

Executive Limitation #3: Relationships with Families and Community Stakeholders



The Superintendent shall not fail to maintain an organizational culture that facilitates collaborative, trusting, and responsive partnerships with its diverse stakeholders. The Superintendent shall not fail to treat families (parents, guardians, and/or caregivers), students, volunteers, community partners, and community residents with respect, honesty, and transparency and maintain strong links with the public to ensure they are well informed.

The Superintendent shall:

1. *Provide a welcoming, supportive, and inclusive organizational culture that:*
 - a. *Fosters an environment free of any form of discrimination;*
 - b. *Focuses on the common achievement of the Division's Strategic Plan goals;*
 - c. *Takes steps to effectively inform students, families, and the community of division policies, procedures, and opportunities for students within the Division;*
 - d. *Values and considers individual differences of opinion and diverse perspectives;*
 - e. *Provides open and honest communication in all written and interpersonal interaction;*
 - f. *Delivers the timely flow of accurate and meaningful information in multiple languages and modalities to support engagement opportunities within the community;*
 - g. *Provides for effective handling of grievances and complaints.*
2. *Encourage family involvement and meaningful two-way engagement, ensuring they receive regular updates on the direction and actions of the Division.*
3. *Provide defined and appropriate processes for gathering feedback that informs the Division's decision-making.*
4. *Establish and maintain collaborative partnerships with the community leaders, as well as the community at-large, to advance the mission and goals of FCPS assuring appropriate input and ongoing, two-way, strategic, and meaningful dialogue.*
5. *Engage students, parents, and guardians to fairly address community conflicts and ensure equitable inclusion.*
6. *Provide meaningful and timely responses to concerns raised by students, parents, and community members, and inform the Board of any serious or repeated concerns.*
7. *Prepare and publish clear and easily accessible reports, on behalf of the Board, to the public that include information regarding Board directed work, the Division's Strategic Plan, and a review of the Division's financial condition.*

Superintendent's Interpretation:

This Executive Limitation calls on the Superintendent to establish and maintain a culture that treats all people with respect, courtesy, and dignity and to encourage family and community engagement, and open communication.

I interpret this to mean that the Superintendent is called upon to ensure that all families and community stakeholders feel welcome and engaged in the Division's work and mission. It is also necessary that I provide timely, relevant, and detailed communications with families and community stakeholders, and maintain open, two-way dialogues. Further, I am expected to prepare and publish reports that are accessible to the public to ensure transparency of the work of the Division as well as the financial condition of the Division. The credibility

of our Division is critical to our partnerships with stakeholders, and it is my responsibility to maintain our positive public image and reputation as a school Division.

Evidence of Compliance:

Certification:

I hereby present my monitoring report on Executive Limitation #3: Relationships with Families and Community Stakeholders (EL - 3) in accordance with the reporting schedule set forth in the Board calendar. I certify that the information contained in the report is true as of May 8, 2025 to the best of my knowledge, information, and belief.

Evidence of Compliance: May 8, 2025

At the time of this report, to the best of my knowledge, information, and belief, I have gathered information and evidence that supports compliance with the Board's Executive Limitation associated with this topic. In particular, I share with the board the following information and indicators, which I believe meets Executive Limitation #3.

Indicators Include:

1. Provide a welcoming, supportive, and inclusive organizational culture

- a. Fosters an environment free of any form of discrimination;
- b. Focuses on the common achievement of the Division's Strategic Plan goals;
- c. Takes steps to effectively inform students, families, and the community of division policies, procedures, and opportunities for students within the Division;
- d. Values and considers individual differences of opinion and diverse perspectives;
- e. Provides open and honest communication in all written and interpersonal interaction;
- f. Delivers the timely flow of accurate and meaningful information in multiple languages and modalities to support engagement opportunities within the community;
- g. Provides for effective handling of grievances and complaints.

New evidence for Indicator 1:

- FCPS provides divisionwide professional development to instructional staff focused on the knowledge and skills to eliminate discrimination and conditions that might impact belonging and well-being, to increase student academic performance.
- Additional county-wide professional learning is provided to staff to facilitate positive relationships and support with all students and families. Example topics include:
 - Neurodiversity, Universal Design for Learning, Social Emotional Learning, Nurturing Inclusive Spaces, Learner Variability, and Recognizing and Overcoming Bias
- FCPS has developed a multi-year plan to support all schools in earning the Purple Star Designation, which encompasses creating a welcoming, supportive, and inclusive environment for military-connected families. Currently, there are 96 Purple Star Schools, with 27 new designations in 2025. This school year, FCPS held 29 Purple Star application workshops and 11 student ambassador trainings for both students and sponsors, produced toolkits for meaningful military-connected celebrations, and recognized schools earning the Purple Star Designation.

- A Student Registration Welcome Center workflow is being developed in Guardian, a centralized case management tool. This new system should automate many existing manual processes, create a single source for managing registration intake, and improve overall efficiency and communication to facilitate timely enrollment. An additional goal is to improve data collection and reporting capabilities significantly. The targeted implementation date is May 2025.
- In alignment with the Enhancement Plan for Students with Disabilities, FCPS publishes a quarterly Special Education and 504 Newsletter. This newsletter is distributed to over 58,000 parents/guardians and over 39,000 students.
- FCPS has contracted with Samaritan to develop a volunteer software management system to create a more streamlined and inclusive volunteer program for families and community members. The test phase for eight early adopter schools will be launched in the second week of May. This system will be fully implemented in the fall of SY 2025-26. A new volunteer guideline regulation will accompany the launch.
- The Office of Communications, in partnership with schools, is completing the Top 10 list for each school, giving schools the opportunity to showcase the things that most make their community proud of being a part of their school.
- FCPS hosted the FCPS Summer Extravaganza, an intentional and meaningful event that welcomed over 900 students, families, staff, and community partners in June 2024. This celebration of learning beyond the classroom offered families access to engaging summer opportunities, educational activities, and resources that support continued growth and connection throughout the break. The event highlighted the power of community in fostering student success year-round. This year's event will be held on May 10.
- Regulation 4953: Prohibition Against Discrimination, Harassment, and Retaliation – Students, Parents, and Others (Adopted July 10, 2024) establishes procedures for reporting, responding to, and resolving complaints of discrimination and harassment based on a protected class reported by students or parents against school personnel. Additionally, the regulation strictly forbids retaliation against individuals who report or participate in investigations of such misconduct. By clearly articulating the standards of conduct and the procedures for addressing violations, this regulation aims to prevent misconduct and ensure accountability.

Continuing Evidence for Indicator 1

- The Office of Community Relations organized 68 community meetings in SY 2023-24 and 79 in SY 2024-25, including Superintendent Community and Employees Conversations, Superintendent's Family Vision Group, and meetings on specific topics such as Comprehensive School Boundary Review, including the State of Our Schools, a signature event that provides an in-depth look at the health of our school system, highlighting student success, funding priorities and strategic direction. The event shares a forward-looking vision and explores innovative approaches to teaching and learning. Special accommodations were provided for all meetings, including language interpretation, childcare, and American Sign Language interpretation. Invitations, registration materials, meeting handouts, and resources were translated. The program and presentation materials were shared in English, Korean, and Spanish during and after the events, utilizing diverse communication platforms to reach and engage all families effectively.
- For SY 2024–25, a series of 12 Superintendent Community Conversations were held, one in each region during both the fall and spring, to engage families and gather community input across Fairfax County. A series of 8 Superintendent Employee Conversations were scheduled and held in fall and spring. Information about these events is sent in multiple modalities and languages.

- The [Division website](#) receives 33.4 million page views annually and school websites receive 64.1 million page views. Regular training is provided to all central office and school web curators and includes topics such as ADA compliance. The Office of Communication is currently working on integrating a divisionwide calendar into the website.
- An intercultural engagement team fosters equitable, enhanced outreach opportunities and engagement. *FCPS This Week* is emailed and texted to multilingual families at the same time the English version is published and a culturally responsive reminder is sent over the weekend. Additionally, weekly toolkits are translated and shared with Family Liaisons for content sharing/distribution in multiple languages to school communities.
- The Office of Communications offers a calendar toolkit in multiple languages to allow schools to celebrate and/or acknowledge key cultural and religious holidays and observances.
- All divisionwide newsletters are translated into 8 languages (English, Amharic, Arabic, Chinese, Korean, Spanish, Urdu, and Vietnamese) and sent the same day.
 - All schools have access to training in how to provide translations in these 8 languages when sending eNotify messages (platform used for urgent or emergency messaging).
 - Voice recordings are delivered for important messages and announcements from FCPS to families whose primary language is not English. At this time, we have Spanish and Korean available.
- The Office of Community Relations launched a multilingual playlist titled “[Informative Voice Recordings](#)” on the [FCPS en Español YouTube channel](#) to organize and share important information with families. This curated playlist serves as an effective tool for reaching multilingual communities. In some cases, AI voiceover technology is used to increase both efficiency and accessibility, helping to meet the diverse language needs of our families. The Spanish-language recording alone reached over 3,000 people within the first 24 hours of release.
- The Division newsletter *FCPS This Week* is distributed to more than 320,000 families and community members weekly.
- FCPS uses a variety of social media platforms to keep the community, staff, and students informed.
 - The FCPS Instagram account grew to over 25,000 followers in August 2024, and the Facebook page climbed to nearly 112,000 followers.
 - In SY 2023-24, the Division saw an 83% increase in school account engagements on Instagram compared to the previous school year.
 - Schools have shifted their social media focus to platforms most frequented by families, students, and staff, with 142 schools on Facebook and 157 on Instagram in August 2024.
 - FCPS posts on Nextdoor to expand its reach to Fairfax County residents without children in our schools.
 - In SY 2023-24, the [FCPS YouTube channel](#) saw a 20% increase in video views, yielding 22,700 hours of watch time and a net gain of 1,700 subscribers. The watch time increased 28% on the [FCPS Multilingual YouTube channel](#) yielding 891 hours of informational content viewed by our multilingual communities.
 - FCPS launched a [video podcast OUR VOICES, OUR FUTURE - Conversations with Superintendent Reid](#).
- FCPS works to ensure the stories of our students, staff, and Division are told through proactive media outreach. These stories are first posted to our own channels and then shared with the broader community.

- Multilingual registrars at [FCPS Student Registration Welcome Centers](#) welcome and partner with newcomer families to complete student registrations. Staff at the Welcome Centers provide families with the linguistic and cultural support needed to complete registration paperwork and access resources necessary to facilitate timely enrollment for the diverse community of students and families in FCPS.

Student Registrations at FCPS Welcome Centers			
	SY 2022-23	SY 2023-24	SY 2024-25 <i>as of 3/31/25</i>
Student Registrations	5,221	6,759	3,561
International Transcript Evaluations	1,593	1,684	1,325

- The [Family Resource Center](#) (FRC) provides resources, family education opportunities and free consultations for all families in FCPS. Interpreters are secured as needed and all materials are provided in eight different languages.

Family Resource Center Webinars for Families, Staff, and FCPS Community		
SY 2022-23	SY 2023-24	SY 2024-25
54	54	39 have been held 11 to be held by end of the SY

- During SY 2024-25, the FRC has provided 39 webinars from September 6 to date. There have been 1,289 participants during the 39 webinars, averaging about 33 participants per webinar.
 - The FRC also curates a [YouTube Channel](#) that houses around 300 webinars and workshops. There are webinars in English, Spanish, and Arabic. There were 32,406 views from September 6, 2024 (after the first webinar of the school year) to March 11, 2025.
- FCPS has established a permanent [online registration system](#) (in addition to in-person registration options) for new, returning, and re-enrolling K-12 students. This removes barriers for families, especially our military-connected families.

SY 2024-25 Data from SIS Online Registration (as of December 9, 2024)	
	Students Registered via Online Registration
High Schools	1,613
Middle Schools	326
Elementary Schools	2,359
Total	4,298

Prior Years' Data from SIS Online Registration	
Total for SY 2023-24	2,600
Total for SY 2022-23	N/A

- FCPS has dedicated resources and support for [military-connected families](#) entering FCPS or already part of FCPS through Family and School Partnerships and the Fort Belvoir School Liaison Officer. Family and School Partnerships builds relationships and access to resources with military-connected families with resources and support through events like the Back-to-School Military Fair with Blue Star Families Military Resource nights at Hayfield Secondary and Whitman Middle School.
- FCPS also supports Blue Star Welcome Week and the Month of the Military Child to welcome and celebrate military families. Toolkits are provided to schools to assist in planning meaningful opportunities to engage with their military-connected students and families.
- The [Wellness Newsletter](#) to the FCPS community is published once each quarter. This newsletter features articles provided by FCPS and community partners highlighting local and national resources, strategies, and guidance specific to student well-being. The newsletter reaches over 14,000 parents/guardians, staff, and students.

2. Encourage family involvement and meaningful two-way engagement, ensuring they receive regular updates on the direction and actions of the Division.

New evidence for Indicator 2:

- In March 2025, the School Superintendents Association (AASA) named the FCPS superintendent a Family Engagement Changemaker in acknowledgement of her exceptional leadership in the Division's family engagement work.
- Launched in August 2024, the [FCPS Family Academy](#) is a one-stop site where families can connect, engage, learn, and get support in person and virtually. It compiles classes, webinars, workshops, programs, resources, and tools to empower families in supporting their children at home and beyond. Some examples include:
 - [Getting to Know FCPS](#) (GTK)- an interactive seminar that offers valuable information about the Fairfax County Public School system. These orientations are available in Arabic, English, Korean, and Spanish. Sessions were conducted in Arabic, English, Korean, and Spanish.
 - *Families Reunite*- a 3-week class designed for immigrant families going through the family reunification process. It is specifically targeted to parents and children who have lived apart for at least one year and are recently reunified. These free classes are offered online and virtually.

FCPS Family Academy Impact			
	Classes/Programs	Workshops	Webinars
Examples	<i>Early Literacy, HIPPY, Parent Project, Loving Solutions</i>	<i>Getting to Know FCPS, Learn More About Lexia, Co-Parenting</i>	<i>Youth Mental Health, Benchmark Advance: New K-6 Language Arts Curriculum</i>
Total Classes / Sessions Offered	109	89	27
Types of Sessions	92 in-person 11 virtual 6 hybrid	43 in-person 46 virtual	27 virtual
Participants	1,575	550	1,400

August 2024 - March 1, 2025

- In alignment with the [Enhancement Plan for Students with Disabilities](#), the Family Academy webpages for Special Education and 504 Content were developed, including [Resources to Support Special Education and 504 Plans](#) and [Family Academy Catalog: Learn with Us!](#)
- The Superintendent participates in a quarterly Military-Connected Family Advisory Council (MCFAC) to ensure military-connected families have a positive experience with FCPS. Families receive updates regarding actions within the Division. Three meetings were scheduled during SY 2024-25.
- The Superintendent hosts a Military-Connected Youth Advisory, which includes two military-connected students from each high school who are invited to participate.
- FCPS hosted a Virtual Military Family Gathering with 41 family members to provide updates on the Division's resources and actions, while allowing participants to share their perspectives and provide feedback on their experience within the Division.

Continuing Evidence for Indicator 2:

- Family panels provide a platform for the school community to share their perspectives, insights, and suggestions as we work together to enhance student success. The goal is to elevate the voices of our families and strengthen authentic partnerships between home and school. There were three family panels in SY 2023-24 and five panels in SY 2024-25.
- Essential documents such as [student handbooks](#), [enrollment forms](#), and policy documents are translated into the identified languages. This ensures accuracy, accessibility, and cultural sensitivity in translations.
- Interpretation services are used to provide real-time access to opportunities such as parent-teacher meetings, school board meetings, employee meetings, and community gatherings where language barriers may exist. Webinars are also dubbed over in languages requested for each specific webinar; audio is recorded from interpretation rooms.
- FCPS has eight [Family Information Phone Lines](#) that are used to provide general information and support to families whose first language is not English, and the Family Resource Center provides direct support to English-speaking families.

Contacts Made Through the Family Information Phone Lines		
SY 2022-23	SY 2023-24	SY 2024-25*
Over 22,000	27,752	30,681

* As of April 2025

- The FCPS [Multilingual Podcast](#) “In A Few Words” is available in English, Spanish, Korean, and Arabic which provides timely information to families and the community. 16 episodes were delivered in SYs 2023-24 and 2024-25.
- Direct engagement with FCPS families is provided through School Board advisory committees and other community groups. FCPS supports these monthly meetings by providing pertinent Division updates and supporting the organization's charge and key priorities.

3. Provide defined and appropriate processes for gathering feedback that informs the Division's decision-making.

New evidence for Indicator 3:

- The [2023-24 Family Engagement Survey](#) was open from March 3 to April 3, 2024, receiving 26,306 responses. Highlights from parents and caregivers who responded to the survey include:
 - 94% responded that they feel school attendance supports their child's academic success.
 - 92% feel welcome at their child's school, an increase from 89% in the 2021-22 survey.
 - 92% feel their school welcomes families of different backgrounds and cultures, an increase of 2% from 2021-22.
 - 89% believe there is at least one caring adult at the school their child trusts.
 - 89% feel their child enjoys going to school.
- FCPS conducted ten focus groups with 128 participants between April 29 and May 21, 2024, to learn from families about their experiences, better understand how to support them and utilize their feedback for future initiatives and planning.
- FCPS uses structured methods to collect feedback on major Division initiatives to ensure informed decision-making. During SY 2024-25 some of these initiatives include:
 - [Middle School Start Times](#)
 - Five public community forums were held in April and May to learn about the middle school start times project and provide feedback.
 - FCPS conducted a survey of students (grades 5-12), parents (all), and staff (all) about the middle school start times change initiative to ensure their feedback is included in the School Board's ultimate decision. These surveys were administered in April and results are currently being analyzed.
 - [Comprehensive School Boundary Review](#)
 - The [Superintendent's Boundary Review Advisory Committee](#) includes parents, caregivers and/or community members from each of FCPS' 24 high school pyramids, together with school-based and Division administrators, teachers, operational staff, and other community representatives. Additionally, [community boundary review meetings](#) were held in-person in each of Fairfax County Public Schools' six regions and virtual meetings were conducted. Language interpretation services were provided, as needed.

- Student Rights & Responsibilities (SR&R) and Cell Phone policy
 - FCPS engaged in a multi-month data collection and analysis process with internal and external community partners throughout SY 2024-25. These efforts yielded 55,434 touch points across a variety of data collection strategies including, but not limited to, principal feedback survey (SR&R and Cell Phone Policy), SR&R focus groups, Cell Phone Policy and Cell Phone Storage pilot focus groups, community forums, Cell Storage Pilot principal office hours, and SR&R office hours. Surveys for SR&R and cell phone policy and storage were available in multiple languages and interpretation was available at every focus group (18 in all) and community forum available to the FCPS community.
- A new Military Families Advisory Council meets quarterly to provide feedback on transitioning into FCPS and specific topics affecting our over 13,500 military-connected students and families.
- Current basal instructional materials under consideration were made available for public review.
 - The Division adopted Elementary (K-6) Language Arts basal resources and implemented the new resources in August 2024. The community review of these resources was conducted in July and November of 2023.
 - FCPS is working to adopt Social Studies basal resources which included a community review period in November 2024.
 - FCPS is currently in the process of adopting Mathematics Basal resources for the 2025-2026 school year. The public review period ran from February 14 - March 21 and will be followed by staff recommendation to the school board in Spring 2025.

Continuing Evidence for Indicator 3:

- The FCPS Family Vision Group, which is comprised of two parent/caregiver representatives from each school in the Division, is a thriving collaboration and communication between home and school. This group is divided into quadrants to ensure deeper engagement and the Superintendent meets with each quadrant quarterly. The quadrants develop a list of topics they wish to cover during the year and topics discussed are based on commonalities across the quadrants.
 - In addition, the superintendent brings in subject-matter-experts to present information and answer questions so those representatives can then go back to their schools to share what they've learned and bring questions back to the superintendent.
- Numerous structures and processes are in place across the Division to gather feedback that informs decision-making. These include but are not limited to:
 - Parent and community involvement for adoption of Basal instructional materials (Regulation 3004: Adopted Basal Instructional Materials [last revised January 17, 2020]).
 - Parent and family involvement on Challenged Library and Instructional Materials (Regulation 3009: Challenged Library and Instructional Materials [last revised June 9, 2023]).
 - Community meetings, surveys, and interview panel participation include community members during the principal hiring process.
- FCPS regularly administers the FCPS Family Engagement Survey to gather feedback from families about their engagement with their child's school.

- 4. Establish and maintain collaborative partnerships with the community leaders as well as the community at-large to advance the mission and goals of FCPS assuring appropriate input and ongoing, two-way, strategic, and meaningful dialogue.

New evidence for Indicator 4:

- In partnership with Fort Belvoir, National Museum of the Army, and Fairfax County Economic Development Authority, the Bridges to Success Career Pathways event hosted approximately 50 high school students in March 2024 and 90 high school students in March 2025. This event offers the opportunity to connect with local area employers offering paid internships, fellowships, apprenticeships, and jobs. FCPS assisted in planning the event, promoting the event to schools, and supporting schools during the event.
- FCPS leveraged the Let’s Talk! platform specifically to ask questions about the SR&R, the Cell Phone Policy, and the Cell Phone Storage Pilot and gather feedback about these changes.
- Recognizing the significant role faith leaders play in our community, the Superintendent began meeting with them on a quarterly basis. The Chief Experience and Engagement Office supports these meetings during which faith leaders share concerns coming from their communities and the Superintendent keeps the group informed on the Division's work as aligned with strategic plan goals.

Continuing Evidence for Indicator 4:

- [TalkingPoints](#) is a free, easy, and safe way families can communicate through text messages in their home languages with their child’s teachers and other staff members at their school.

TalkingPoints Usage Over Time			
	SY 2022-23	SY 2023-24	SY 2024-25 (Aug 2024-Nov 5, 2024)
Families who sent at least one message to a teacher	58,612	108,002	88,886
Teachers and administrators who sent at least one message to a family	5,378	9,699	10,600

- Propio Analytics language service (formerly United Language Group) is used as a way for teachers and other staff members to communicate with families over the phone or Zoom with the assistance of a live interpreter.
- There are multiple pathways for businesses, community groups, and governmental entities to engage the district and support students. Examples include: [Business and Community Partnerships](#), [Family and School Partnerships](#), and [Educate Fairfax](#) (501c3)
 - The primary functions of the [Business and Community Partnerships](#) team are to recruit and support [Ignite Partnerships](#), serve as a liaison to local Chambers of Commerce and other community organizations, manage the FCPS Donations Portal for donated goods, promote partnerships through a monthly Partnership Update newsletter, and promote the Savings for Staff merchant discount program.

- Additional outreach involving the Business and Community Partnerships team includes collaboration with a 6 to 8 member Business and Community Partnerships Advisory Council, liaising with Educate Fairfax and FATE, liaising with any citizen's committee connected to FCPS Bond Referenda, and supporting the Community Relations and Communications teams related to events and media relations, respectively.
- The Superintendent has regular meetings with the County Executive to engage in conversations around current initiatives and collaborative partnerships.
- Regular meetings are held between the Superintendent and the Garrison Commander of Fort Belvoir.
- Currently, 15 Military Family Life Counselors (MFLC) are supporting 20 FCPS schools: 10 elementary, 3 middle, 4 high, and 3 secondary schools. This support is provided in collaboration with Family and School Partnerships, Intervention and Prevention Services, and Fort Belvoir through a grant from the Department of Defense. These counselors support mental health wellness at their assigned schools through small group instruction with military and non-military peers.
- FCPS facilitates an annual Family Summit. As an extension of the Special Education Conference, this event is aimed at empowering and assisting FCPS by providing practical applications of available supports and resources. Each year, the Family Summit features sessions facilitated by experts and thought leaders within the field of special education instruction, procedural, and inclusive practices.
- The Office of Family and School Partnerships provides support and collaboration to implement all five Opportunity Neighborhoods initiatives with community-based partners and Fairfax County Government. Opportunity Neighborhoods is a Fairfax County Government initiative that brings together residents, service providers, schools, and other supporters in defined communities to create a shared vision to address needs and achieve equitable results for youth and their caregivers.
- The Office of Community Relations leads an intentional outreach and engagement approach that prioritizes building strong connections with diverse communities. By ensuring information and resources are accessible and tailored to community needs, the office fosters meaningful engagement across the district. In addition, these initiatives strengthen the capacity of local community partners by equipping them with the tools, training, and resources needed to serve as effective liaisons and advocates within the communities they represent.
 - In SY 2023–24, the team organized and conducted 22 community events and 18 community events to date during SY 2024-25.

5. Engage students, parents, and guardians to fairly address community conflicts and ensure equitable inclusion.

Continuing Evidence for Indicator 5:

- The Office of the Ombuds follows the principles of the International Ombuds Association (which are reviewed during conversations with visitors: Confidentiality, Informality, Impartiality, Independence). The Office of the Ombuds responds to inquiries and reports annual data to county Leadership.
- The Office of the Ombuds shares information regarding rights, options, grievance and/or appeal procedures.
- Regular communication from the Superintendent and the Division is provided to the community when timely issues arise. These messages are emailed and posted to the FCPS public website.

6. Provide meaningful and timely responses to concerns raised by students, parents, and community members, and inform the Board of any serious or repeated concerns.

Continuing Evidence for Indicator 6:

- Let's Talk resources were implemented as the Division's primary communication tool to address concerns raised by students, parents, and community members. This platform is more accessible to families than our existing platforms, can measure responsiveness, will improve customer service, and allows us to measure outcomes of communication.
- To keep the Board informed of repeated or serious concerns, the Superintendent uses a combination of a weekly email communication to the Board and weekly check-ins with Board Members. The Board is informed of confidential or time sensitive matters with more immediate communications and/or in Closed sessions of the Board, as appropriate.

7. Prepare and publish clear and easily accessible reports, on behalf of the Board, to the public that include information regarding Board directed work, the Division's Strategic Plan, and a review of the Division's financial condition.

New evidence for Indicator 7:

- The Office of Employee Services & Operations creates a monthly separation report that is presented to the School Board. These updates improve visibility and transparency regarding separation data. Enhancements include usage of diagrams, the data break-out into employee groups, and the provision of comparisons of separations to our active population.

Continuing Evidence for Indicator 7

- The FCPS public website includes reliable and time sensitive information about the Division's Strategic Plan. This is accessible to all stakeholders, is ADA compliant, can be translated into multiple languages, and includes text, graphics, and videos.
- Regular updates are provided at School Board meetings on the implementation of the Division's Strategic Plan and other key initiatives.
- The Division publishes clear and easily accessible reports to the Board and public that include:
 - Divisionwide Strategic Plan
 - FY 2026 Proposed Budget, FY 2025 Approved Budget, and Budget Development Documents.
 - FCPS budget documents have received awards from both the Association of School Business Officials International (ASBO) and the Government Finance Officers Association (GFOA).
 - Adopted Capital Improvement Program for Fiscal Years 2026-30
 - Superintendent's Weekly Reflections and Messages