Strategic Governance Manual
PREFACE

The State of Virginia has empowered and directed School Boards (in Title 22.1, Chapter 7) to do the following:

See that the school laws are properly explained, enforced, and observed; ensure that public schools are conducted according to law and with the utmost efficiency; care for, manage, and control the property of the school division; provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans to contribute to the efficiency of the school division; operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching, and the government to be employed in the schools, consistent with state statutes and regulations of the Board of Education; and perform other duties as prescribed by the Board of Education or as are imposed by law.

State law further states that a school board may adopt bylaws and regulations, not inconsistent with state statutes and regulations of the Board of Education, for its own government, for the management of its official business and for the supervision of schools.

The Fairfax County Public Schools Board takes its charge seriously and has developed this Strategic Governance manual as a plan to conduct our responsibilities as stewards of this school system in a professional manner that addresses goal-setting, monitoring compliance, and a focus on continuous improvement. The Board works in partnership with the Superintendent, who has been delegated authority for the day-to-day operations of the system in accordance with the Code of Virginia.
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DEFINITIONS

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

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

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

Strategic Plan
The Strategic Plan provides a framework for decision-making that builds upon a common mission, vision, and guiding principles held by the community. Its goals define the role of all Fairfax County Public School (FCPS) staff members in living the commitment to our staff, students, and community.

The Board will judge the overall success of the school system on the basis of reasonable progress toward achieving these goals, along with the system’s compliance with the Board’s stated Operational Expectations. Continuous monitoring by the Board will provide the means for judging reasonable progress toward achieving the Strategic Plan Goals.

Operational Expectations
While the Mission and Strategic Plan. Goals are the major drivers of what happens in the school system, the Board also has concerns about how the system operates. These Operational Expectations express those concerns to the Superintendent and staff.

Portrait of a Graduate
Portrait of a Graduate encompasses all that FCPS wants its students to be. This framework moves FCPS students and staff members to look beyond the high-stakes testing environment and help students develop skills so they can be successful in the workforce of the future.

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

Board Governing Commitments and Processes
In order to do its job effectively, the School Board must create for itself a governing culture that allows 12 very diverse individuals to function as a unit. That thoughtfully-crafted culture is reflected in these Board Governing Commitments and Processes. The Board commits itself to the same degree of excellence expected of the Superintendent and staff, and these provisions are the yardstick against which the Board will measure its own performance.
**Superintendent Evaluation**
The Board delegates operational control of the school system to the Superintendent and will hold the Superintendent accountable. This manual clarifies the basis and the means for evaluating the performance of both the school system and the Superintendent.
BELIEFS

Each student is entitled to an excellent education that meets his or her individual needs.

Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.

Effective educators are essential to student success.

Families play a fundamental role in their children’s education.

High expectations inspire high performance.

Everyone thrives in a vibrant, healthful, safe, enriching, and respectful environment.

Our diversity is a strength that creates resilient, open, and innovative global citizens.

Quality early childhood education is crucial to school readiness and future success.

Literacy is an essential life skill, and reading proficiency by third grade is critical for the academic success of all students.

A well-rounded education enables students to lead productive, fulfilling, creative, and culturally rich lives.

An educated citizenry enhances everyone’s quality of life, improves our economy, and sustains our system of self-governance.

A successful education system develops students who are effective communicators; collaborators; creative critical thinkers; global and ethical citizens; and goal-directed, resilient learners.
VISION

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

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

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

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

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

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens.
STRATEGIC PLAN OVERVIEW

In July 2015, the School Board approved Ignite, the Strategic Plan for Fairfax County Public Schools, which represents the cooperative work of the School Board and Leadership Team (LT), with significant community input, to create a long-term plan for continuous improvement. At the core of this plan is the FCPS Portrait of a Graduate. Ignite is a living document, which is reviewed and revised regularly. The Ignite Strategic Plan contains four strategic goals, which each contain overarching strategies, desired outcomes, actions, and monitoring metrics. The four goal areas are:

1) Student Success
2) Caring Culture
3) Premier Workforce
4) Resource Stewardship
**STRATEGIC PLAN GOAL REPORTING**

School Board oversight and monitoring of the Strategic Plan is achieved through regularly scheduled goal reports to demonstrate the work accomplished and the results achieved. Each report provides a comprehensive review of one of the four Strategic Plan goals areas, with a secondary focus on essential updates in the other three goal areas. In addition, the reports outline major Strategic Plan activities for the coming year that are designed to address areas in need of improvement. The monitoring metrics approved by the Board are essential elements of each report to ensure that the initiatives undertaken in the school year adequately address Strategic Plan outcomes. In addition to these reports, the School Board will have the opportunity to annually reassess the plan and make necessary adjustments to content, timelines, and metrics.

Goal reports involve three components—a written draft report, a work session to discuss the draft report, and a public presentation on the final report. Additional data and information shall be made available to the School Board through periodic internal reports at established times throughout the year.
PORTRET OF A GRADUATE

In 2014, FCPS adopted the Portrait of a Graduate to answer this question: What are the skills necessary for success for all children in this rapidly changing, increasingly diverse, and interconnected world? Portrait of a Graduate moves FCPS students and staff members to look beyond the high stakes testing environment and to help our students develop skills so they can be successful in the workforce of the future. The five essential characteristics a Fairfax County Public Schools graduate must demonstrate are:

**Communicator**

- Applies effective reading skills to acquire knowledge and broaden perspectives.
- Employs active listening strategies to advance understanding.
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts.
- Uses technological skills and contemporary digital tools to explore and exchange ideas.

**Collaborator**

- Respects divergent thinking to engage others in thoughtful discussion.
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints.
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.

**Ethical and Global Citizen**

- Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues.
- Contributes to solutions that benefit the broader community.
- Communicates effectively in multiple languages to make meaningful connections.
• Promotes environmental stewardship.

• Understands the foundations of our country and values our rights, privileges, and responsibilities.

• Demonstrates empathy, compassion, and respect for others.

• Acts responsibly and ethically to build trust and lead.

**Creative and Critical Thinker**

• Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes.

• Uses information in novel and creative ways to strengthen comprehension and deepen awareness.

• Demonstrates divergent and ingenious thought to enhance the design-build process.

• Expresses thought, ideas, and emotions meaningfully through the arts.

• Evaluates ideas and information sources for validity, relevance, and impact.

• Reasons through and weighs evidence to reach conclusions.

**Goal-Directed and Resilient Individual**

• Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.

• Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

• Uses time and financial resources wisely to set goals, complete tasks, and manage projects.

• Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy.
The School Board created the Strategic Plan and Portrait of a Graduate characteristics to ensure that the FCPS community, staff, and students are united behind the work that must take place to ensure the Division’s success. That success cannot be achieved without operational excellence. The Operational Expectations listed below detail the ways in which the School Board monitors these operations and the reporting methods used by staff to report to the Board.

**OPERATIONAL EXPECTATIONS**

**Global Operational Expectation**

The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of School Board policy, or endangers the district’s public image or credibility.

The Superintendent shall maintain a system of continuous improvement that ensures excellent customer service in the most efficient, effective manner.

The Superintendent shall track, measure, and evaluate FCPS effectiveness in realizing student achievement and improving business processes, including both benefits and costs, in a timely manner.

Last revised: November 8, 2012

*Monitoring Method:* Internal report
*Monitoring Frequency:* Annually

Fairfax County School Board
Emergency Superintendent Succession

The Superintendent shall designate at least one other executive staff member as acting superintendent who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities in his or her absence.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Treatment of Community Stakeholders

The Superintendent shall maintain an organizational culture that treats community stakeholders with respect, dignity, and courtesy, and shall assure that the public is adequately informed about the condition and direction of the district.

The Superintendent shall:

1. Maintain an organizational culture that:
   a. Values individual differences of opinion;
   b. Reasonably includes people in decisions that affect them;
   c. Provides open and honest communication in all written and interpersonal interaction;
   d. Focuses on common achievement of the Board’s policies;
   e. Maintains an open, responsive, and welcoming environment;
   f. Effectively handles complaints.

2. Assure the timely flow of accurate and meaningful information.

3. Establish and maintain collaborative partnerships to advance the mission and goals of FCPS assuring appropriate input and ongoing, two-way, strategic, and meaningful dialog between the district and its diverse stakeholders.

4. Prepare and publish, on behalf of the Board, a clear, easily accessible, and stand-alone annual progress report to the public that includes the following items:
   a. Data indicating student progress toward accomplishing the Board’s Strategic Plan;
   b. Information about Board policies, district strategies and operations intended to accomplish the Board’s Student Achievement Goal;
   c. Revenues, expenditures, and costs of major programs and a review of the district’s financial condition;
   d. Information about the district’s strategies to achieve the Board’s vision for the future of student achievement and potential barriers to achieving that vision.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Human Resources

The Superintendent shall recruit, select, and retain a high quality and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale and loyalty to the FCPS mission and goals.

A. Recruitment, Selection, and Retention
   The Superintendent shall:
   1. Recruit, hire, and retain a highly qualified and diverse workforce with a reasonable annual turnover rate.
   2. Ensure that all staff members are qualified to perform the responsibilities assigned to them.
   3. Administer appropriate and thorough background inquiries and checks prior to hiring.
   4. Identify and develop a diverse pool of strong leaders to ensure leadership continuity.

B. Staff Treatment
   The Superintendent shall:
   1. Value employees’ talents and expertise.
   2. Establish a culture of respect that treats all staff members in a fair and balanced manner.
   3. Establish an atmosphere of openness, civility, and responsiveness that fosters innovation and empowers employees to participate in identifying organizational needs and the means of implementing improvements.
   4. Seek broad-based staff participation in decision-making, considering various viewpoints, and reasoned dissent while achieving sound decision-making.
   5. Establish and communicate clear personnel rules and procedures.
   6. Maintain favorable working conditions to promote high morale.

C. Staff Evaluation
   The Superintendent shall:
   1. Consistent with the Superintendent’s own evaluation, evaluate all employee performance according to their contribution toward achieving the Board’s Strategic Plan policies and their compliance with the Board’s Operational Expectations policies.

D. Staff Compensation
   The Superintendent shall:
   1. Develop fair and competitive compensation and benefit plans that attract and retain the highest quality employees and considers the regional living wage.
E. **Professional Learning and Support.**
The Superintendent shall:

1. Support and provide effective training designed to increase individual and team performance.
Financial Planning

The Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board’s Strategic Plan priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the district.

The Superintendent shall develop a budget that:
1. Is in a summary format that is understandable, transparent and easily accessible by the community, and presented in a manner that demonstrates the relationship between the budget and the priorities within the Strategic Plan and any Operational Expectations goals.
2. Accurately describes revenues and expenditures.
3. Shows the amount spent in each budget category for the previous three fiscal years, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
4. Explains budget-planning assumptions, identifying significant trends, and changes.
5. Provides the Board with a fiscal forecast of needs five (5) years into the future.
6. Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases, and benefits.
7. Includes such amounts as the Board determines to be necessary for its governing function, including School Board staff, Board member training, consultation, attendance at professional conferences and events, and other matters determined by the Board to be necessary for it to effectively perform its governance duties.

The Superintendent shall not develop a budget that:
1. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.
2. Provides for a School Board flexibility reserve of less than $8 million.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board’s Strategic Plan goals or meeting any Operational Expectations goals; or places the long-term financial health of the district in jeopardy.

The Superintendent shall:
1. Assure that payroll and legitimate debts of the district are promptly paid when due.
2. Assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.
3. All purchases shall be administered in accordance with the Fairfax County Purchasing Resolution, as adopted annually by the Board.
4. Coordinate and cooperate with the annual audit of all district funds and accounts.
5. Make all reasonable efforts to collect any funds due the district from any source.
6. Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.
7. Publish a financial condition statement annually.
8. File required financial reports accurately and on time.

The Superintendent shall not:
1. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means.
2. Indebt the organization beyond what is approved.
Asset Protection

The Superintendent shall assure that all district assets are adequately protected, properly maintained, appropriately used, and not placed at undue risk.

The Superintendent shall:

1. Assure that district property is insured at 100 percent of its replacement value, using reasonable application of self-insurance, and commercial insurance.

2. Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, staff, and the district itself in an amount that is reasonable for school districts of comparable size and character.

3. Assure that all personnel who have access to material amounts of district and school funds are bonded.

4. Protect intellectual property, information, files, records, and fixed assets from loss or significant damage.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Superintendent’s Relationship with the Board

The Board values a harmonious and positive relationship with the Superintendent characterized by excellent communication, mutual respect, personal ethics, and professional integrity and guidance. The Board values collaboration to promote a strong team of 13. To assure this result, the Superintendent shall assure that the Board is fully and adequately informed about matters relating to Board work and significant district concern.

The Superintendent shall:

1. Submit required monitoring data (see S.1, Superintendent Delegated Authority, or S.2, Accountability and Evaluation) in a thorough, accurate, and understandable fashion, according to the Board’s annual work plan schedule, and including both Superintendent interpretations and relevant data to substantiate district operational condition or reasonable progress.

2. Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.

3. Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board’s work, informing the Board of:
   a. significant transfers of money within funds or other changes substantially affecting the district’s financial condition;
   b. anticipated significant media coverage;
   c. administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board;
   d. administrative disposition of matters referred to the Superintendent by the Board;
   e. significant initiatives, and program and operational changes;
   f. important personnel issues.

4. Serve and lead the Board as its professional education expert by:
   a. offering professional advice to the Board with recommendations based on thorough study and analysis supported by ample information, including assessment of alternatives, to enable the Board to make informed decisions;
   b. serving as thought leader to the Board on current and emerging trends that impact public education.
5. Maintain an ethical and harmonious working relationship with the entire Board by:
   a. treating all members impartially and assuring that all members have equal access to information;
   b. refraining from criticism of individual members;
   c. responding to Board and individual member concerns in a timely and courteous manner;
   d. communicating immediately and directly with the Board or individual Board members when an honest difference of opinion exists;
   e. promoting a positive relationship in Board meetings;
   f. encouraging an open exchange of information between Board and staff members;
   g. discussing with the Board or individual members any perceived violation of Governance Culture or Superintendent (S.1 or S.2) policies, or any encroachment by an individual member or the Board into areas of responsibility assigned to the Superintendent.

Last revised: September 4, 2014

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Strategic Plan Goals policies.

The Superintendent shall:
1. Ensure that instructional programs are based on a comprehensive and objective review of best practices research.
2. Base instruction on district academic standards that meet or exceed the Board’s Strategic Plan goals.
3. Align curriculum with the Strategic Plan goals.
4. Effectively measure each student’s progress toward achieving or exceeding the Strategic Plan goals.
5. Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.
6. Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.
7. Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.
8. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.
9. Maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.
10. Adequately monitor and control student access to and utilization of electronically distributed information.
11. Review academic program placement periodically to assure reasonable access and available capacity.
12. Operate an innovative, self-supporting child nutrition program that meets or exceeds Federal guidelines and that promotes healthy choices and wellness.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Learning Environment/Treatment of Students

The Superintendent shall establish and maintain a learning environment that is safe, healthful, non-discriminatory, respectful, and conducive to effective learning.

The Superintendent shall:
1. Maintain a climate that is characterized by support and encouragement for high student achievement.
2. Assure that all confidential student information is properly used and protected.
3. Ensure that student behavior expectations and consequences of violation are:
   a. Collaboratively developed;
   b. Reflect community values;
   c. Based on best practices, including positive behavior reinforcement;
   d. Clearly defined, communicated, supported, and enforced consistently, using reasonable judgment.
4. Provide school environments that are healthful for students, promoting proper exercise, nutrition, and proper sleep.

The Superintendent shall not:
1. Tolerate any behaviors, actions, or attitudes by adults that hinder the academic performance or the well-being of students.
2. Permit unacceptable and inappropriate behaviors on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous.
3. Permit unnecessary or irrelevant collection of student information.

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Facilities and Transportation

The Superintendent shall assure that physical facilities and the transportation system support the accomplishment of the Board’s Strategic Plan Goals policies while guaranteeing full preparation for emergency situations.

A. Facilities

The Superintendent shall:
1. Maintain a Facilities Comprehensive Plan that assures that classroom capacity and infrastructure meet instructional program and community needs and is equitable across the county. The plan will:
   a. Ensure sound instructional practices;
   b. Maintain a reasonable balance of capacity utilization;
   c. Uses resources wisely, efficiently and in an environmentally responsible way;
   d. Disclose assumptions on which the plan is based, including growth patterns and the financial and human impact that individual projects will have on other parts of the organization and the community;
   e. Ensure that land acquisition recommendations are based upon demographic trends and growth patterns, comparative costs, construction, and transportation factors and extraordinary contingency costs due to potential natural and man-made risks.
   f. Utilize energy as efficiently as possible;
   g. Ensure proper recycling programs are in use.
2. Maintain an objectively prioritized Capital Improvement Plan that establishes priorities for construction, renovation, and maintenance projects. The plan will:
   a. Assign highest priority to the correction of unsafe conditions;
   b. Include maintenance costs as necessary to enable facilities to reach their intended life cycles;
   c. Plan for and schedules preventive maintenance;
   d. Plan for and schedules system replacement when new schools open, schools are renovated, or systems replaced.
3. Assure that facilities are safe, clean, and properly maintained.
4. Provide for public use of facilities at a reasonable net cost to the school system, as long as safety, student functions, and the instructional program are not compromised and use guidelines are administered consistently.
The Superintendent shall not:
1. Authorize construction schedules and change orders that significantly increase cost or reduce quality.

B. Transportation

The Superintendent shall:
1. Ensure that students eligible for transportation are transported in a safe, timely, efficient, and effective manner.

C. Safety, Security and Emergency Preparedness

The Superintendent shall:
1. Ensure the protection of students, staff members, visitors, and FCPS property:
   a. Maintain updated emergency management plans;
   b. Assure that key personnel receive training, as appropriate;
   c. Maintain a collaborative and effective working relationship with local, state, and federal emergency management representatives.

Last revised: November 11, 2013

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Technology

The Superintendent shall use technology to support teaching, learning, and the Board’s Operational Expectations and Strategic Plan goals.

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

Last revised: November 8, 2012

Monitoring Method: Internal report
Monitoring Frequency: Annually
Fairfax County School Board
Board Role and Responsibilities

The role of the Fairfax County School Board is to govern Fairfax County Public Schools and ensure the successful education of students, consistent with the school system’s Ignite Strategic Plan, Portrait of a Graduate and policies adopted by the School Board. To carry out that role, the School Board will:

1. Establish expectations for student achievement, provide resources to enable students to meet those expectations, and hold Fairfax County Public Schools accountable for student achievement.
   a. Rigorously monitor performance against approved benchmarks and toward identified goals;
   b. Hire and regularly evaluate the performance of the Superintendent, the Clerk of the Board, and the Auditor General;
   c. Adopt operating and capital budgets that support the Board’s identified goals.
2. Represent and serve the interests of the citizens of Fairfax County.
   a. Engage the community to solicit input about expectations for student achievement and preparation for the future;
   b. Report regularly to the community on student achievement, operational goals and challenges, and initiatives to improve achievement and effectiveness of division operations;
   c. Exercise stewardship of resources by monitoring the use of resources to ensure that operating and capital funds are spent wisely and effectively;
   d. Ensure that Fairfax County Public Schools responds respectfully and in a timely manner to issues raised by members of the community.
3. Partner with parents and guardians and with groups representing the diverse elements of the Fairfax County community.
4. Advocate with the residents of Fairfax County for the needs of Fairfax County Public Schools—and the children it serves—to local, state, and federal elected and appointed officials.
5. Build coalitions to advocate for the Board’s goals and policies.
6. Respect the value and importance of employees and employee organizations and reasonably involve them in decisions that affect them.
7. Review, create, amend, and adopt policies. Any policy may be reviewed, amended, adopted, or rescinded by the Board at any time (see additional information at Appendix F).
Governance Commitment

The Board will govern in accordance with the law and the strategic long-term vision.

1. The primary purpose of the Board is to achieve the FCPS mission of educating all students through hiring and overseeing the Superintendent, setting policy, providing fiscal stewardship and accountability, and establishing and refining the goals outlined in the Strategic Plan.

2. The Board will hire and oversee the Superintendent, set policy, provide fiscal stewardship, accountability, and transparency, and establish and refine the goals outlined in the Strategic Plan.

3. The Board will encourage full exploration of diverse viewpoints.

4. The Board will hold itself accountable by monitoring its performance periodically and participating annually in professional development.

5. The Board will focus on strategic leadership and give direction to the Superintendent through majority decisions of the full Board.

6. The Board will communicate frequently and regularly with residents in the community, maintaining public trust through full and open communication.

7. The Board will permit no officer, individual, or committee to hinder its performance or prevent the Board from fulfilling its commitments.

8. The Board will ensure that all actions are consistent with State and Federal laws and with the Board’s own policies and commitments.

9. Each Board member is responsible for his or her use of professional development funds. Board members are encouraged to consider the Financial Services “Incidental Purchases for Staff Development, Awards, Planning Meetings and Special Functions Best Practices,” Section B.1. Staff Development, when determining how to use these funds. (Board approved February 7, 2019)
B.3

Board Member Code of Conduct

As a best practice, the Fairfax County School Board supports the Virginia School Boards Association Code of Conduct for School Board Members:

**VSBA Code of Conduct for School Board Members**

As a member of my local school board, I will strive to be an advocate for students and to improve public education and to that end:

1. I will have integrity in all matters and support the full development of all children and the welfare of the community, Commonwealth, and Nation.
2. I will attend scheduled board meetings.
3. I will come to board meetings informed concerning the issues under consideration.
4. I will make policy decisions based on the available facts and appropriate public input.
5. I will delegate authority for the administration of the schools to the Superintendent and establish a process for accountability of administrators.
6. I will encourage individual board member expression of opinion and establish an open, two-way communication process with all segments of the community.
7. I will communicate, in accordance with board policies, public reaction and opinion regarding board policies and school programs to the full board and superintendent.
8. I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, state regulations, and court orders pertaining to schools.
9. I will refrain from using the board position for personal or partisan gain and avoid any conflict of interest or the appearance of impropriety.
10. I will respect the confidentiality of privileged information and make no individual decisions or commitments that might compromise the board or administration.
11. I will be informed about current educational issues through individual study and participation in appropriate programs, such as those sponsored by my state and national school boards associations.
12. I will always remember that the foremost concern of the board is to improve and enhance the teaching and learning experience for all students in the public schools of Virginia.
Board Member Conflict of Interest

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

Board members are expected to comply with state law and current versions of School Board policies and FCPS regulations pertaining to conflict of interest, including Policy 1801, Conflict of Interest and Statement of Economic Interest- School Board Members and Superintendent of Schools, and Regulation 4427, Nonschool Employment.
Meeting Protocol

1. To ensure that the Board’s meetings are conducted with maximum effectiveness and efficiency, members will:
   a. identify issues of concern before the meeting, and avoid surprises whenever possible;
   b. circulate proposed motions and amendments, whenever possible, at least 48 hours before the meeting;
   c. support the Chair’s efforts to facilitate an orderly meeting;
   d. minimize unnecessary repetition;
   e. address the merits of the issue;
   f. assure that all perspectives are understood as issues are considered;
   g. presume positive intentions;
   h. be respectful in words and actions;
   i. engage in active listening;
   j. take part in productive discourse and value differing opinions;
   k. be on time and arrive prepared.

2. The Board will attend to consent agenda items as expeditiously as possible. An item may be removed from the consent agenda upon request of one member to the Chair before the meeting is convened.

3. In order to share meeting leadership, two Board members per month will be responsible for managing and facilitating that month’s scheduled work sessions (see additional information at Appendix C).

4. The Board will monitor the effectiveness of its meetings through a debriefing process at the end of every meeting as needed.

5. Board members will adhere to Robert’s Rules of Order and limit the length of their remarks on their initial turn at work sessions to no more than three (3) minutes. Board members will make their comments and raise their initial questions in this three-minute period, with staff then responding before going to the next Board member. Board members may raise other questions and make further comments during go-backs. Meeting managers should be seated at the end of the Board table, opposite the staff presenters rather than next to them, to better see all Board members seeking recognition.
B.6

Election of School Board Chair and Vice Chair

All School Board members will conduct campaigns for leadership positions, or support for a candidate, with integrity and respect for all School Board members. A recommended timeline for candidates for Chair or Vice-Chair includes:

1. Start consulting with other School Board members in early June to assess support.
2. Notify all other School Board members of one’s interest in being a candidate in a timely manner, but no later than a week before the vote at the first regular business meeting held in July. This may be done by email, phone call, or individual meeting.
3. If deciding within a week of the vote to run for Chair or Vice-Chair, or to accept nomination to one of these positions, notify all other School Board members within 24 hours of this decision (preferably by group email).
Role of the Chair

The Board empowers the Chair to provide leadership to the Board by ensuring the integrity of the Board’s processes, exercising these responsibilities with integrity, fairness, and impartiality- reflecting the spirit and intent of the Board in its deliberation- and normally serving as the Board’s official spokesperson.

The chair has the following authority and duties:

1. Support and monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization:
   a. conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues;
   b. ensure that Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly, and to the point;
   c. chair Board meetings with all the commonly accepted power of that position as described in Robert’s Rules of Order, Revised;
   d. lead timely periodic self-assessments to ensure process improvement.

2. Facilitate sound Board decision making by anticipating and addressing Board and member needs.

3. Compile and facilitate the Board’s summative evaluation of the Superintendent.

4. Except as otherwise provided in the section authorizing committee chairs to speak for the Board on specific matters, represent the Board as appropriate and serve as spokesperson for the Board in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair. The Chair may delegate this authority to other Board members when appropriate, but the Chair remains accountable for such delegation.

5. Execute all documents authorized by the Board, except as otherwise provided by law.

6. With the advice and consent of the Board, appoint the members, Chair, and the Vice-Chair and/or liaison of all Board committees.

7. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board’s annual work plan.

8. Appoint two Board members per month to manage and facilitate the scheduled work sessions (see additional
information at Appendix C).

9. Report weekly to the Board, except during breaks, on the Board agenda, matters reviewed in Chair’s meeting, and other information relevant to the Board’s work.

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

When the Chair is not available, the Vice-Chair shall perform the role and duties of the Chair. The Chair and Vice-Chair shall work together to ensure that the duties of the Chair are accomplished effectively.
Annual School Board Calendar and Work Plan

1. The Board will follow an annual work plan that includes:
   - Reports on the four goal areas in the Strategic Plan
   - The Strategic Plan review
   - The Budget
   - The Capital Improvement Program (CIP)
   - The Students Rights and Responsibilities (SR&R)
   - School Calendar
   - Twice-monthly regular Board meetings, except in August
   - Forums on Topics
   - Work sessions
   - Committee meetings
   - Public hearings
   - Two Annual Retreats
   - Joint School Board/Board of Supervisors meetings
   - Meeting with Virginia state legislators
   - Meeting with the Fairfax City School Board
   - Evaluations of the Superintendent, Clerk, and Auditor General

2. The planning cycle begins each July in order that administrative decision-making and budgeting for the forthcoming school year can be accomplished.

3. The annual work calendar will be developed to ensure that key governance issues are considered at an appropriate time each year. Board Members have options to request information or action on an area of interest (See additional information in Appendix G) such as:
   - Contact the Superintendent
   - Advocate at a Board forum
   - Address at a Board meeting
Board Liaisons

With the advice and consent of the Board, the chair in July will designate one or more members to serve as a liaison to School Board advisory committees and other county and state entities as detailed below.

A. School Board Advisory Committees:
- Advisory Committee for Students with Disabilities (ACSD)
- Career and Technical Education Advisory Committee (CTEAC)
- Title 1 Parent Advisory Committee (TPAC)
- Advanced Academic Programs Advisory Committee (AAPAC)
- Family Life Education Advisory Committee (FLECAC)
- School Health Advisory Committee (SHAC)
- Adult and Community Education (ACE)
- Facilities Planning Advisory Council (FPAC)
- Human Resources Advisory Committee (HRAC)
- Minority Student Achievement Oversight Committee (MSAOC)

B. Other government entities, including:
- City of Fairfax School Board
- Community Criminal Justice Board
- Fairfax County Athletic Council
- Fairfax County Park Authority
- Fairfax County Planning Commission and Planning Commission Schools Committee (two liaisons)
- The Foundation for Fairfax County Public Schools
- Successful Child and Youth Policy Team (two liaisons)
- Joint Environmental Task Force (two liaisons)

C. State and Federal Government:
Two liaisons (one state and one federal) will guide the development of the Board’s legislative program, provide input to the VSBA legislative program in coordination with the Office of Government Relations, advocate with the appropriate legislative and governmental bodies, and report to the Board on current issues.

Each liaison will serve as a link between the Board and the other entity. The liaison will communicate with the Board about relevant developments and seek Board input as needed.

Board liaisons will be approved by the Board annually at a July regular Board meeting.

In the event of a vacancy during the fiscal year, the Board will appoint a new liaison.
Board Committees

1. The Board may create one or more committees of the Board to perform delegated functions or to advise the Board. Among other tasks which may be assigned, Board committees may assist the Board by preparing alternatives, implications, or recommendations for consideration by the full Board.

2. These provisions apply to groups that are formed by Board action, whether or not they are called committees and whether or not they include Board members.

3. Board committees will not be created to direct or oversee school system staff, which is the function of the Superintendent. Any direction to the Superintendent related to a committee recommendation will come from the full Board.

4. No Board committee may speak or act for the Board.

5. Board committee expectations and authority will be stated carefully by the Board to assure that committee authority will not usurp or conflict with the Board’s own authority or conflict with the authority delegated to the Superintendent.

6. These rules do not apply to committees formed by the Superintendent to support the Superintendent’s work.

7. Members are appointed or reappointed to each committee in July or when a vacancy occurs.

8. Terms are for one year, unless otherwise specified.

9. For all standing committees, the Board will annually designate one member as the chair.

10. Each standing committee will report to the Board at the next regular meeting of the Board or as needed.

11. Ad hoc committees may be designated as needed.

12. The Board will annually develop charges and appoint a Board member liaison for each citizen advisory committee (each July).

13. Specific requirements for each committee are listed in the current version of Policy 1710.

14. Upon taking office, new School Board members may change any committee appointee under their authority.

15. Any School Board member may remove any of his or her appointees at any time for any reason.

16. The Student Representative to the School Board will appoint students to advisory committees.
Board committees are those listed here:

A. STANDING COMMITTEES:

1. Audit Committee
2. Budget Committee
3. Comprehensive Planning Development
4. Committee Governance Committee
5. Public Engagement Committee

B. CITIZEN ADVISORY COMMITTEES:

Legally Required:
- Advisory Committee for Students with Disabilities (ACSD)
- Career and Technical Education Advisory Committee (CTEAC)
- Title 1 Parent Advisory Committee (TPAC)
- Family Life Education Advisory Committee (FLECAC)

State Authorized:
- Advanced Academic Programs Advisory Committee (AAPAC)
- School Health Advisory Committee (SHAC)

School Board Authorized:
- Adult and Community Education (ACE)
- Facilities Planning Advisory Council (FPAC)
- Human Resources Advisory Committee (HRAC)
- Minority Student Achievement Oversight Committee (MSAOC)

A. Standing committees supporting the Board’s work:

1. Audit Committee
   **Charge:** To provide direct oversight of the Office of Auditor General (OAG), the committee will: 1) review the annual audit plan and the annual audit work plan prepared by Office of Auditor General and submit its recommendation to the School Board for approval; 2) review audit reports and management responses, and make recommendations to the full Board; 3) follow—up on the implementation of internal audit recommendations; 4) monitor progress against the approved annual audit plan; 5) act as a conduit for School Board member requests for ad hoc reviews; 6) review audit-related policies for approval by the Board; and 7) assist the Board with the evaluation of the Auditor General in accordance with Human Resources guidelines, policies, and regulations. The School Board shall have final approval in regard to the audit plan, the work plan, the audit budget, and the implementation of any significant recommendations.
   **Members:** Four School Board members, one of whom shall be appointed the Chair and two community members. The community members shall be selected by the School Board in accordance with an approved selection process (see Appendix ). Community members on the Audit Committee shall not attend any
closed meetings of the full School Board. They may attend closed sessions of
the Audit Committee if the purpose is for legal advice and the discussion does
not involve personnel matters. Each will sign a confidentiality agreement in
order to attend. Each closed meeting will be reported to the School Board.
**Staff Liaison:** School Board Auditor General, the Superintendent, Deputy
Superintendent; and the Chief Operating Officer.
**Length of Term:** One year (July to July), School Board members;
Two Years, citizen members.

2. **Budget Committee**

**Charge:** To work with the Superintendent and the Assistant Superintendent of
Financial Services to gather and consolidate the School Board members’
budget priorities and to develop the school system’s annual budget. The Budget
Committee is a committee of the whole.

**Members:** All Board members, one of whom shall be designated Chair and one
member shall be designated the Vice Chair annually in July.

**Staff Liaison:** Assistant Superintendent of Financial Services.

3. **Comprehensive Planning Development Committee**

**Charge:** To oversee comprehensive planning for facilities and suggest
improvements to the Board. To review and recommend appointments to FPAC.

**Members:** Three FCPS School Board members, one of whom shall be
designated Chair, and one member of the Fairfax City School Board.

**Staff Liaison:** Assistant Superintendent of Facilities and Transportation
Services.

**Length of Term:** One year (July to July).

4. **Governance Committee**

**Charge:** To insure the effective governance of the school Board which includes:
1) develop and review policies and practices; 2) review governing principles and
procedures; 3) support Board self-assessments; 4) monitor the Board’s annual
work; 5) review and recommend proposed modifications to the Strategic
Governance manual; 6) organize annual retreats to support the Board’s work;
and 7) review and recommend improvements to any committee that reports to
the Board.

**Members:** Four School Board members, one of whom shall be designated the
Chair.

**Staff Liaison:** Superintendent and the Clerk of the School Board.

**Length of Term:** One year (July to July).

5. **Public Engagement Committee**

**Charge:** To plan strategies, topics, timelines, and other matters related to
Board/community dialogue and public engagement with stakeholders.

**Members:** Four School Board members, one of whom shall be designated Chair.

**Staff Liaison:** Assistant Superintendent of Communications and Community
Outreach, and the Clerk of the School Board.

**Length of Term:** One year (July to July)
B. Citizen Advisory Committees

Legally Required Committees:

1. Advisory Committee for Students with Disabilities (ACSD)

   Purpose: 8 VAC 20-81-230(D)—A local advisory committee for special education, appointed by each local school board, shall advise the school board through the division superintendent.

   Current Focus: http://www.fcps.edu/schlbd/committees/boardcommittees.shtml

   Members: The School Board shall appoint 34 members to the committee; a majority shall be parents of students with disabilities or persons with disabilities, and also included shall be two FCPS special education teachers. Additional local school division personnel shall serve only as consultants to the committee.

   a. One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative;
   b. One representative by the Fairfax City School Board;
   c. One parent of a student with disabilities representing each of the five FCPS regions;
   d. Two FCPS special education teachers, one elementary and one secondary;
   e. One representative by each of the following community organizations:
      (1) Fairfax Area Disability Services Board;
      (2) Fairfax County Council of PTAs;
      (3) Fairfax County Federation of Citizens Associations;
      (4) Fairfax County Medical Society or Health Department;
      (5) Fairfax-Falls Church Community Services Board;
      (6) League of Women Voters of the Fairfax Area;
      (7) Fairfax County Special Education PTA (Fairfax County SEPTA);
      (8) Parents of Autistic Children of Northern Virginia (POAC-NOVA).
   f. One representative from each of the following community programs providing services for students with disabilities:
      (1) Assistive technology;
      (2) Career and transition programs and services;
      (3) Fairfax County Department of Neighborhood and Community Services;
      (4) Higher education;
      (5) Preschool, Part C program under IDEA (Individuals With Disabilities Education Act).

   Staff Liaison: Department of Special Services

   Reporting Schedule: Annual

   Length of Term: One year (July 1 to June 30)

   ACSD will be issued one FCPS email address for committee business.
2. **Career and Technical Education Advisory Committee (CTEAC)**
   
   **Purpose:** 8 VAC 20-120-50—Each local education agency or region shall establish a general career and technical education advisory council to provide recommendations to the local educational agency (or board) on current job needs and the relevancy of career and technical education programs offered and to assist in the development, implementation, and evaluation of the local plan and application.

   **Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)

   **Members:** The School Board shall appoint a maximum of 30 members to the committee in June:

   a. Citizen representatives on the committee shall be nominated for appointment by the following:

      (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.

      (2) One by the Fairfax County Council of PTAs.

      (3) Sixteen representing business, industry, and labor who have been nominated under the guidelines of the bylaws.

   b. The Assistant Superintendent for Instructional Services and the Director of Counseling and College and Career Readiness shall be continuous ex officio members and advisors to the committee.

   **Staff Liaison:** Department of Instructional Services

   **Reporting Schedule:** Annual

   **Length of Term:** One year (July 1 to June 30)

3. **Title I Parent Advisory Committee (TPAC)**

   **Purpose:** The Elementary and Secondary Education Act (ESEA) requires that a school district consult with teachers and parents as the district designs and implements its Compensatory Education Title I program.

   **Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)

   **Members:** The Title I Parent Advisory Committee shall be composed of representatives from each Title I school. A teacher liaison and a middle school liaison shall be appointed by the Title I coordinator. Parents whose children are currently receiving compensatory education services must make up at least 75 percent of the committee.

   **Staff Liaison:** Office of Professional Learning and Family Engagement.

   **Reporting Schedule:** Annual

   **Length of Term:** One year (July 1 to June 30)

4. **Family Life Education Curriculum Advisory Committee (FLECAC)**

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

   The Family Life Education Curriculum Advisory Committee (FLECAC) for levels K through 12 shall be established and maintained to advise the K-12 health and physical education and FLE curriculum coordinator on Program of Studies development and implementation. The role of the committee is to provide advice and recommendations to the curriculum coordinator as goals, objectives, media, and special instructional materials are developed.
Current Focus: Provide advice and counsel to the Board and school division on goals, objectives, instruction programs and assessments, and teacher training for the subject areas.

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

a. Teacher Membership: Shall include a maximum of ten teacher-scale members representing elementary, middle, and high schools in the subject areas of health, biology, social studies, English Language Learners, and mental health programs as appropriate to instructional materials being considered by the committee. Teacher volunteers shall be screened by central office staff members with input from school administrators.

b. School-Based Administrators: Three school-based administrators shall be appointed by the Leadership Team. There shall be at least one elementary, one middle school, and one high school administrator on the committee. Each shall serve for a period of two years.

c. Community Members: FLECAC shall include community members, each of whom shall serve a two-year term. Twelve community members shall be appointed by the School Board, a maximum of two shall be appointed by the Fairfax County Council of PTAs, and a maximum of two shall be appointed by the Fairfax County Health Department. The remaining five members (representing local clergy and practicing physicians) shall be appointed by the assistant superintendent, Instructional Services Department. Vacancies for community members will be provided to the School Board in July and the School Board shall be asked to finalize appointments by the first School Board meeting in September.

d. Student Members: FLECAC shall include four student members, representative of grades 9 through 12, with regional and other diversity, who are appointed by the student representative to the School Board. Appointments shall be for one year.

e. Ad Hoc Representative: Ad hoc representatives from FCPS regions and central offices, shall be appointed as appropriate.

Staff Liaison: Department of Instructional Services

Reporting Schedule: Annual

Length of Term: Two years, except student members who have one-year terms (ending June 30)

State Authorized:

1. Advanced Academic Programs Advisory Committee (AAPAC)

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

Current Focus: [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)

Members: The School Board shall appoint a maximum of 33 members to the committee in June, to include parents, teachers, and community members:

a. Citizen representatives shall be nominated for appointment as follows:

   (1) One representative by each School Board member from his or her district; one
representative, regardless of district, by each at-large School Board member; and one student member by the student representative;
(2) One representative from the Fairfax City School Board;
(3) One representative from the Minority Student Achievement Oversight Committee;
(4) One representative from each of the following community organizations:
   (a) American Association of University Women;
   (b) Fairfax County Association for the Gifted;
   (c) Fairfax County Chamber of Commerce;
   (d) Fairfax County Council of PTAs;
   (e) Fairfax County Federation of Citizens Associations;
   (f) George Mason University;
   (g) League of Women Voters of the Fairfax Area.

b. Staff representatives on the committee shall be nominated by the Superintendent for appointment as follows:
   (1) Three teachers: one elementary school, one middle school, one high school;
   (2) Three principals: one elementary school, one middle school, and one high school chosen by each of the principal associations.

**Staff Liaison:** Department of Instructional Services and the Coordinator of Advanced Academic Programs
**Reporting Schedule:** Annual
**Length of Term:** One year (July 1 to June 30)

2. **School Health Advisory Committee (SHAC)**

**Purpose:** Va. Code §22.1-275.1—Each school board may establish a school health advisory board of no more than 20 members which shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. The advisory board shall assist with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.

**Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)

**Members:** The School Board shall appoint a maximum of 20 members to the committee:

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

**Staff Liaison:** Department of Special Services
**Reporting Schedule:** Annual
**Length of Term:** One year (July 1 to June 30)
School Board Authorized:

1. **Adult and Community Education (ACE)**  
   **Purpose:** The committee represents the community and brings to the School Board’s attention resource and programmatic issues associated with adult education.  
   **Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)  
   **Members:** The School Board shall appoint members of the committee. One representative is nominated by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and one student member by the student representative.  
   **Staff Liaison:** Department of Instructional Services  
   **Reporting Schedule:** Annual  
   **Length of Term:** One year (July 1 to June 30)

2. **Facilities Planning Advisory Council (FPAC)**  
   **Purpose:** The FPAC shall provide accurate, timely and relevant advice to the Fairfax County School Board with regard to the development of strategic, comprehensive and/or long-term plans for educational and educational support facilities within Fairfax County for Fairfax County Public School students.  
   **Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)  
   **Members:** The School Board shall appoint members of the committee in June for those positions whose terms have expired. One representative shall serve from each magisterial district; three representatives shall serve at-large; and one representative shall serve from the City of Fairfax. Members apply and are approved by the School Board after receiving a formal recommendation from CPDC.  
   **School Board Liaison:** Chair of the Comprehensive Planning Development Committee  
   **Staff Liaison:** Department of Facilities and Transportation Services  
   **Reporting Schedule:** Annual  
   **Length of Term:** Three years with staggered terms (July 1 to June 30)  
   FPAC will be issued one FCPS email address for committee business

3. **Human Resources Advisory Committee (HRAC)**  
   **Purpose:** The purpose of HRAC is to advise the Fairfax County School Board on achieving and maintaining a premier workforce within a caring school system culture.  
   **Current Focus:** [https://www.fcps.edu/committee/human-resources-advisory-committee](https://www.fcps.edu/committee/human-resources-advisory-committee)  
   **Members:**  
   A. The committee shall be composed of up to 20 members:  
      (1) One representative nominated by each district School Board member from his or her district;  
      (2) One representative, regardless of district, nominated by each at-large School Board member;  
      (3) One student member representative appointed by the student representative;  
      (4) One representative from each of the following employee organizations:  
         a. Fairfax Education Association (FEA);  
         b. Fairfax County Federation of Teachers (FCFT);  
         c. Association of Fairfax Professional Educators (AFPE);  
         d. Support Services Employees Advisory Council (SSEAC);  
         e. Fairfax County Retired Educators (FCRE).  
      (5) Up to two subject matter experts as recommended by HRAC.
A vacancy on the committee resulting from resignation or other reasons may be filled for the remainder of the term by nomination by the appropriate School Board member or one of the designated organizations with the approval of the FCSB.

Voting members shall be limited to those individuals specifically nominated by a School Board Member.

**Reporting Schedule:** Annual  
**Length of Term:** One-year (July 1 to June 30)

4. **Minority Student Achievement Oversight Committee (MSAOC)**  
**Purpose:** This Committee advocates for minority student achievement. In that capacity, it identifies, reviews, and assesses issues affecting minority student academic achievement within the policies, curriculum, practices, and procedures of FCPS. The Committee’s responsibilities also include: making appropriate recommendations to the School Board; reviewing strategies and proposing solutions for closing the achievement gap; evaluating progress towards goals set by the School Board for closing the achievement gap; and ensuring outreach to parents/guardians about resources available through FCPS.  
**Current Focus:** [http://www.fcps.edu/schlbd/committees/boardcommittees.shtml](http://www.fcps.edu/schlbd/committees/boardcommittees.shtml)  
**Members:** The School Board shall appoint a maximum of 36 members of the committee in June; membership shall be broadly diverse:

a. 24 parents, community members, and students:  
   (1) One representative by each School Board member from his or her district; one representative, regardless of district, by each at-large School Board member; and two student members by the student representative;  
   (2) One representative from the Advanced Academic Programs Advisory Committee;  
   (3) One representative from Fairfax NAACP;  
   (4) One representative from the Fairfax Hispanic Educators Association;  
   (5) One representative from the Fairfax County Council of PTAs;  
   (6) One representative from FECEP/Head Start;  
   (7) Five representatives nominated from community organizations chosen by MSAOC annually.

b. 12 members chosen by staff:  
   (1) Four administrative staff members representing the following departments or offices: special services, instructional services, communications and community outreach, and the Superintendent's office;  
   (2) Three principal representatives from the principal associations;  
   (3) Five members representing the regions: parents, teachers, counselors, and administrators.

Any appointments unfilled by October 1 of each calendar year can be nominated by MSAOC as at-large members.

**Staff Liaison:** Department of Instructional Services  
**Reporting Schedule:** Annually  
**Length of Term:** One year (July 1 to June 30)
Discontinued or Realigned Committees:

1. **The Family and Early Childhood Education Program/Head Start Policy Committee:**
   On September 8, 2016, the School Board approved a recommendation to change this from a Board Advisory Committee to a Superintendent’s Advisory Committee.

2. **Human Relations Advisory Committee (HRAC):**
   The School Board on Sept. 22, 2016 voted to phase out the HRAC (which should not be confused with the Human Resources Advisory Committee, created separately for different purposes), and agreed that its mission of advising on equal opportunity and nondiscrimination would be served by other advisory committees, such as MSAOC and SHAC.
B.11

PROCESS FOR ADDRESSING NON-COMPLIANCE WITH BOARD MEMBER ROLES AND RESPONSIBILITIES OUTLINED IN THE STRATEGIC GOVERNANCE MANUAL

The Board and each of its members are committed to faithful compliance with the Board roles and responsibilities as outlined in the Strategic Governance Manual. The Board will deal with deliberate or continuing violations in order to ensure effective governance.

In the event of such noncompliance, the Board will seek remedy by applying any of the following measures:

A. Conversation in a private setting between the member in question and the Board chair or another individual member:

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

B. Discussion between the member in question and the full Board:

In the event of serious or continuing noncompliance by one member, any Board member may request the Chair schedule a full School Board discussion in closed session with the identified member. The identified member will receive advance written notice of the discussion, including a statement of the alleged violation.

C. Potential removal from any leadership or committee positions to which the member in question has been appointed or elected:

To remove the Board member from a committee leadership or committee membership position, any member may request the Chair notify the identified member in writing of the scheduled School Board discussion of removal. The identified member shall be removed only after discussion and only on majority vote of the Board.

D. Public statement regarding noncompliance with School Board roles and responsibilities:

The Board may issue a statement regarding any instances of individual Board member’s noncompliance, after notice to the individual and a discussion and vote to do so by the Board.
S.1

SUPERINTENDENT DELEGATED AUTHORITY

The Board will provide direction to the Superintendent through written policies, the Strategic Plan and formal votes.

As long as the Superintendent uses a reasonable interpretation of the Board’s direction, the Superintendent is authorized to establish district regulations, make operational decisions, establish instructional practices, and initiate activities deemed necessary and appropriate to achieve the Board’s goals and expectations. The Board will make the final determination as to whether any such decision is reasonable. The Board further delegates to the Superintendent the authority necessary to implement the goals and mission established by the Board, subject to any approvals or actions specifically reserved to the Board.
ACCOUNTABILITY AND EVALUATION

Superintendent Accountability

The Superintendent is accountable to the Board for all decisions made within his or her area of delegated authority. The Superintendent will be evaluated on several factors, including, but not limited to the four goal areas outline the Ignite: Strategic Plan.

Goal 1: Student Success  
Goal 2: Caring Culture  
Goal 3: Premier Workforce  
Goal 4: Resource Stewardship

Superintendent Evaluation

Formative Evaluation: The Board will develop a mid-year review of the Superintendent’s performance. The Superintendent will provide thorough and detailed goal reports as prescribed in the Annual Calendar and a self-assessment to help the Board in reviewing his or her performance. The Board will use these and other information received on issues that arose throughout the year in developing its evaluation. In an effort to enhance accountability, the Superintendent will annually review and discuss Leadership Team (LT) members' performance with the Board in Closed session before the Summative Evaluation.

Summative Evaluation: In June, the Board will review the year's Goal reports. The Board will use these reports and the Superintendent's self-evaluation as a basis to develop and approve an overall summative evaluation of the Superintendent's performance.

The summative evaluation document will include areas for commendation as well as areas that require additional attention and individual School Board member comments. The Board will use these and other information received about issues that arose throughout the year in developing its evaluation. The Summative Evaluation document will comply with state mandates. This document will be discussed with the Superintendent in a closed meeting. The full personnel document will remain Privileged and Confidential but a summary of its conclusions will be made public.

Operational goals for the succeeding year will be decided on the basis of the summative evaluation. (Appendix I)

External Monitoring: At its discretion, the Board retains the option of asking for external monitoring of any performance area, as a means for assessing performance.
APPENDICES

A. BYLAWS

I. Fairfax County School Board

The Fairfax County School Board is charged by the statutes of Virginia and the regulations of the Virginia Board of Education to provide and operate the public schools of Fairfax County. It is the function of the Board to set general school policy and, within the framework of Virginia Board of Education regulations, to establish guidelines that will ensure the proper administration of the county school program. The 12 School Board members are elected for four-year terms; one member represents each of the county's nine magisterial districts, and three members serve at large.

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

II. School Board Members

A. Officers

1. The Chair and the Vice-Chair of the School Board shall be elected by the School Board members during the organizational meeting, which is the first regular business meeting held in July, and shall serve a one-year term (until their successors are elected at the next year's organizational meeting.) [Code of VA § 22.1-72 and 22.1-76(A)]

2. A School Board member shall serve no more than two years as chair during a four-year School Board term. A School Board member shall serve no more than two years as Vice-Chair during a four-year School Board term.

B. Salary, Professional Development, and Reimbursement

1. Annual Salary

School Board members shall receive an annual salary, not to exceed the limit established by the General Assembly, approved by the School Board in accordance with the Code of VA § 22.1-32. The annual salary for School Board members is $32,000. The chair of the School Board shall receive an additional annual stipend of $2,000, as permitted by law.

2. Professional Development (section revised February 7, 2019)

a. School Board members are required “…to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board...” [Code of VA § 22.1-253.13:5(D)]

b. Each Board Member is responsible for his or her use of professional development funds. Board Members are encouraged to consider the

c. Board members shall be reimbursed for expenses related to professional development activities and travel (see #3 below).

3. Reimbursement
Board members shall be reimbursed for necessary travel incurred while on authorized School Board business at the same rate per mile as that paid employees.

a. Board members also shall be reimbursed for all necessary expenses incurred while attending School Board-related conferences, meetings, or workshops, including transportation, meals, room, and registration fees. The School Board office shall make arrangements for members to attend conferences and meetings. All necessary expenses of attending, including transportation, meals, room, and registration fees, shall be charged against School Board-appropriated funds.

b. Board members may be reimbursed for expenses associated with non-political education-related community events that they attend in their role as elected officials.

c. All reimbursements shall be paid out of Board Members yearly professional development budget allocation. Reimbursements in excess of that amount must be authorized by Board Chair.

C. New Member Orientation

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

2. School Division Operations
   Meetings shall be scheduled for the primary purpose of orienting each new Board member to his or her responsibilities (including the requirements of the Virginia Freedom of Information Act), to the operation of the school division, and to school division policies and concerns.

3. Governance Training
   The chair or designee will arrange for training in Strategic Governance for all newly elected School Board members.

4. Publications and Documents
   New Board members shall be provided with information on how to access all appropriate publications and documents.

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

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

III. Student Representative

The student representative is not a member of the School Board but serves in a nonvoting, advisory capacity, representing the interests of the students of Fairfax County Public Schools. The student representative is elected in April by a convention of the Student Advisory Council (SAC) for a one-year term beginning July 1. The student representative shall sit with the Board members at the Board table, participate in the discussion, and serve as liaison to the SAC. The student representative shall receive compensation for attendance and participation in all public meetings not to exceed $50 per day. The student representative shall also be reimbursed, with the approval of the School Board Chair, for expenses incurred while on School Board business. [Code of VA § 22.1-86.1]

IV. Clerk and Deputy Clerk

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

A. Keeping full and accurate records of the proceedings of the Board and arranging for the safekeeping of such records, other documents, and correspondence pertaining to the actions and proceedings of the Board.

B. Signing and certifying for the Board official documents which may be required in the conduct of the business of the school system.

C. Discharging such other duties in connection with the business of the school division as may be required of him or her by the School Board or State Board of Education.

D. Deputy Clerks are empowered to act in all matters in the absence of the Clerk [Code of VA § 22.1-76(A) and 22.1-77].

E. The Board will develop a midyear review of the Clerk’s performance at a time specified annually by the Chair, as well as a Summative Evaluation in July of each year. The Clerk will be evaluated by the Board according to the most current Support Employee Summative Evaluation.

V. Auditor General

The School Board shall appoint and evaluate the performance of the Auditor General. The Auditor General shall perform all duties reasonably assigned by the Board, including directing and managing the Division’s internal audit functions.
The Auditor General shall design and oversee the implementation of an audit plan and direct independent and objective audits to help the Division manage strategic risks, improve or develop efficient and effective business processes, identify and communicate best practices, foster appropriate control levels for business, operating, and financial risks.

The Board will develop a midyear review of the Auditor General’s performance at a time specified annually by the Chair, as well as a Summative Evaluation in July of each year. The Auditor General will be evaluated by the Board according to the most current Support Employee Summative Evaluation.

VI. Meetings

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

A. Types of Meetings

1. Annual Organizational Meeting
   The annual meeting of the School Board shall be the first regular meeting in July (effective July 9, 2009), at which time officers shall be elected. Procedural actions may be taken to set School Board member compensation; to appoint Clerks and agents of the School Board; to designate individuals to sign legal documents; to retain legal counsel; to organize School Board committees and liaisons; and to designate the regular business meeting schedule for the next year.

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

3. Special Meetings
   Special meetings of the School Board may be called by the Chair, or at the request of any two School Board members or the Superintendent, provided that all members are notified of the time and purpose 48 hours prior to the meeting unless a majority of the School Board agrees to meet upon shorter notice. Notice, reasonable under the circumstance, of special or emergency meetings shall be given to the public and the media at the same time the notice is provided to the members of the School Board. [Code of VA §2.2-
4. Work Sessions
The School Board will typically convene a monthly all-day work session with additional work sessions as needed. Any action taken at such meetings will be announced at the next regular School Board meeting by one of the meeting managers.

5. Closed Meetings
The Code of VA permits closed meetings in order to discuss specific matters. Closed meetings must be convened by vote of the majority of the School Board members in attendance in public session. Closed meetings of three-member committees of the School Board are held regularly throughout the school year and at other times, as required, in order to hear student disciplinary cases. [Code of VA §2.2-3711 and 3712]

a. Certification of Closed Meeting Compliance
At the conclusion of each closed meeting, the School Board shall reconvene in open session immediately thereafter and shall take a recorded vote to be included in the minutes of that meeting certifying that, to the best of the members' knowledge, (i) only public business matters lawfully exempted from open meeting requirements and (ii) only such public business matters as were identified in the action by which the closed meeting was convened were heard, discussed, or considered in that meeting by the School Board; this includes the certification of each School Board member who served on a student disciplinary committee that those closed committee meetings are also lawfully exempted from open meeting requirements. Any member of the School Board who believes that there was a departure from those requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement shall be recorded in the minutes of the School Board. [Code of VA §2.2-3711(A)(2) and 2.2-3712(D)]

b. Confirmation of Actions Taken in Closed Meeting
No actions taken in a closed meeting shall become effective unless the School Board reconvenes in open meeting (regular, special, or work session) and confirms in public any action taken by School Board vote.

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

6. Public Hearings
The School Board may convene a public hearing as needed.

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

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

2. Parliamentary Procedure
The Board shall observe Robert’s Rules of Order, Revised.

3. Agenda
An agenda for each regular School Board meeting shall be prepared under the direction of the School Board Chair in consultation with the Division Superintendent. School Board members wanting to have an item included on the agenda shall contact either the School Board Chair or the Clerk with the request. The Division Superintendent or individual School Board members may bring up new business not listed as part of the agenda. The Chair has the prerogative to limit or postpone discussion of new business until the next scheduled School Board meeting unless overruled by a majority of the School Board. The agenda and all supporting documents and information shall be made available to the School Board and the public and posted to the web at least five days in advance of the meeting whenever possible.

4. Voting
All voting on motions or resolutions shall be by raised hands. The Chair shall announce the vote for the record, including members voting aye, nay, and abstentions, and if the motion passed or failed.

5. Public Notification of Meetings
The School Board Clerk, in consultation with the School Board Chair and the Division Superintendent, shall publish, in July, an annual calendar of meeting dates. Notice of all School Board meetings shall be given to the public to include electronic and televised announcements and posted in a prominent place at the School Board office at least three (3) business days before the meeting. Additions or deletions of meeting dates shall be made to the calendar throughout the year, as necessary. [Code of VA §2.2-3707]

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

1. Regular Meetings
Fairfax County and City residents and non-Fairfax County business partners* who want to address either a new business item, an action item, or a resolution, as listed on the School Board regular meeting agenda, may sign up to speak online at 6 a.m. three business days prior to the meeting or by calling the School Board office at 571-423-1075 during regular business hours of 8 a.m. to 4:30 p.m. The list consists of a maximum of 10 in-person speakers and five video submissions, first come, first served. The list closes when the maximum number is reached or at 4:30 p.m. on the day before the regular meeting. Those wishing to submit video testimonies must make their request online, and the request must include the link to their video at the time the request is submitted.
Video requests must be made at least 36 hours prior to the Board meeting. For detailed guidelines on video submissions, visit [http://www.fcps.edu/schlbd/meetings/requestspeak.shtml](http://www.fcps.edu/schlbd/meetings/requestspeak.shtml). Unfilled spaces may be assigned on a first-come, first-served basis 30 minutes before the meeting is called to order. Requests should be made to the Deputy Clerk of the School Board. Citizens signing up for these unfilled spaces may address any school-related topic. Individuals shall limit their remarks to three minutes; additional written information may be submitted (16 copies). The School Board will not hear statements involving issues that have been scheduled for public hearings (such as Capital Improvement Program, budget, and boundaries), or personal attacks on any person. Complaints regarding individual students or school-based employees should not be raised at public meetings. Any such concerns should be directed to the appropriate school principal or other school official. Citizens are encouraged to write the School Board on any school-related topic.

*The School Board Chair may make exceptions about who may address the Board during citizen participation.*

2. Public Hearings

Public hearings are scheduled on specific topics by the Board at various times during the year. All speakers are allowed three minutes. Individuals may sign up in advance to speak at public hearings (see 1 above for details on signing up). Five public hearing speaker slots are reserved for individuals, who have not registered in advance, to address the Board after registered speakers. Unregistered individuals may also use “no show” speaker slots to address the Board. The speakers list for hearings will open at least 10 days prior to the hearing and shall be closed at 4:30 p.m. on the workday immediately preceding the day of the hearing for weekday hearings or at 4:30 p.m. on the Thursday preceding a Saturday public hearing. [Code of VA §22.1-79 and §22.1-92]

3. Substitute Speakers

In the event a scheduled speaker cannot attend, a substitute speaker shall present the scheduled speaker’s remarks. If a scheduled speaker wishes to relinquish their slot to someone else, he or she should contact the School Board Office no later than 2 p.m. on the day of the meeting. No one person shall be permitted to substitute for more than one speaker on the list.

4. Written Communications

The opportunity to speak at Board meetings is only one way for people to present their views to the School Board. The Board welcomes correspondence from community members, and written comments may be presented to the Board by delivering such material to the School Board Office, 8115 Gatehouse Road, Suite 5400, Falls Church, VA 22042, or by electronic mail to [fairfaxcountyschoolboard@fcps.edu](mailto:fairfaxcountyschoolboard@fcps.edu).

D. Minutes

1. The minutes of open meetings of the School Board shall include:
   a. The date, time, and location of meeting;
   b. The Board members recorded as absent or present (including late arrival or early departure);
A. A notation of the presence or absence of the Superintendent and/or of the student representative to the Board;
d. A record of any corrections to the minutes of the previous meeting;
e. A summary of discussions on matters proposed, deliberated, or decided and a record of any votes taken. The minutes shall be permanently retained and indexed for reference purposes. The exhibit files (agendas, minutes, and all supporting documentation) for all open meetings shall be permanently retained. [Code of VA §2.2-3707]

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

3. The decision-making portion of Board retreats shall be audio recorded.

B. SCHOOL BOARD/STAFF COMMUNICATION PROCESS

Constituent Inquiries
Routine Requests from a Board member
1. School Board Executive Administrative Assistant (SBEAA) will handle routine requests from constituents received by a Board member.

Constituent Inquiry – Received initially by a Board member
1. If a Board member receives an inquiry from a constituent, the request for a response will be sent to the Superintendent’s office, copying SBEAA.
2. The Superintendent’s office will assign the inquiry to the LT member for a response, which will be provided within five days to the constituent. If the Board member prefers to respond directly to the constituent, then the response will be provided to the Board member and SBEAA.
3. Inquiries will be logged into Client Communications, with the exception of routine requests.

Constituent Inquiry – Received initially through the general Board email address
1. The School Board Office staff will forward the general inquiries to the Board members and their EAA identifying the district for which the inquiry pertains.
2. Every week, the Clerk will provide all Board members with a report of all inquiries opened in Client Communications.

Requests for Information by Board Members
For a simple email or phone call request received from a Board member (i.e. one that will require less than two hours of staff time to complete), an LT member may respond directly and copy the Superintendent’s office.
For questions or inquiries that will require a more significant commitment of staff time, (i.e. more than two hours), such requests should be sent directly to the Superintendent for assignment as appropriate and tracked to completion. The requests may be considered at a work session or regular meeting of the Board.

C. MEETING MANAGER ROLES AND RESPONSIBILITIES

Overview
The School Board Chair shall appoint two Board members to be meeting managers for each of the Board's monthly work sessions. These meeting managers are responsible for ensuring that the meetings' materials have been sufficiently prepared for Board consideration, with appropriate attachments, including having clear objectives or desired outcomes, respond to likely Board member questions and are posted to BoardDocs in a timely manner.

Process/Checklist

1. The Chair shall inform the two Board members of the work session they are to manage at least one month before the scheduled meeting.
2. Meeting managers should meet with appropriate LT members to discuss the topics for the work session two weeks in advance, if possible. They should discuss the following items with staff:
   a. Purpose and expected outcome of the agenda item e.g., informational only, action required;
   b. The information and attachments on the BoardDocs cover sheet;
   c. The time required to present the agenda item;
   d. Likely questions or concerns of the Board that staff should be aware of;
   e. Who will be presenting the material.
3. Meeting managers should review all material to be presented and make suggestions to improve the material that will further the Board’s ability to make a decision or understand the material presented.
4. Meeting managers should contact the Chair to advise if any concerns, particularly the time set aside for each agenda item three weeks in advance.
5. Meeting managers should develop a communication plan for contacting Board members as soon as the work session material is posted to BoardDocs, which should be ten days before the work session. Meeting managers should contact all Board members prior to the meeting to solicit questions and concerns. Additionally, meeting managers should advise Board members of the objective or outcome expected for the agenda item, which should also be posted on the BoardDocs Next Steps Summary.
6. Meeting managers, prior to the work session, will determine which manager will facilitate each section. Next steps will be taken by the School Board Office staff and will be reviewed by the Board at the end of each section.
7. Meeting managers role at the work session is to:
   a. Facilitate each topic to ensure that discussion is meaningful, broad-based, respectful and outcomes focused.
   b. Regularly remind Board members during each topic of the time remaining and outcomes expected.
   d. At the end of each discussion, the manager will facilitate the consideration of the next steps for approval by a majority of the Board.
e. The purpose of next steps is to request additional information from staff that will be necessary to inform pending decisions by the Board. Next steps should not include requests for information not relevant to Board decision making on the work session topic. Board members should consider staffing resources when making requests for information in next steps.

f. Next steps will be recorded by the School Board Office staff during the work session.

g. Responses to next steps will be included by the Superintendent’s Updates and maintained in a readily accessible document by the Clerk.

D. SCHOOL BOARD RECOGNITIONS, RESOLUTIONS AND OTHER ACKNOWLEDGEMENTS

Types of Acknowledgements:

1. Letter from the School Board Chair on behalf of the School Board: Any School Board member may request a letter from the School Board Chair recognizing a particular individual or group for the types of activities, awards, recognition identified below. Such letter would be subject to agreement by the Chair and require three business days advance notice to School Board members, the Superintendent, and the Clerk of the School Board which would provide time for any School Board member to object. If there are any objections to the letter, then the request may either be withdrawn or referred to a School Board meeting for further consideration by the Board, similar to how resolutions are considered by the Board.

2. Certificate of Appreciation: Individual Board members may initiate and sign a certificate of appreciation for presentation to an individual, team, or group. Certificates will be prepared by School Board Executive Administrative Assistants.

3. School Board Resolution: A formal acknowledgement by the Board of an honor of achievement, requiring a motion and a vote. Resolutions are symbolic in nature. Other than those resolutions consider annually by the Board, resolutions must be initiated by notifying the Chair and the Clerk of the Board at least one week in advance of the School Board meeting at which it is to be considered and include a draft of the language for the resolution. The Chair may choose to include or exclude it from the agenda, subject to ultimate approval by the School Board. If included, the resolution would be listed as normally done on the agenda or included on the consent agenda at the Chair’s discretion. Recipients could be presented with the resolution during a School Board meeting at Luther Jackson Middle School or Board members could deliver the resolution personally to the recipients at their school, community center, or other meeting location.

4. School Board Recognition: An acknowledgement by the Board of an honor or achievement that does not require a motion or vote. Recognitions are symbolic in nature.

Any School Board member may request a School Board recognition acknowledging a particular individual or group of the types of activities, awards, or recognition as detailed in the Guidelines for School Board Recognition of Outstanding Student Teams, Ensembles, and Publications:
SCHOOL BOARD RECOGNITION OF OUTSTANDING STUDENT TEAMS, ENSEMBLES, AND PUBLICATIONS

I. PURPOSE
To establish a process and guidelines for recognizing students who place first in state, national, and international competitions.

II. GUIDELINES
In an effort to acknowledge students for distinguished accomplishments in state, national, international, and VHSL sponsored contests, the Fairfax County School Board will recognize teams, ensembles, and student publications that earn first place honors in group competitions.

Under unique circumstances, the School Board may recognize individual students.

A. Criteria
Students will be eligible for School Board recognition if they place first in the following contests:
   1. VHSL competitions for teams, ensembles, and student publications.
   2. State competitions for FCPS recognized clubs.
   4. International competitions for FCPS recognized clubs.

B. Recognition during Meetings
   1. The School Board will recognize students periodically throughout the school year.
   2. School Board meetings may begin early, depending on the number of students being recognized.
   3. If, due to the number of honorees, the School Board is unable to recognize students during a regular meeting, an additional meeting will be scheduled for that purpose.

C. Application for Consideration
   1. Individuals may recommend teams, ensembles, and publications for School Board recognition by completing the attached form and submitting it to the Clerk of the Board.
   2. Student recognitions will be scheduled at the Chair’s discretion.
Application for Consideration of School Board Recognition

Students in Fairfax County Public Schools are leaders in many areas related to student life, including academics, athletics, fine arts, student government, publications, honor societies, and special interest clubs. They strive to reach their full potential in variety of pursuits and often receive accolades in the process. When students are acknowledged for their talent, the community should be made aware of their accomplishments. To this end, the School Board is committed to recognizing teams, ensembles, and student publications that have earned first place honors in state, national, and international competitions.

*Under unique circumstances, the School Board may honor individual students.

The School Board will recognize students periodically throughout the school year. When large numbers of students are scheduled to be honored, School Board meetings will begin at 6:00 pm. If, due to the number of honorees, the School Board is unable to recognize students during a regular meeting, it shall reserve the right to schedule an additional meeting for that purpose.

Students will be recognized for distinguished accomplishments in the following areas:

1. VHSL competition for teams, ensembles, and student publications.
2. State competitions for FCPS recognized clubs.
4. International competitions for FCPS recognized clubs.

Nomination Details

Name of team/group to be recognized:
Please attach the roster of members including home addresses and grade levels

What did the individual(s) do to be considered for recognition?
Provide background of the award and its significance to the division
Please provide a script that may be read during the recognition:
Script must be 200 words or fewer

When was the event/recognition held?
Where was the event/recognition held?
Name of person submitting information:
School/Department:
Position:
Contact Information:

Strategic Plan Reference:
- Student Success
- Caring Culture
- Premier Workforce
- Resource Stewardship
Overall Requirements for Electronic Communications, Web Pages, and Social Media:

School Board members follow the FCPS Social Media Guidance for Staff (Non-Instructional Use). In addition, as a rule in all their communications, School Board members should:

1. Address topics relating to FCPS.
2. Adhere to FCPS policies and regulations, particularly those relating to electronic communications, acceptable use, confidential information, and political campaigns, such as R1367, Distribution of Fliers or Other Informational Nonprofit Organizations’ Access, and Procedures for Contests and Competitions; P1503, Web Site Privacy; R4426, Schools and Employee Political Activities; R4429, Conduct and Discipline—Support Employees; R6410, Appropriate Use of FCPS’ Network and Internet Resources; R7005, Management of FCPS’ Internet Presence; and R7006, Management of FCPS’ Intranet (FCPSnet) Presence. They also should adhere to the Fairfax County School Board Strategic Governance Manual’s Code of Conduct. School Board members are responsible for monitoring their own compliance with these rules.
3. Not disclose FCPS personnel records information without consent of the employee.
4. Not disclose identifiable student information (even without a name) without the written permission of a parent (or of the student if 18 or older). Members also should not publish student work without such permission. The only exceptions to these rules are for “directory information” regarding students, such as name, photo, school, honors, and athletic information. Members may publish this type of information unless the family has “opted out.” School Board members or staff should check with the student’s school for information about opt-out status before publishing directory information.
5. Not disclose other information that the Virginia Freedom of Information Act (FOIA) allows FCPS to withhold from public inspection (“FOIA exemptions”). This means Board members will not disclose information prepared for or discussed or shared in a closed meeting, advice, or communications with attorneys or legal staff, safety and security plans, medical records, certain Superintendent’s correspondence, certain procurement documents where release would impair FCPS’s competitive position, tests, and certain Human Resources and Risk Management investigations.
6. Not use copyrighted materials, unless use of the material is permitted by the terms of the copyright, the School Board member has written permission to use the copyright, or FCPS holds the copyright.
7. Not include material regarding the School Board member’s own election campaign.
8. Not include material violating any additional “fair campaign” restrictions established for the year prior to a School Board election.
9. Not include material advocating the election or defeat of any other candidate, a bond, or other ballot referendum, at any time.
10. Not include information disclosed or discussed in closed meeting of School Board meetings.
11. Not include advice or other confidential communications with attorneys or legal staff.
12. Not disclose embargoed news announcements, emergency communications, or weather-related closing information prior to their external dissemination by FCPS Office of Communication and Community Relations.

School Board member electronic communications, including newsletters, social media communication by Board members, and web page content are subject to FOIA, and state record retention requirements under the Code of Virginia and Library of Virginia retention schedules. The newsletters, web pages, social media and similar publications of individual School Board members shall involve reasonable uses of FCPS resources so as not to adversely impact the mission of the Board as a whole.

School Board Members’ Individual Web Pages Hosted on the FCPS Site
1. To enhance communications between School Board members and their constituents. Board members may wish to use their FCPS hosted webpage to provide news and information.
2. The pages may include links to newsletters or social media accounts, and information or links to sign up for the School Board member’s news and newsletter.
3. These web pages and social media accounts would be official FCPS web pages, with the content controlled by each individual School Board member. They must comply with FCPS rules regarding acceptable use policy, filtering, use of FCPS devices and software, etc. School Board members are responsible for monitoring their own compliance.

School Board Members’ Electronic Newsletters
1. Each and every newsletter must contain the disclaimer: “The views contained within reflect the views of the individual School Board member who is the publisher of this newsletter and may not reflect the views of the Fairfax County School Board.”
2. School Board members’ e-newsletters may carry the FCPS or FCSB logo on them, even though they may not necessarily reflect the position of the school system or School Board as a whole.
3. School Board members are encouraged to use existing content generated by FCPS, including news releases, media tips, newswire, or any other FCPS published material.
4. Newsletters posted on the FCPS web site, and any associated links contained within the newsletters, must not contain election campaign information. School Board members may opt to have a separate newsletter for election campaign purposes, which will not be hosted on the FCPS website, linked to the FCPS site, distributed through GovDelivery or FCPS email, or prepared with FCPS resources.
5. School Board members will follow the production schedule for electronic newsletters as noted below:

This production schedule will ensure a high-quality publication and allow SBEAA time to format the newsletter and make any tweaks before sending.
The production schedule begins when the School Board member submits completed newsletter content to the SBEAA. It is recommended messages be delivered to recipients after 5 p.m. to avoid interrupting other school communications.

Steps to publish Board Member newsletter:
1. School Board member sends SBEAA completed content along with any photos and graphics.
2. Clerk or Deputy Clerk reviews newsletter content for fact-checking.
3. SBEAA prepares the newsletter layout and sends to School Board member for review.
4. School Board member reviews and approves or makes minor changes and resubmits to SBEAA.
5. SBEAA finalizes the newsletter layout, utilizing the GovDelivery newsletter template, and sends to School Board member.
6. The newsletter is scheduled to be sent out to the community.
7. After the newsletter is sent to the community, SBEAA sends the bulletin link to the Clerk or Deputy Clerk to post on the School Board member’s web page.
8. Clerk or Deputy Clerk notifies SBEAA when newsletter link is posted.
9. Statistics regarding received and open rates for the newsletter will be sent to the Clerk, Deputy Clerk and SBEAA.

Tips for newsletter design:
• Headlines – use the same color and font size each time
• Article content – use the same font size for each article
• Images add interest—Photos from Board meetings are posted to the gallery on the School Board webpage a few days after the meeting and these images can be useful.
• Keep it short. Short articles with links allow readers to skim the article and decide if they want to read more. Bulleted lists are also helpful.

School Board Members’ Personal Electronic Communications:
1. School Board members will continue to conduct their personal business, including election campaigning, from their personal sites, which may include Facebook, another website devoted to their election campaigns, newsletters, e-mails and the like.
2. School Board members may not use FCPS resources, such as SBEAAIs, GovDelivery, FCPS e-mail, FCPS web pages, and FCPS links for their election campaigns. Election campaign and other personal communications may not state or imply that they reflect the views of the School Board. They may not include personnel, student, FOIA-exempt, copyrighted information, or information discussed in closed sessions.
F. POLICY DEVELOPMENT AND REVIEW

1. The School Board is the entity responsible for policy review, amendment, and adoption. Any policy may be reviewed, amended, adopted, or rescinded by the Board at any time.
2. If a member wishes to initiate policy action, the member may notify the Chair and then the entire Board of the intended recommendation.
3. The School Board office will ensure policies are reviewed by appropriate staff members at least every five years, and revised as needed, in compliance with the Code of Virginia:
   a. Policies with no change, minimal change, or change in department of responsibility will be included on a no-change memo.
   b. The no-change memo is sent to the Governance Committee for a minimum two-week review, then to the entire Board, LT, and posted on the web site for an additional two-week review period.
   c. After the review period, an agenda item listing all the policies under review will be added to the consent agenda for the next Board regular meeting for action, unless a Board member requests that a policy be taken off of the consent agenda. Policies on the no-change memo are not listed first as new business.
   d. A Board Member who wishes to discuss a policy from the no-change memo may ask that it be re-designated as an Action Item. If it requires further consideration, a Board member may move to refer it to Governance or to a Board work session.
   e. Once approved by the Board, the updated policies will be published on the website.
4. Policies that have been referred by the Board or the Superintendent will be scheduled for a work session discussion.
5. All policies (except those on the no-change memo) will be scheduled for new business and action at a regular meeting.

See the current versions of Policy and Regulation 1102, Development of Directives, for further information.
G. BOARD MEMBER OPTIONS FOR ISSUE EDUCATION, ADVOCACY, OR POLICY

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

1. Contact the Superintendent
   a. Call, write, or meet with the Superintendent;
   b. Utilize the Superintendent’s School Board/Staff Communication Process (additional information is attached at Appendix B).

2. Advocate at a Board Forum
   a. Any Board member may bring any issue to a Board Forum where the Board member may speak or present an issue of concern or request for information;
   b. For purposes of an effective discussion, each Board member will complete the Forum Topic Request form, providing a brief summary of the issue, and submit to the Chair and the Clerk; the information will be posted to BoardDocs prior to the meeting (See sample form on the following page);
   c. Forum discussion will focus on the merits of considering the issue further in a more formal Board venue, such as a specific committee meeting, work session, or formal business meeting;
   d. With the concurrence of a majority of the Board, the issue will be addressed in one of the following ways:
      i. Forum discussion only;
      ii. Refer the issue to the Superintendent for more information or a report;
      iii. Refer the matter to a committee for further consideration;
      iv. Refer the issue to a future meeting for further consideration;
      v. Other option offered by forum sponsor.

3. Address at a Board Meeting
   a. Request the Board’s vote for a report on an area of significant concern.

4. School Board Advocacy Letters
   a. Individual Board members may wish to issue advocacy letters in certain situations. Members should make every attempt to provide at least 48 hours advanced notice to their colleagues when requesting signatures of support on advocacy letters. Further, no advocacy, using FCPS resources, including advocacy letters, should advocate for or against the passage of a pending bond or tax referendum.
If the Board has not taken a formal position on the issue in question by a vote of the Board:

a. Members writing such advocacy letters should make clear that the views expressed are the opinion of the signatories and are not a formal position of the FCPS School Board. Sample language: “The views expressed herein represent the views of the undersigned and are not an official position of the FCPS School Board.”

b. Members may use individual School Board letterhead or FCPS School Board letterhead.

If the Board has taken a formal position on the issue in question by a vote of the Board:

a. Members may issue advocacy letters supporting the Board’s adopted position on FCPS School Board letterhead, individual letterhead, or by email and request individual signatures from members; or

b. Members may issue advocacy letters dissenting from the Board’s adopted position on FCPS School Board letterhead, individual letterhead, or by email. Members should make clear that the view is a dissent from the official position of the School Board. Sample language: “the views expressed herein represents a dissent from the official position of the Fairfax County School Board.”

(Also see School Board Code of Conduct)
FORUM TOPIC REQUEST

Each Board member may request two forum topics per meeting; use this form for one topic.

TOPIC:

Time Sensitive: ___ yes   ___ no

Desired Date/Timeframe and Reason:

BOARD MEMBER NAME: ______________________ Date Submitted: ______________________

1. Specify topic’s relation to Student Achievement Goal, Operational Expectation, or Policy:

2. Objective of the topic/conversation:

3. Desired outcome:
   a) Forum discussion only
   b) More information/report
   c) Refer to committee for recommendation
   d) Refer to a work session
   e) Other
H. HISTORY OF AD HOC AND JOINT COMMITTEES

Smart Saving Task Force
Force Started: February 25, 2009
Charge: To identify opportunities for short, medium, and long-term savings and/or improvements to County and School services through streamlining, combining, and/or consolidating separate County and School functions.
Members: Four School Board members (Brad Center, Kathy Smith, Dan Storck, Janie Strauss) and three Board of Supervisors (Sharon Bulova, Penelope Gross, Jeff McKay)
Staff Liaison: Superintendent
End Date: February 16, 2010

Ad Hoc Committee on Start Times
Started: June 11, 2012 (work session)
Charge: To examine options and consider parameters for a consultant study and report back to the Board by the July 16, 2012, work session with recommendations for next steps.
Members: Four Board members (Sandy Evans, Ryan McElveen, Patty Reed, Ted Velkoff, with Patty Reed elected Chairman of the committee)
Staff Liaison: Superintendent and Clerk of the Board
End date: July 26, 2012 (when the Board approved authorizing staff to issue a Request for Proposal related to the draft Statement of Work for an action plan for later high school start times)

Streamline & Focus Ad Hoc Committee
Started: June 9, 2012 (SB retreat)
Charge: To analyze and recommend to the Board a more efficient and effective way to execute its work to focus on key priorities in the Student Achievement Goals and Operational Expectations goals.
Members: Five School Board members (Tamara Derenak Kaufax, Megan McLaughlin, Elizabeth Schultz, Kathy Smith, Dan Storck, with Tamara Derenak Kaufax elected Chairman of the committee)
Staff Liaison: Superintendent, Deputy Superintendent, Chief of Staff, and Clerk of the Board
Reporting Schedule: Following each meeting of the committee
End date: Feb. 11, 2013 (the Board accepted committee recommendations and may reconvene the Streamline and Focus Committee as needed)
**Infrastructure Financing Committee**  
**Started:** April 3, 2013  
**Charge:** To provide more flexibility, capacity, and funding to meet the needs of FCPS and all Fairfax County residents.  
**Members:** Three School Board members (Kathy Smith, Co-Chair, Sandy Evans, Patty Reed) and three Board of Supervisors (John Cook, Co-Chair, John Foust, Jeff McKay)  
**Staff Liaison:** Deputy Clerk of the Board  
**Reporting Schedule:** Following each meeting of the committee  
**End date:** April 10, 2014 (*the Board approved the committee final report and recommendations presented*)

**Successful Children and Youth Policy Team**  
**Started:** May 8, 2013  
**Charge:** To set community-wide goals and priorities for public policy as it relates to children, youth, and families, working together with county, schools, community, and families to plan and deliver top-quality services, which overcome traditional boundaries.  
**Members:** Two School Board members (Janie Strauss and Megan McLaughlin 2013-2015; Megan McLaughlin and Tammy Derenak Kaufax 2015- present)); two Board of Supervisors (Jeff McKay and Cathy Hudgins); community members who provide the perspective of various sectors impacting youth well-being, including health care, nonprofit, faith and philanthropy.  
**Staff Liaison:** Chief Equity Officer or Assistant Superintendent of Special Services  
**End Date:** ongoing

**Superintendent Evaluation Ad Hoc Committee**  
**Started:** August 26, 2013  
**Charge:** To develop an annual evaluation for the Superintendent that would be in compliance with new state requirements.  
**Members:** Four School Board members (Kathy Smith, Chair, Megan McLaughlin, Dan Storck, Ted Velkoff)  
**Staff Liaison:** Clerk of the Board  
**Reporting Schedule:** Following each meeting of the committee  
**End date:** June 16, 2014 (*the Board approved the committee’s recommendations presented*)

**Joint Budget Development Committee**  
**Started:** July 30, 2014  
**Charge:** To articulate a constructive and collaborative budget development process that builds trust, establishes mutual expectations, and promotes joint, multi-year budgeting, and planning.  
**Members:** Three School Board members (Dan Storck, Co-Chair, Ryan McElveen, Patty Reed; Kathy Smith, alternate) and three Board of Supervisors (Linda Smyth, Co-Chair, Pat Herrity, Cathy Hudgins; Gerry Hyland, alternate)
**Staff Liaison:** Clerk of the School Board  
**Reporting Schedule:** Following each meeting of the committee  
**End date:** January 8, 2015 (the Board approved the committee’s recommendations presented)
I. SUPERINTENDENT’S SUMMATIVE EVALUATION FORM

ANNUAL SUMMATIVE EVALUATION OF THE FAIRFAX COUNTY PUBLIC SCHOOLS
DIVISION SUPERINTENDENT

The School Board will conduct an annual summative evaluation of the Superintendent, which will be based upon data collected during the previous year (July 1 through June 30) the Superintendent’s Priorities and the Strategic Plan approved by the Board.

**Timeline for Superintendent’s Evaluation:**
December-February: Mid-year review will be completed by the Board, to include a closed session with the Superintendent.

May: Evaluation forms mailed to School Board members.

Early June: closed meeting for discussion with the Superintendent before Board members finish evaluation forms.

Mid-late June: Board members submit completed evaluation forms to Clerk.

Late June: closed meeting with Board members only to develop summary conclusions.

By June 30: Chair and Vice Chair present final evaluation to the Superintendent July: determine next year’s priorities.
Performance Standard 1: Mission, Vision, and Goals

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/needs improvement</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Effective…</td>
<td>Effective, effective is the expected level of performance.</td>
<td>The superintendent has not reached a level of effectiveness in working with the local school board to formulate and implement the school division’s mission, vision, and goals to promote student academic progress.</td>
<td>The superintendent does not work with the local school board to formulate and implement the school division’s mission, vision, and goals to promote student academic progress.</td>
</tr>
<tr>
<td>The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division’s mission, vision, and goals to promote student academic progress.</td>
<td>The superintendent works with the local school board to formulate and implement the school division’s mission, vision, and goals to promote student academic progress.</td>
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</table>

*Indicators: Ignite Strategic Plan Goal Reports*

(choose one)

Comments:

Performance Standard 2: Planning and Assessment

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
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</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Effective…</td>
<td>Effective, effective is the expected level of performance.</td>
<td>The superintendent has not reached a level of effectiveness in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.</td>
<td>The superintendent does not gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.</td>
</tr>
<tr>
<td>The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel area aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.</td>
<td>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.</td>
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</table>

*Indicators: Ignite Strategic Plan Goal Reports*

Check one:

Comments:
### Performance Standard 3: Instructional Leadership

<table>
<thead>
<tr>
<th>Highly Effective</th>
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<th>Ineffective</th>
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<tbody>
<tr>
<td>In addition to meeting the requirements for Effective...</td>
<td>The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.</td>
<td>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</td>
<td>The superintendent has not reached a level of effectiveness in fostering the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.</td>
</tr>
</tbody>
</table>

**Indicators: Ignite Strategic Plan Goal Reports**  
Check one:  
Comments:

### Performance Standard 4: Organizational Leadership and Safety

<table>
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<th>Highly Effective</th>
<th>Effective</th>
<th>Developing/needs improvement</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for Effective...</td>
<td>The superintendent is highly effective at organizational management, demonstrating proactive decision-making, coordinating safe, efficient operations, and maximizing available resources.</td>
<td>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division’s organization, operation, and use of resources.</td>
<td>The superintendent has not reached a level of effectiveness in supporting, managing, or evaluating the division’s organization, operation, safety, or use of resources.</td>
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</table>

**Indicators: Ignite Strategic Plan Goal Reports**  
Check one:  
Comments:
### Performance Standard 5: Communication and Community Relations

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<tr>
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<th>Effective</th>
<th>Developing/needs improvement</th>
<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Effective…</em></td>
<td><em>Effective is the expected level of performance.</em></td>
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</tr>
<tr>
<td>The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</td>
<td>The superintendent fosters the success of all students through effective communication with stakeholders.</td>
<td>The superintendent has not reached a level of effectiveness in communicating on issues of importance to stakeholders.</td>
<td>The superintendent demonstrates ineffective or detrimental communication with stakeholders.</td>
</tr>
</tbody>
</table>

*Indicators: Ignite Strategic Plan Goal Reports*

Check one:

Comments:

### Performance Standard 6: Professionalism

<table>
<thead>
<tr>
<th>Highly Effective</th>
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<th>Developing/needs improvement</th>
<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td><em>In addition to meeting the requirements for Effective…</em></td>
<td><em>Effective is the expected level of performance.</em></td>
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</tr>
<tr>
<td>The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).</td>
<td>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</td>
<td>The superintendent has not reached a level of effectiveness in demonstrating professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</td>
<td>The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</td>
</tr>
</tbody>
</table>

*Indicators: Ignite Strategic Plan Goal Reports*

Check one:

Comments:
Performance Standard 7: Divisionwide Student Academic Progress

<table>
<thead>
<tr>
<th>Highly Effective</th>
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<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Effective…</strong></td>
<td><strong>Effective is the expected level of performance.</strong></td>
<td>The superintendent’s leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.</td>
<td>The superintendent’s leadership consistently results in inadequate student academic progress.</td>
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<tr>
<td>The superintendent’s leadership results in a high level of student academic progress with all populations of learners.</td>
<td>The superintendent’s leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</td>
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*Indicators: Ignite Strategic Plan Goal Reports*

Check one: [ ]
Comments: [ ]

Board member ratings (highly effective, effective, developing/needs improvement, ineffective):

<table>
<thead>
<tr>
<th>Superintendent Performance Standard</th>
<th>Rating</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Standard 1: Mission, Vision &amp; Goals</td>
<td></td>
<td>10</td>
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<tr>
<td>Standard 2: Planning and Assessment</td>
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<tr>
<td>Standard 3: Instructional Leadership</td>
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<tr>
<td>Standard 4: Organizational Leadership &amp; Safety</td>
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<tr>
<td>Standard 5: Communication &amp; Community Relations</td>
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<tr>
<td>Standard 6: Professionalism</td>
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<td>10</td>
</tr>
<tr>
<td>Standard 7: Divisionwide Student Academic Progress</td>
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<td>40</td>
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<tr>
<td>Superintendent Priorities</td>
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</tbody>
</table>

*Individual School Board member comments*

Ignite Strategic Plan Goals Strengths/Commendation:

Ignite Strategic Plan Goals Areas of Focus:

Superintendent’s Priorities Strengths/Commendation:

Superintendent’s Priorities Areas of Focus:
Overall Evaluation Summary

Based upon the Board’s prior monitoring of these expectations and values and the ongoing monitoring of the organization’s and the Superintendent’s performance during the preceding year, the Board reaches the following summary conclusions relative to the Superintendent’s performance: (The summary conclusions will be prepared by the Chair and Vice Chair after discussion and agreement by the whole Board.)

Student Achievement Goals Strengths/Commendation:

Student Achievement Goals Areas of Focus:

Strategic Plan Strengths/Commendation:

Strategic Plan Areas of Focus:

Superintendent’s Priorities Strengths/Commendation:

Superintendent’s Priorities Areas of Focus:

<table>
<thead>
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<th>Superintendent Performance Standard</th>
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<td>40</td>
</tr>
<tr>
<td>Superintendent Priorities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Evaluation Rating:

- Highly effective
- Effective
- Developing/needs improvement
- Ineffective
- Recommended for Targeted Professional Growth (One or more standards are Ineffective, or two or more standards are Developing/Needs Improvement.)

Signed: ________________________________ Date: ____________

Chair of the Board

Signed: ________________________________ Date: ____________

Superintendent

(Superintendent’s signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)
ANNUAL EVALUATION OF THE FAIRFAX COUNTY PUBLIC SCHOOLS DIVISION
CLERK OF THE BOARD AND AUDITOR GENERAL

The Board will develop a midyear review of the performance of the Clerk of the Board and the Auditor General at a time specified annually by the Chair, as well as a Summative Evaluation in July of each year. The Clerk of the Board and the Auditor General will be evaluated by the Board according to the most current Support Employee Summative Evaluation.
J. PROCESS FOR THE APPROVED BUDGET AGENDA ITEM
(related to B.8)

Agenda Format as Presented for New Business:
At the first School Board meeting in May, the required revenue and expenditure adjustments will be listed first. Then a placeholder will show the amount required to balance the budget. Based on the discussion at the budget work session that is typically scheduled in late April or early May, the Superintendent’s recommendations for eliminating the placeholder will be presented.

EXAMPLE: FY 2016 Approved Budget adoption language for the main motion:
That the School Board adopt the FY 2016 Approved Budget as detailed in the FY 2016 Advertised Budget, modified by the adjustments included in this agenda item.

Agenda Format as Presented for Action:
For the second School Board meeting in May, the School Board will take action on the approved budget; the main motion language will be revised to include an omnibus motion. The omnibus motion will be a substitute for the placeholder and will include adjustments to balance the budget that the School Board Budget Chair and Vice Chair have determined have consensus. Any amendments would then be made to the omnibus motion.

EXAMPLE: FY 2016 Approved Budget adoption language for the main (omnibus) motion:
I move that the School Board adopt the FY 2016 Approved Budget, as detailed in the FY 2016 Advertised Budget, and as detailed in the agenda item to include Section I, Operating Fund Required Revenue Adjustments, with total reductions of $10.1 million, and Section II, Operating Fund Required Expenditure Adjustments items A through D, with total reductions of $2.5 million, and replacing Section II.E., Reduction Placeholder of $7.6 million, with the following adjustment: reducing the 1.0 percent market scale adjustment included in the FY 2016 Advertised Budget to 0.62 percent, resulting in a savings of $7.6 million.

Following adoption of the main motion (with or without amendments), the Board will take action with a “housekeeping motion” as follows:

I move that the Division Superintendent be authorized to take whatever actions are necessary to implement the decisions made by the School Board relative to its FY 20XX Approved Budget; and that all policies and regulations inconsistent with the budgetary motions passed tonight are hereby modified and amended accordingly; and the Division Superintendent is to be granted authority to make all necessary minor changes and technical modifications to the budget and to salary scales to comply with the intent of the School Board with regard to its budget actions.
K. PROCESS FOR SELECTING COMMUNITY MEMBERS TO SERVE ON THE AUDIT COMMITTEE—RECOMMENDED CRITERIA AND TIMELINE (related to B.10, Audit Committee)

Criteria: The Audit Committee community members shall possess the knowledge needed to understand and evaluate FCPS’s risks and controls and FCPS’s internal audit activities. Skills and knowledge will be needed in areas including but not limited to: accounting, auditing, business, management, financial reporting, risk, and school district finances.

Audit Committee community members shall each:

a. Not be a current FCPS employee;
b. Be independent of day-to-day management of FCPS;
c. Possess the requisite knowledge necessary to understand general government processes as well as technical and complex financial reporting issues;
d. Have the ability to communicate with auditors and public finance officers;
e. Be knowledgeable about internal controls, financial statement audits, management/operational audits, and risk.

Audit Committee community members must be residents of Fairfax County or Fairfax City. Audit Committee community members will not be permitted to participate in any closed meetings of the full School Board. They may attend closed sessions of the Audit Committee if the purpose is for legal advice and the discussion does not involve personnel matters. In that case, each will be asked to sign written confidentiality agreements.

Committee Members and Terms: The Audit Committee consists of four School Board members and two community appointees. The community appointees will serve two-year terms. To allow for continuity of knowledge and skills, community appointee terms will be staggered. Mid-term vacancies of community members shall be filled as soon as possible, unless the vacancy occurs within three months of the end of the term, in which case the vacancy would be filled during the next application cycle. FCPS employees are not eligible for appointment to the Audit Committee.

Initial Appointments: One community member will be appointed for a term expiring June 30, 2016. The second community member appointment will be for a term expiring on June 30, 2017.

Subsequent Appointments: Community members will serve two-year terms ending June 30. A community member may serve a maximum of two terms. The School Board shall appoint community members in June.

Selection Process: Interested community members will submit an application for consideration. The Office of Internal Audit will complete an initial screening of the applications for qualifications only and forward applications to the Audit
Committee for further screening. The Audit Committee will recommend no more than three applicants per position to the School Board for consideration. Final selection of appointees will be determined by School Board vote at a regular meeting.

**Initial Process (2015):** The timeframe for School Board discussion and action, application receipt and assessment, and final appointment of two community members to the Audit Committee is recommended as follows:

- July – August: Request for applications.
- August – September: Applications screened and reviewed by the Office of Internal Audit and the Audit Committee.
- September: Community member appointments (School Board action).
- October: Community members attend their first audit committee meeting.

**Subsequent Process:** In subsequent years, only one committee member is appointed and the timeline is modified as follows to allow for appointment in June:

- April: Request for applications (two-week application period, with possible extension if no qualified candidates).
- May: Applications screened by the Office of Internal Audit.
- May Audit Committee meeting: Qualified applicants reviewed by Audit Committee (public meeting).
- June (1st regular meeting): Community member appointment (new business).
- June (2nd regular meeting): Community member appointment (action).
- July: Community members attend their first audit committee meeting.

If a community member has performed satisfactorily, and is both eligible and interested in reappointment, the application and vetting process may be waived. In such case, the Audit Committee will recommend reappointment of the community member by the School Board.
This Strategic Governance Manual supersedes the following School Board policies, which were rescinded on December 31, 2006, July 24, 2008, and September 6, 2012:

1403 Statement of Beliefs, Vision, Mission, and Student Achievement Goals
1520.1 School System Relationships with Other Agencies and Organizations
1803.3 Election of School Board Officers
1804.7 Committees of the School Board
1805.3 Duties, Responsibilities, and Authority of School Board Members and Officers
1806.2 School Board Ethics
1807.3 Orientation of New School Board Members
1808.3 Attendance at Conferences by School Board Members
1809.4 Salary, Compensation, and Reimbursement for School Board Members and the Student Representative
1811.1 School Board Attorney
1812.5 School Board Meetings—Types, Calendar, Notification
1813.1 School Board Meeting Procedures
1814.4 School Board Closed Meetings
1815.6 Citizen Presentations to the School Board
1816.6 School Board Agenda
1817.2 Minutes of School Board Meetings
1818.2 Annual School Board Conference(s)

Manual revisions with approval dates:
1. March 8, 2007
   f. Section 2, OE (moved Human Resources OE B4 to Professional Learning and Training)
   g. Section 4, Board Liaisons and Committees (page numbers revised)
   h. Section 5, Appendix D, Revision Notes added
2. October 11, 2007, Section 4, Board Committees (added Fairfax County Therapeutic Recreation Services to Advisory Committee for Students with Disabilities)
3. October 25, 2007, Section 4, Board Liaisons and Committees (removed notes on legally required & other committees)
4. December 10, 2007, Section 2, OE (revised Accountability and Audit)
5. January 5, 2008
   • Section 5, Appendix A (updated Board chair’s salary)
   • Section 5, Appendix C, Meeting Manager Roles and Responsibilities added
6. March 10, 2008, Section 2, OE (revised Human Resources)
   • Section 4, added Annual Planning Cycle and Work Plan
   • Section 4, Board Liaisons and Committees (revised language on Linkage Committee and Community Leadership Council; added a Fairfax City School Board appointee to Advanced Academic Programs Advisory Committee and Advisory Committee for Students with Disabilities)
   • Section 5, Bylaws (revised language on Citizen Participation for public hearings)
10. May 7, 2009
    • Section 2, OE (revised Community Relations, Human Resources, and Professional Learning and Training)
    • Section 4, Policy Development (revised to reflect new procedures for adopting School Board policies)
    • Section 4, Board Liaisons and Committees (integrated the Community Leadership Council, previously part of the Linkage Committee, with the Superintendent’s Business and Community Advisory Council)
    • Section 4, Board Liaisons and Committees (updated and revised information related to six School Board citizen advisory committees)
    • Section 5, Bylaws (revised to permit non-Fairfax County business partners and Fairfax City residents to address the Board, and to allow the Chair to make exceptions as to who may address the Board during citizen participation)
11. May 11, 2009, Section 2, OE (revised Community Relations)
12. September 24, 2009
    • Section 2, OE (revised Instructional Program and Treatment of Students)
    • Section 4, Board Roles and Responsibilities, Board Liaisons and Board Committees (updated for consistency)
    • Section 5, added Appendix D, Process Guidelines for Board members
13. November 9, 2009, Section 2, OE (revised Human Resources)
14. December 17, 2009, Section 4, Board Liaisons and Committees (added an FCPS teacher appointee to Advisory Committee for Students with Disabilities
15. November 15, 2010, Section 2, OE (added Global, revised all OE but Technology)
17. March 10, 2011, Section 4, Board Liaisons and Board Committees, and Section 5, Appendices (added FPAC and CPDC)
18. June 13, 2011
   • Section 2, OE (revised Human Resources, Community Relations)
   • Section 4, Board Liaisons and Committees (revised purpose language for Minority Student Achievement Oversight Committee)
19. October 6, 2011, Section 4, Policy Development and Review (updated procedure for no-change and minimal change policies to include public review prior to Board approval)
20. October 17, 2011, Section 5, Appendix with Monitoring Report Executive Summary Template updated
   • Section 5, Citizen Participation (revised to reflect language that the speakers’ list opens to three business days prior to the meeting to accommodate any Monday holidays; and added “resolutions” to the list of topics eligible for speakers to sign up, in addition to new business and action items)
   • Section 5, added Appendix G, School Board Special Recognitions, and Appendix H, Guidelines for School Board Member Electronic Outreach
22. June 7, 2012
   • Section 5, Bylaws (revised Professional Development and Reimbursement; revised citizen participation to permit video submissions)
   • Section 1, Student Achievement (revised Beliefs, Vision, Mission, and Student Achievement Goals)
23. July 1, 2012, Section 3 (Board Committees), removed AAPAC and SHAC from Legally Required Committees to Other Committees due to change in the Code of Virginia
24. September 6, 2012, Section 3 (Board Committees), Audit Committee membership increased from two to three Board members, and Superintendent and Deputy Superintendent designated as non-voting members of the Audit Committee
25. November 8, 2012, Sections 1, 2, 3, 4, and 5 (major revisions to the OE, Board self-governance policies, Superintendent/Board Relationship, and Appendices; renumbering of sections)
26. February 20, 2013, Section 5, Appendix K. History of Ad Hoc Committees (added end notes for Streamline and Focus Committee)
27. November 11, 2013, Section 2 (OE), revised OE 11: Facilities and Transportation
28. September 4, 2014, Sections 2, 3, 4, and 5 (additions to OE-8; changed advisory committee membership from two to one years, deleted and added various organizations for some committees; added new superintendent’s evaluation form; updated communication process with Client Communication; updated history of ad hoc committees; and updated organizational changes resulting from July 1, 2014, FCPS reorganization—clusters to regions, job titles, office titles, staff liaisons)

29. October 9, 2014, Section 3 (Board Committees), Audit Committee membership changed from three to four School Board members

30. December 18, 2014, Section 3 (Board Committees), Audit Committee charge revised, and staff liaison changed from School Board Auditor to School Board Auditor General. Appendix A, Citizen Participation, Substitute Speakers: changed the deadline 4:30 to 2 p.m. the day of the meeting.

31. January 8, 2015, Section 1 (Student Achievement), revised Beliefs and Mission.

32. February 19, 2015, Section 3 (Board Committees), Facilities Planning Advisory Committee purpose revised; added School Board liaison to FPAC, Chairman, Comprehensive Planning Development Committee.

33. April 9, 2015
   - Section 5, Appendix H. Guidelines for School Board member Electronic Outreach (added production schedule for School Board newsletters)
   - Section 5, Appendix K. History of Ad Hoc and Joint Committees (added words “and Joint” to title; added information on the Smart Savings Task Force and Successful Children and Youth Policy Team)
   - Section 3 (Board Committees), added two community members to the Audit Committee

34. April 23, 2015
   - Section 5, Appendix A. Bylaws (new paragraph 2. added to IIA. Officers)
   - Section 3 (Board Self-Governance Policies), added new section: B.6 Election of School Board Chair and Vice Chair

35. June 25, 2015, Section 5 (Appendices), added Appendix M: Process for the Approved Budget Agenda Item

   - Section 3 (Board Committees), revisions to Title I Advisory Council (committee name, middle school liaison, term)
   - Section 5 (Appendices), added Appendix N: Process for Selecting Community Members to Serve on the Audit Committee—Recommended Criteria and Timeline

37. On September 8, 2016, the School Board approved a recommendation to change the Family and Early Childhood Education Program/Head Start Policy Committee from a Board Advisory Committee to a Superintendent’s Advisory Committee.

38. ACSD description and membership revised September 27, 2019
39. BOARD MEMBER OPTIONS FOR ISSUE EDUCATION, ADVOCACY, OR POLICY revised November 19, 2018
40. Bylaws Section I.B. 2: Professional Development (section revised February 7, 2019)
41. Entire manual updated, December 19, 2019:

- PREFACE to incorporate language from Title 22.1, Chapter 7 of the Code of Virginia
- DEFINITIONS expanded to include Portrait of a Graduate and Strategic Plan
- B.1. - BOARD ROLE AND RESPONSIBILITIES to update language and include evaluations of Clerk of the Board and Auditor General
- B.2. - GOVERNANCE COMMITMENT to clarify role of Board to hire Superintendent and hold accountable for implementing the strategic plan
- B.3 - BOARD MEMBER CODE OF CONDUCT to incorporate the Virginia School Boards Association Code of Conduct for School Board Members
- B.4 - BOARD MEMBER CONFLICT OF INTEREST to note required compliance with state code
- B.5 - MEETING PROTOCOL to incorporate Leadership Team Norms and add 3-minute time limit for remarks at work sessions.
- B.6 - ELECTION OF SCHOOL BOARD CHAIR AND VICE-CHAIR, grammatical edits
- B.7 - ROLE OF THE CHAIR to add weekly Chair’s Notes
- B.8 - ANNUAL SCHOOL BOARD CALENDAR AND WORK PLAN to add School Board Annual Calendar
- B.9 - BOARD LIAISONS to list committees in three groups (School Board Advisory Committees, Other Government Entities and State and Federal Government)
- B.10 - BOARD COMMITTEES to:
  - clarify when membership terms begin
  - add committee reporting at Board meetings
  - add appointment and removal of appointees by Board members
  - add attendance at closed session of the Audit Committee by citizen members
  - increase membership of the Advisory Committee for Students with Disabilities to include two special education teachers, one elementary and one secondary
  - incorporate language from FCPS Regulation 1708 under Family Life Education Curriculum Advisory Committee
  - to revise membership of School Health Advisory Committee school based administrators
  - to clarify role of Comprehensive Planning and Development Committee to recommend members of Facilities Planning Advisory Council
  - to revise membership for Human Relations Advisory Committee to include additional representatives from employee organizations and subject matter experts
- B.11 - PROCESS FOR ADDRESSING NON-COMPLIANCE WITH
BOARD MEMBER ROLES AND RESPONSIBILITIES OUTLINED IN THE STRATEGIC GOVERNANCE MANUAL to include term “non-compliant”

- S.2 – ACCOUNTABILITY AND EVALUATION to incorporate the Strategic Plan goal areas and a mid-year review of performance.
- Appendix A – SCHOOL BOARD BYLAWS to update salary information, eliminate orientation for official candidates and update date of Student Advisory Council elections, clarify voting methods and notice requirements.
- Appendix B – SCHOOL BOARD/STAFF COMMUNICATION PROCESS to increase frequency of client communication reports and requests for information.
- Appendix C – MEETING MANAGER ROLES AND RESPONSIBILITIES to clarify purpose of Next Steps.
- Appendix D – SCHOOL BOARD RECOGNITIONS, RESOLUTIONS AND OTHER ACKNOWLEDGEMENTS to incorporate current guidelines for recognizing outstanding teams, ensembles and publications.
- Appendix E – GUIDELINES FOR SCHOOL BOARD MEMBER ELECTRONIC OUTREACH to update newsletter and webpage processes and incorporate FCPS Social Media Guidance for Staff.
- Appendix F – POLICY DEVELOPMENT AND REVIEW to clarify no-change memo process.
- Appendix K - PROCESS FOR SELECTING COMMUNITY MEMBERS TO SERVE ON THE AUDIT COMMITTEE—RECOMMENDED CRITERIA AND TIMELINE to add attendance at closed session of the Audit Committee by citizen members.
- Appendix BOUNDARY PROCESS GUIDELINES FOR SCHOOL BOARD MEMBERS deleted pending review by Comprehensive Planning and Development Committee.