facilitators for parent and child groups. The Nurturing Parenting Program is a comprehensive, 12-23 week, child abuse and neglect prevention program that involves all family members. *During 2008-09, 460 adults and 476 children from 370 families attended these sessions.*
  - Two Family and School Partnerships staff members serve on the Fairfax County Kinship Care Committee that develops an annual resource guide for county residents raising relatives’ children, provides respite days and support groups for grandparents and other kin raising relatives’ children, and provides resources to county and FCPS staff members in support of adults and children in kinship care families.

**7d) Maintain regular and proactive oral and written communications with members of the Virginia General Assembly, Virginia’s federal Congressional delegation and relevant staff, relying on the School Board’s Legislative Program to guide such communications. Such communication shall include attendance at meetings, as well as regular monitoring, of the Virginia General Assembly and United States Congress; including relevant committee, subcommittee and study commission meetings, both during the regular legislative session and throughout the year, as well as submission of testimony and other written and oral input in legislative debates of importance to FCPS, including securing legislative sponsorships where appropriate.**

**State Communication**

OGR staff maintained regular communications with all 26 House of Delegates and Senate of Virginia offices representing Fairfax County, including both staff and the members themselves, during the legislative session and throughout the year. OGR staff also maintained regular communication with committee staff and with representatives from the Virginia Department of Education during the session and throughout the year.

**State Meeting Attendance**

OGR staff was present for the entire of the 2009 General Assembly Session, including the Reconvened Session, and attended every meeting of:

- House Education Committee
- House Education Subcommittees on Standards of Quality, Students and Daycare, and Teachers and Administrative Action
- House Appropriations
- House Appropriations Subcommittee on Elementary and Secondary Education
- Senate Education and Health Committee
- Senate Education and Health Subcommittee on Public Education
- Senate Finance
- Senate Finance Subcommittee on Public Education

OGR staff also regularly attended other relevant committee and subcommittee meetings, as well as monitored related floor proceedings, throughout the 2009 General Assembly Session.

OGR monitored the proceedings of off-session State study commissions, including the Commission on Youth, the Freedom of Information Act Commission, the Joint Legislative and Audit Review Commission, and the Joint Subcommittee on Elementary & Secondary Education Funding. OGR staff also attended off-session meetings of House Appropriations and Senate Finance, including their annual retreats November 18-19 (House Appropriations) and November 20-21 (Senate Finance), 2008.

### State Legislative Tracking

OGR identified and tracked a total of 249 education-related bills during the 2009 Session in 10 different subject categories. All tracked bills were routed to appropriate FCPS staff for analysis and comment.

OGR provided formal written comments (based on legislative positions in the Board's Legislative Program) to various General Assembly members on 44 different pieces of legislation, as well as on both House and Senate proposed budget amendments. Note that OGR also provides informal comment on many additional pieces of legislation throughout the General Assembly session which will not be reflected in these tables. The final disposition of all legislation eliciting written comment is summarized below:

Written Comment	Eventual Outcome	
	Passed	Failed
Support	4	4
Comment/Concern/Question	11 <sup>1</sup>	12
Oppose	4 <sup>2</sup>	9

<sup>1</sup>two of the bills listed were amended such that the original concerns with the legislation were addressed

<sup>2</sup> all four of the bills listed were amended such that the basis of the original opposition to the legislation was addressed

### **Achievement of Legislative Program Goals**

Secured sponsorship of three pieces of legislation, based on the school board's legislative positions.

- HB 2341 (Amundson) allows a school board to adopt regulations authorizing a principal to impose a short-term suspension, when a student has been charged with an offense involving intentional injury to another student in the same school, pending a decision as to whether to require the offending student to attend an alternative education program. The bill also provides that a school board may require a student charged with certain juvenile offenses to attend an alternative education program.
- HB 2406 (Bulova) expands the types of school records that may be admissible in cases involving custody of the student or termination of parental rights to all school records provided that they are authenticated as true and accurate copies by the custodian of the records or by the person to whom the custodian reports, if they are different.
- HB 2513 (Marsden) adds "act of violence by a mob pursuant to §18.2-42.1" to the listing of offenses that are reported by a juvenile intake officer to a school division superintendent when a petition is filed alleging a student committed such an offense.

All three measures passed and all became law July 1, 2009.

### **Federal Communication and Monitoring**

OGR staff attended regular meetings of the Committee on Education Funding and received regular update information from the Elementary and Secondary Education Working Group on Capitol Hill to keep up to date on Congressional policy and budgetary activity.

OGR staff also attended congressional hearings on major educational issues, including sessions regarding the federal education budget and ESEA Reauthorization.

OGR staff maintained regular communication with Congressional staff from the five offices representing the Fairfax area (three congressional offices, and two Virginia Senators).

OGR staff also worked with Financial Services staff, particularly the Grants Office, on Congressional appropriations matters.

### **7e) Annually review and recommend updates to the Board's Legislative Program.**

The School Board's Work Session on changes to the Legislative Program was held on held September 8, 2008. See Appendix OE7 for final set of OGR recommendations for changes to the 2009 Legislative Program.

### **7f) Annually report on major policy decisions made by the Virginia General Assembly and United States Congress which will have an impact on FCPS. Such report will include analysis of required administrative action by FCPS, and planning for actions anticipated in the following year.**

OGR produces a Final Narrative Report after each General Assembly Session (see Appendix OE7) which includes descriptions of all the OGR-tracked education-related bills that passed

during the legislative session. The narrative also includes descriptions of many tracked bills that did not pass, as a way of informing the broader community about issues that may have come up during a particular session and which may come up again in future sessions.

In addition, OGR now produces a separate document including only bills that passed during a Session (see Appendix OE7) as a way of highlighting FCPS responsibilities for implementing General Assembly actions. OGR, in conjunction with Division Counsel, provides follow up information and guidance to the various affected departments to help interpret legislative intent and to assist with implementation.

Additional evidence of compliance:

- The Metropolitan Council of Governments established a Workforce Task Force and asked Dr. Dale to serve on the committee that will focus on economic development and human capital in the region.
- Dr. Dale participates in the Fairfax Futures School Readiness Forum, which promotes early childhood education and school preparedness for county children.
- Each year, the Fairfax County and the Fairfax City School Boards meet to provide updates from both school systems.
- Dr. Dale participates yearly in a forum entitled “Issues Fairfax” which brings together leaders throughout the region to examine issues facing the community and ways to resolve or mitigate them.

**Board Comments:** See Next Steps.

**8. Participate in diverse community activities and events as advocates for all students.**

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

**Reasonable Interpretation:**

The performance of FCPS is more than just individual staff members working to run the schools. Instead, Fairfax is a network of interrelationships—with the employees working in partnership with community members to collectively achieve our goals. Understanding the dynamics of the variables in the system will help staff to better anticipate problems, make changes in order to welcome diverse representation and participation to assist student achievement.

**Participate in:** FCPS fosters two-way communication with community members and organizations to have a presence at key events and functions throughout Fairfax County.

**Diverse community activities and events include:** FCPS encourages diverse community participation at government functions (Fairfax Fair), businesses and business affiliates (Fairfax County Economic Development Authority, Chamber of Commerce, NVAR, and Realtors), school-level and countywide PTA meetings, cultural and language-based organizations, as well as hosting international visitors to FCPS, etc.

**Advocates for all students:** FCPS and the community work together to support and promote public education for its students - including general education, special education, prekindergarten, and adult education students.

## **Indicator**

8a) Identify information sought, key messages to be sent, staff participants, and guidelines for participants.

### **Superintendent Statement of Condition:**

#### **8a) Identify information sought, key messages to be sent, staff participants, and guidelines for participants.**

- Family and School Partnerships personnel networked with Fairfax County's Department of Family Services, Juvenile and Domestic Relations Court, local attorneys, and Court-Approved Special Advocates (CASA) to discuss programs available to meet their clients' needs and create new programs to address those needs. Family and School Partnerships also provided court-approved classes for identified clients in English, Spanish, and also in Korean, beginning Spring 2009.
- Family and School Partnerships Multi-Cultural Outreach staff members attend and work with multiple community organizations to sponsor events that support families from diverse backgrounds.
  - Diverse community activities and events attended, supported, and/or sponsored during 2008-09 include:
    - Culmore Family Resource Center classes, clinics, and meetings
    - Fairfax HS Latino Partnership
    - Forest Edge ES support meetings for Arabic-speaking parents
    - Hispanic College Fund Hispanic Youth Symposium
    - Hispanic Committee of Virginia
    - Northern Virginia Family Service (NVFS), formerly Center for Multicultural Human Services
    - School International and Multicultural Nights
    - Spanish Parent Educational Advocacy Training Center (PEATC and Virginia Parent Involvement Resource Center (PIRC) training programs for children with disabilities
    - South County Youth Network
    - South Lakes Pyramid parent meetings for Arabic-speaking families
    - The Granato Group

### **Additional Evidence of Compliance**

**Department of Special Services and the Department of Communications and Community Outreach Special Education Parent and Educators Resource Conference** – The 5th Annual Parent and Educators Resource Conference will be held on March 20, 2010 at Lee High School from 8:00 a.m. – 1:30 p.m. The conference will offer parents and educators access to workshops and resources used to enhance and improve the education and services for students with disabilities in FCPS. The conference will include a nationally recognized keynote speaker, numerous workshop sessions, and an exhibit hall with information and resources available in FCPS and the community.

**ESOL Parent Nights** - During 2008-09, three regional ESOL Parent Meetings were held on October 15 at Hayfield Secondary, October 20 at Robinson Secondary and November 12 at Falls Church High School. Information was provided to parents on advanced academic programs, ESOL services, how to assist students with their education, and support and community resources available in Fairfax County. Interpreters, child care and refreshments were provided. Approximately 2000 participants attended, and evaluations demonstrated that the meetings were very well received by parents of ESOL students.

**Future Quest with George Mason University** - The Career and Transition Services section of the Office of Special Education Instruction and the Special Education Parent Resource Center staff supports the ongoing planning of Future Quest for students with disabilities and their parents. This event offers students and parents the opportunity to learn about post secondary educational and career opportunities. Speakers, workshops, and displays cover all aspects of transition from school to the real world, including the college application process, financial aid, strategies for success, career planning, and career opportunities. Future Quest is held once every two years with a year of planning and preparation in between. Future Quest is scheduled for November 21, 2009.

**The Hispanic Leadership Alliance** – Members of the Leadership Team and School Board support the alliance that advocates for Hispanic and Limited English Proficient students in Fairfax by supporting them through a number of channels including college scholarships. They hold an Annual Awards Banquet where the scholarships are presented to deserving students.

**County Partnerships** - Leadership team members and other staff are partners with county leadership in the County-wide Prevention Initiative. County agencies and schools work together to plan strategically to ensure that all children are ready for school and to learn and that they make safe and healthy life choices. Staff members are active in the regional gang prevention effort whose goal is to help students engage in productive activities in their schools and communities so that there is less likelihood that they will become involved in gang activity. Efforts are also aimed at helping youth get out of gangs successfully.

Several School Board members and school staff serve on the Board of Directors of the Fairfax Partnership for Youth. This nonprofit organization's goal is to promote positive youth development to reduce violence through various initiatives including mentoring, Support on Suspension, and the Youth Suicide and Depression taskforce.

**Mediation Conference** has been held for the past sixteen years, the Student and Safety Wellness section holds regional Peer Mediation Conferences for elementary and secondary level students and staff in partnership with the Institute for Conflict Analysis and Resolution at George Mason University. This event, with the theme Mediation: Pathways to Peace, supports

the School Board's goal of resolving conflicts peaceably and will next be held on November 20, 2009.

**Diversity Institute** focuses on providing training and learning opportunities to staff in research based best practices to increase and accelerate achievement gains for students. The Diversity Institute provides a full array of staff development workshops on instructional strategies to challenge growth in all children. Annually national speakers on Diversity and Closing the Achievement Gap are key presenters at this one day event. The 2009 Academic Diversity Institute, was held at West Potomac High School on Wednesday, August 18. The keynote speaker was author and teacher Rafe Esquith from the Los Angeles Unified Public Schools system.

**Strengthening the Family** is a component of the GMU Early Identification Program. This innovative multiyear college preparatory program for first-generation college-bound middle and high school students supports academic achievement and heights academic aspirations. The Strengthening the Family Workshops held in the district connects parents to pre college readiness experiences so students can actively participate.

**International Children's Festival** – FCPS sponsors the event that celebrates children of different cultures throughout the world featuring performances and art. All 12,000 FCPS fifth graders take a field trip to participate in event activities at Wolf Trap Center for the Performing Arts.

Other – Dr. Dale and/or members of the Leadership Team participate in a wide variety of diverse community organizations, activities and events throughout the year. Dr. Dale traveled to Japan with the Japanese Foundation to promote understanding of Japanese language education through a better understanding of the country and culture. Dr. Moniuszko and seven teachers took a trip to Korea over the summer to visit schools and meet educators, sponsored by the Korean Daily Newspaper. There were many more diverse activities, but some of the highlights are below.

- Korean Partnerships: Guro District, Songpa Gu, and the Teacher Internship exchange
- Saudi Arabia National Day
- Nadar Por Vida (Some School Board Members and the Superintendent were presented with awards)
- Latino Partnership for Success at Fairfax High School
- Chantilly Pyramid Minority Student Achievement Committee
- Boys Conference
- Girls Conference

**Board Comments:** See Next Steps.

**9. Implement a strategic communications plan to enable effective communications between the school system and the community it serves.**

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

## **Reasonable Interpretation:**

**Strategic communications:** FCPS monitors and scans the internal and external environment to assess the issues and needs of key stakeholders and develops targeted ways of communicating with those stakeholders to ensure meaningful two-way understanding between the school system and the community.

**Effective communications:** FCPS develops and uses a toolbox of traditional and innovative communications tactics and methods that are appropriate and useful in developing meaningful two-way communications.

**School system:** Including but not limited to the School Board, Superintendent, Leadership Team, principals, and teachers.

**Community:** Residents of Fairfax County, including but not limited to families, county leaders, business leaders, and civic/community leaders.

## **Indicator:**

### **9a) Annually review and revise the communication plan.**

Public relations is a management function that establishes and maintains open communications and mutually beneficial relationships between the organization and the publics on whom its success or failure depends. The following plan contains the primary components of a strategic communications plan: assessment/research and planning and strategy.

## **ASSESSMENT/RESEARCH**

Based on informal research with key stakeholder groups, school board members, advisory councils, and individuals associated with Fairfax County Public Schools, there are some emerging issues that can be addressed through a strategic communications plan. Below is a brief summary of issues that have been heard regularly over the last 24 months. Some of these points relate directly to the fact that the School Board and Superintendent have been recently handling some volatile and visible issues that have a perceived or real impact on families, such as the grading policy, school start times, and administrative consolidation.

- There appears to be a lack of trust existing among some segments of the community about how decisions are reached by the school board and superintendent.
- Others have noted that a transparent process of decision-making needs to be communicated to key stakeholders.
- School Board members and key stakeholders believe that FCPS needs to be more proactive in its communications with key stakeholders on important issues, for example, student achievement, minority achievement, and budget.

While these points were gleaned from observations, conversations, and interviews, they should also be verified in a more formalized approach, for example, through a random survey of key stakeholders and/or focus group discussions. Results using these more formal approaches

would also serve as a benchmark to measure progress toward the goal of this strategic communications plan.

In the fall of 2009, a brand assessment will be completed that includes interviews, a survey and focus groups with key stakeholders to determine perceptions of families and residents with no children in school in how they view FCPS. These results will help us better understand our community's perceptions and will be built into the communications activities for the 2009-10 school year and beyond.

## **PLANNING**

A clear goal guides the strategic communications plan. This goal focuses on enhancing and building relationships, because sound, trusting, and mutually beneficial relationships are the solid foundation on which school and community success can be built.

***Strategic Communications Goal: To develop new relationships and strengthen existing ones with internal and external key stakeholders in support of student achievement in Fairfax County Public Schools.***

The following are key stakeholders and those groups that influence them.

### ***Key Stakeholders and Key Opinion Leader Groups***

Key stakeholders are those individuals who have an interest and participation in the outcome of Fairfax County Public Schools. The internal and external stakeholders of Fairfax County Public Schools are, in general:

**Internal:** All FCPS employees

**External:** All FCPS families, all Fairfax County taxpayers

Within these two broad categories, there lie some key opinion leader groups that are critical to the success of the strategic communications goal. Key opinion leader groups are those groups who influence the opinions and attitudes of key stakeholders.

### ***Some Internal Key Opinion Leader Groups:***

**Teacher Organizations:** Fairfax County Federation of Teachers (FCFT), Fairfax Education Association (FEA), Association of Fairfax Professional Educators (AFPE)

**Principal Organizations:** Fairfax Association of Elementary School Principals (FAESP), Middle School Principals' Association (MSPA), Fairfax County High School Principals' Association (FCHSPA)

**Support Employee Groups:** American Federation of State, County, and Municipal Employees; Fairfax School Bus Drivers' Association (FSBDA); Unified Professionals Association (UPA)

**Superintendent's Employee Advisory Councils :** Bus Drivers' and Attendants' (BDAAC); Custodial Services (CSAC); Facilities Services Employees' (FSEAC); Food Services (FSAC); Office Personnel (OPAC); Support Services Employees (SSEAC); Superintendent's Teacher (STAC); Human Resources

**Parent-Teacher Organizations:** Fairfax County Council of Parent Teacher Associations (FCCPTA); all FCPS parent-teacher associations; Superintendent's Parent Advisory Council (SPAC)

City of Fairfax School Board and Superintendent

### ***Some External Key Opinion Leader Groups:***

**School Board Advisory Committees:** Adult and Community Education; Advisory Committee for Students with Disabilities; District Advisory Council for the Fairfax County Compensatory

Education Title 1 Program; Family and Early Childhood Education Program (FECEP-Head Start Parent Policy Committee); Human Relations Advisory Committee; Advisory Committee for Advanced Academic Programs; School Health Advisory Committee; Minority Student Achievement Oversight Committee

**Business leader organizations:**

Superintendent's Business and Community Advisory Council; Fairfax Chamber of Commerce; other Fairfax city or area chambers; Fairfax County Economic Development Authority; Fairfax Education Foundation; Apple Federal Credit Union; Northern Virginia Community College; George Mason University

Fairfax County Board of Supervisors and senior leadership team

Fairfax County Federation of Citizens Associations and related civic association leaders; homeowner association leaders

Faith community leaders

NAACP leaders

Hispanic community leaders

Korean community leaders

Senior citizen (active adult) organization leaders

After critical audiences are identified, strategies are developed that will help FCPS build positive relationships with the key stakeholders and key opinion leader groups. For purposes of this report, these strategies are divided into Existing and Planned.

**Existing Strategies (Developed and Implemented Over the Last 12 Months and Slated to Continue)**

- **Issues management**, which assigns one DCCO staff member to one current issue to assume responsibility for tracking and analyzing the issue, scanning social media and traditional media for understanding of groups involved, and evaluation of a possible organizational response. The issue manager is also responsible for helping to develop an individual communications plan for that issue. Issues currently being tracked include boundary changes, administrative building consolidation, budget, tweaks/adjustments to 2009-10 school start times, SACC program, summer school changes, the new elementary progress report, and student learning plans. (See Appendix OE 9 for Issues Managers and Roles and Responsibilities)
- **Individual communication plans** around high priority issues such as grading policy and budget. These plans include:
  - Advising superintendent and senior leadership on communication strategies as the issue develops
  - Using tactics to keep stakeholders informed and involved, such as news editorials, news releases, internal communications, web site updates, KIT messages
  - Distributing talking points for school board, senior leadership team
- **Community engagement** on high priority issues such as changing school start times and budget using tools such as study circles, surveys, and community dialogues. This included working closely with the Board's Linkage Committee on engagement activities, such as on changing school start times and budget.

- **Communicating “Big Board Decisions”** which uses a comprehensive process that includes prior preparation of news release, web page updates, KIT messages, and internal communications.
- **Strategic issue coalitions**, which brings key stakeholders and leaders of key opinion groups together at the table to engage in two-way dialogue, examine an issue, provide insights to the superintendent, and recommend strategic approaches. Two such coalitions were formed around the grading policy on January 6, 2009, and administrative building consolidation on February 24, 2009.
- **Meet the School Board**, a series of video snapshots of individual Board members that help the community understand the roles, responsibilities, and challenges of the School Board. The video snapshots are posted under each board member’s profile on the web and run as a regular part of the “Insight” program on Channel 21.
- **Online, live one-hour chats**, to promote two-way dialogue between the Superintendent and identified key stakeholders on high priority issues. Two online chats have been held in the fall of 2009 between the Superintendent and employees, which resulted in a rich exchange of ideas and information. Questions were posted in advance and during the live hour for the superintendent’s response. After the chat is completed, the dialogue is posted on the web for reading and archival purposes.
- **Family survey**, to assess the relationship that parents and families have with their individual school(s) and Fairfax County Public Schools, in general, to support the achievement of their student(s). This survey is proposed to be carried out once every two years to inform the leadership about areas of strength and areas needing improvement.

#### **Planned Strategies (for the Next 12 Months)**

- **Brand assessment**, which will determine both parent and non-parent perceptions of the school system and development of key messages that can be used to strengthen ties with the community.
- **Support of Linkage Committee activities**, including engagement of key stakeholders on school board communication processes, and development of an Education Summit in 2010.
- **Support of the Southwestern Regional Planning Study Committee** community engagement process that includes representatives from potentially impacted schools and the larger community.
- **Redesign of FCPS public web site and FCPS intranet web site** to improve the accessibility of information for the approximate 1 million monthly visitors. The web is the main source of information for key stakeholders and has not undergone an update in seven years. Over the next six months, user groups will be formed and interviewed on

their usage, preferences, and experience with the FCPS site. That research will begin to drive improvements and a redesign of both the public and intranet sites.

- **“You are the Voice” campaign**, directed at internal audiences, will be a new feature of the employee newsletter, Supergram, that will highlight facts on high priority issues and talking points so that FCPS employees will be able to field questions and converse comfortably with interested citizens on these issues.
- **Issues identification process** needs to be regular and formalized both internally and externally. While DCCO’s Strategic Communications Team continues to scan the environment (social media, parent meetings, advisory council meetings, etc.) for emerging issues, a more formalized process can take place among Leadership Team members bringing forth input from internal stakeholders and the School Board Linkage Committee bringing forth input from external stakeholders through regular community dialogues. An example of such an issue is minority student achievement. Once issues are identified and designated as high priority, communication plans can be crafted and implemented.

**Board Comments:** See Next Steps.

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**Summary Statement of the Superintendent (major issues or challenges):**

The priority of this year’s strategic communications planning and implementation needs to be focused on the FY 2011 budget.

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**Action of the Board:**

The motion to accept the Community Relations monitoring report and to commend the Communications and Community Outreach Department for their quality and vigorous work on operational expectation #7, especially with the Smart Savings Task Force passed 6-3: Ms. Bradsher, Mr. Gibson, Mr. Raney, Mrs. Smith, Mrs. Strauss, and Mrs. Wilson voted “aye”; Ms. Hone, Mrs. Kory and Mr. Storck voted “nay”; Mr. Center and Mr. Moon were absent; with the Providence district seat vacant.

**Next Steps:**

- Request for staff to ask National PTA to share data on the PTA parent survey from other school divisions in order to get comparative information. See if other national data can give us comparative information with regard to our recent family survey.
- Request Governance Committee to review OE #2 on feasibility of including the School Board Office in client communication and demonstrating two-way communication with the community.

- Request Governance Committee review the staff time and resources involved in developing monitoring reports in light of the difficult budget and reduction of staff.
- Request for more information about whether background checks tend to effect volunteerism and other issues impacting the decline in volunteerism. Seek recommendations to counteract the decline.
- Check the correctness of SHAC recommendations in this report.

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