Back to Table of Contents

Fairfax County School Board

Strategic Governance Manual

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Back to Table of Contents

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.

Back to Table of Contents

TABLE OF CONTENTS

PREFACE 2
TABLE OF CONTENTS 3
DEFINITIONS 6
STRATEGIC PLAN OVERVIEW 11
STRATEGIC PLAN GOAL REPORTING 13
PORTRAIT OF A GRADUATE 14
Communicator 14
Collaborator 14
Ethical and Global Citizen 14
Creative and Critical Thinker 15
Goal-Directed and Resilient Individual 15

EXECUTIVE LIMITATIONS 16
Global Executive Limitations (EL-1) 17
Emergency Superintendent Succession (EL-2) 18
Relationships with Families and Community Stakeholders (EL-3) 19
Human Resources (EL-4) 20
Financial Planning (EL-5) 21
Financial Administration (EL-6) 23
Asset Protection (EL-7) 25
Superintendent's Relationship with the Board (EL-8) 26
Instructional Program (EL-9) 28
Learning Environment and Relationships with Students (EL-10) 29
Facilities and Transportation (EL-11) 30
Technology (EL-12) 32
Safety and Security (EL-13) 33

BOARD SELF-GOVERNANCE POLICIES 34
Board Role and Responsibilities (B.1) 34
Governance Commitment (B.2) 36
Board Member Code of Conduct (B.3) 37
Board Member Conflict of Interest (B.4) 38
Meeting Protocol (B.5) 39
Election of School Board Chair and Vice Chair (B.6) 40
Role of the Chair (B.7) 41
Annual School Board Calendar and Work Plan (B.8) 43
Board Liaisons (B.9) 44
A. School Board Advisory Committees 44
B. Other government entities 44
Board Committees (B.10) 45
A. Standing committees supporting the Board's work 47
1. Administration Committee 47
2. Audit Committee 47
3. Budget Committee 48
4. Comprehensive Planning Development Committee 48
5. Governance Committee 49

Back to Table of Contents

6. Legislative Committee 49
7. Public Engagement Committee 49
B. Community Advisory Committees 50
Legally Required
1. Advisory Committee for Students with Disabilities (ACSD) 50
2. Career and Technical Education Advisory Committee (CTEAC) 50
3. Title I Parent Advisory Committee (TPAC) 51
State Authorized 52
1. Advanced Academics Programs Advisory Committee (AAPAC) 52
2. School Health Advisory Committee (SHAC) 52
School Board Authorized: 53
1. Adult and Community Education (ACE) 53
2. Minority Student Achievement Oversight Committee (MSAOC) 54
Process for Addressing Non-Compliance with Board Member Roles and Responsibilities Outlined in Strategic Governance Manual (B.11) 56

SUPERINTENDENT BOARD RELATIONSHIP 57
Superintendent Delegated Authority (S.1) 57
Accountability and Evaluation (S.2) 58

APPENDICES 59
A. Bylaws 59
Fairfax County School Board 59
School Board Members… 59
Student Representative 61
Clerk and Deputy Clerk 61
Auditor General 61
Meetings 62
B. School Board/Staff Communication Process 71
C. Meeting Manager Roles and Responsibilities 72
D. Standard Operating Procedures for the School Board Office 74
E. School Board Proclamations and Other Acknowledgements 76
F. Guidelines for School Board Member Electronic Outreach 83
G. Policy Development and Style Guide 86
H. Board Member Options for Issue Education, Advocacy, of Policy 99
I. History of Ad Hoc and Joint Committees 102
J. Superintendent's Summative Evaluation Form 104
K. Process for the Approved Budget Agenda Item 113
L. Process for Selecting Community Members to Serve on Audit Committee 114
M. Process for Selecting Community Members to Serve on Comprehensive Planning and Development Committee 115
N. Revision Notes 117

Back to Table of Contents

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 within the Board's stated Executive Limitations. Continuous monitoring by the Board will provide the means for judging reasonable progress toward achieving the Strategic Plan Goals.

Executive Limitations
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 Executive Limitations express the operational guardrails the Board has for how the Superintendent shall operate the Division to achieve those goals. Executive Limitations are reviewed annually through publicly-shared monitoring reports, submitted by the Superintendent at public Regular Meetings of the School Board, to ensure compliance with these limitations. Monitoring reports shall include the Superintendent's measurements and analysis of data, particularly highlighting any change over time since the previous year's monitoring report, to substantiate that the Superintendent has not failed to meet each Executive Limitation.

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

Back to Table of Contents

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.

Back to Table of Contents

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.

Back to Table of Contents

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.

Back to Table of Contents

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.

Back to Table of Contents

STRATEGIC PLAN OVERVIEW

In June 2023, the School Board approved the 2023-2030 Strategic Plan for Fairfax County Public Schools, which was developed in collaboration with the School Board and Superintendent with significant community input, to create a long-term plan for continuous improvement. The Strategic Plan is a living document, which is reviewed and revised regularly. It includes four (4) Pillars, which are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing the plan's work. The Strategic Plan also includes five (5) Goals, each with an equity commitment and various measures of success that focus attention on driving positive change throughout the school division.

The Pillars are:

A. Differentiated and Culturally Responsive Learning Environments
B. Vibrant Home, School, & Community Partnerships
C. Diverse, Adaptive, & Supported Workforce
D. Culture of Equity, Excellence, & Accountability

The Goals and equity commitments are:

1. Strong Start Pre-K-12: Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in pre-K through 12th grade.
   - Equity Commitment: We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision making that results in each student's success.
2. Safe, Supported, Included, and Empowered: Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.
   - Equity Commitment: We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.
3. Academic Growth and Excellence: Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.
   - Equity Commitment: We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.
4. Equitable Access and Opportunity: Every student will have access to high-quality academic programming and resources to support their success.
   - Equity Commitment: We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and needs.
5. Leading for Tomorrow's Innovation: Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.
   - Equity Commitment: We will center student voice data and use evidence to ensure each

Back to Table of Contents

student is ready to make informed decisions, prepared for a wide range of postsecondary options, and can successfully navigate their future path.

Back to Table of Contents

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 Strategic Plan goals 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.

Back to Table of Contents

PORTRAIT 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, orentertain 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.

Back to Table of Contents

- 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 thedesign-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.

Back to Table of Contents

EXECUTIVE LIMITATIONS

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 requires operational excellence and the Superintendent operating the Division within the parameters expressed by the Board through Executive Limitations.

The Superintendent will provide an annual report to the Board on each of the Executive Limitations at a regular Board meeting. The Board will review each Executive Limitation annually and may offer revisions at the presentation of the monitoring report. The Board may also revise an Executive Limitation at any time to refine parameters for the Superintendent moving forward.

The Board will vote on each of the monitoring reports presented by the Superintendent. Following the compliance vote, individual Board members may complete an optional Monitoring Report Response Form to provide the Superintendent with additional compliance-related feedback on the relevant Executive Limitation.

The compliance vote and optional Monitoring Report Response Form are intended to provide immediate feedback to the Superintendent related to each Executive Limitation report but do not serve to predict the outcome of the Superintendent's annual summative evaluation. Board members may use the compliance vote and any Board feedback related to each Executive Limitation to inform the Superintendent's evaluation as they determine appropriate. All feedback provided by Board members on the Monitoring Report Response Form will be collated and made available to the public.

If at the time of the compliance vote the Board finds the Superintendent is not in compliance with one of the Executive Limitations, the Superintendent will present a corrective action plan to the Board at a subsequent meeting.

Back to Table of Contents

Global Executive Limitations

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, endangers the Division's public image or credibility, leaves the Division unprepared for emergency situations, or is a conflict of interest.

The Superintendent shall not fail to maintain a data-informed system focused on continuous improvement to implement and monitor efforts towards achieving the goals defined in the Division's Strategic Plan and the priorities of the Board's Educational Equity Policy.

Last Revised: February 8, 2024

Back to Table of Contents

Emergency Superintendent Succession

The Superintendent shall not fail to 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 or in the event of sudden and unexpected loss of Superintendent services.

Last Revised: February 8, 2024

Back to Table of Contents

Relationships with Families and Community Members

The Superintendent shall not fail to maintain an organizational culture that facilitates collaborative, trusting, and responsive partnerships with its diverse community members. 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 not fail to:

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, including through consistent and complete information sharing via websites, school-home communications, and the learning management system used by students; and particularly in secondary grades through to graduation, communicates in a timely and accessible manner about academic course selection, enrichment opportunities, and planning the pathway for success after high school.
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.

Back to Table of Contents

Human Resources

The Superintendent shall not fail to recruit, select, retain, and appropriately compensate a highly qualified and diverse workforce that enables FCPS to deliver a world-class education to every student in an environment characterized by high staff morale. The Superintendent shall not fail to ensure employees are able to work in a collaborative manner towards achieving the Division's Strategic Plan goals, that they have avenues for providing input and feedback, and that they receive relevant professional learning to support their performance and growth.

The Superintendent shall not fail to:

1. Create a working environment and culture that consistently:
    A. Values employee talent and expertise and ensures all are treated with dignity and respect;
    B. Establishes an atmosphere of openness, civility, and responsiveness that is conducive to teaching and learning;
    C. Seeks staff participation in decision-making, considers various viewpoints and reasoned dissent in order to achieve sound decision-making;
    D. Treats all staff members in a fair, impartial, and balanced manner and provides for the timely and effective handling of complaints and appropriate due process.
2. Implement policies and develop regulations that:
    A. Establish and communicate clear personnel rules, procedures, and accommodation protocols, and provide staff with an opportunity to become familiar with their rights and responsibilities under Division policy;
    B. Maintain favorable working conditions to promote high morale;
    C. Protect against discrimination, harassment, retaliation, or other mistreatment;
    D. Adhere to all state and federal code and other legal requirements and align to industry best practices.
3. Recruit, develop, and retain a highly qualified and diverse workforce by:
    A. Developing and maintaining fair and competitive compensation and benefit packages that attract and retain the highest quality employees, and consider the regional living wage;
    B. Ensuring all staff members are prepared to perform the responsibilities assigned to them;
    C. Mandating background inquiries and checks prior to hiring or approving any paid personnel or applicable volunteers;
    D. Making progress towards employing a workforce that reflects the diversity of FCPS students and families;
    E. Implementing a plan for leadership development and succession planning to ensure leadership continuity within the Division.
4. Evaluate all employee performance with a process that is fair, consistent, regular, and aligned with state regulations and FCPS policies and regulations.
5. Provide effective and efficient professional learning and training for all staff members to ensure they are able to perform the tasks assigned to them and to increase individual and team performance.

Back to Table of Contents

Financial Planning

The Superintendent shall not fail to develop and maintain a multi-year financial plan that is data- driven, comprehensive, transparent, and part of a long-term plan to achieve the Board's Strategic Plan goals for students. In preparing the Division budget, the Superintendent shall not fail to utilize best practices for budgetary planning and financial reporting, implement needs-based resource allocation, and substantially involve all appropriate stakeholder groups.

The Superintendent shall not fail to:

1. Develop an annual budget that:
    A. Reflects Board priorities expressed as a part of the annual budgeting process and the Division's Strategic Plan;
    B. Is based on realistic assumptions and a current and ongoing assessment of local, state, and federal funding sources;
    C. Is easily accessible, transparent, and understandable by the community;
    D. Presents all material budgetary assumptions;
    E. Accurately describes revenues and expenditures;
    F. Explains how new, expanded, or eliminated budget initiatives are aligned with the priorities within the Division's Strategic Plan;
    G. Shows the amount budgeted for each major fund type for the most recently completed fiscal year, for the current fiscal year, and the next fiscal year;
    H. Uses budgeting practices and procedures that are sustainable and typical for similar and highly effective organizations;
    I. Includes program evaluations in budgetary planning discussions;
    J. Maintains a School Board Flexibility Reserve of budgeted General Fund expenditures of no less than $8 million;
    K. 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.
2. Provide the Board with a multi-year plan that:
    A. Projects fiscal needs five (5) years into the future;
    B. Considers the needs of schools and departments;
    C. Is responsive to projections of student enrollment, student needs, and programmatic needs;
    D. Anticipates changes in employee compensation and benefits;
    E. Analyzes current trends to identify relevant investment needs;
    F. Identifies unfunded obligations.
3. Provide timely advice to the Board, allowing the Board adequate time to consider the information presented of:
    A. Actual or anticipated material deviations in the adopted, annual and/or four (4) year budget, as early as possible;
    B. Changes or conditions that reasonably are expected to materially affect the Division's financial condition;
    C. Material variances in the budget.

Back to Table of Contents

4. Take all reasonable, prudent, anticipatory, and proactive actions in securing financial resources for the Division from relevant funding/revenue sources.

Last Revised: February 8, 2024

Back to Table of Contents

Financial Administration

With respect to the actual, ongoing condition of the Division's financial health, the Superintendent shall not fail to take reasonable steps to avoid allowing any fiscal condition that places the long-term financial health of the Division in jeopardy, causing a material deviation in spending from the budget adopted by the Board, or spending that is inconsistent with achieving the Division's Strategic Plan goals. The Superintendent shall not fail to be fiscally responsible and ensure all expenditures are kept within projected revenues of the Division. The Superintendent shall not fail to provide strong financial controls and an accurate, full, and transparent accounting of how taxpayer dollars are spent in support of the Division.

The Superintendent shall not fail to:

1. Expend only those funds that have been received in the fiscal year to date, unless the Board authorizes additional expenditures through the use of reserves or other revenues are made available through legal means.
2. Administer all purchases in accordance with the Fairfax County Purchasing Resolution, Board procurement policies, and state and federal laws.
3. Prevent the organization from creating obligations over a longer term than revenues can be safely projected, or establishing provisions for modifying obligations in the event of revenue loss.
4. Ensure that payroll and legitimate debts of the Division are promptly paid when due.
5. Make all reasonable efforts to collect any funds due the Division from any source.
6. Seek all state and federal funds to which the Division is or may be entitled.
7. Keep complete and accurate financial records by fund categories and accounts in accordance with established fiscal accounting procedures as reflected in Generally Accepted Accounting Principles.
    A. Ensure funds are received, processed, recorded, and disbursed in a robust, comprehensive internal control system that is, at a minimum, sufficient under state required accounting practices.
8. Effectively and efficiently develop systems of internal control that span all operating environments, mitigate risks to acceptable levels, address risks related to financial reporting, are funded appropriately, and support sound auditing practices.
    A. Coordinate and cooperate with the annual audit of all Division funds and accounts.
9. Obtain, generate, regulate or use relevant, quality information to support the functioning of the organization, including, but not limited to:
    A. Keeping the Board up to date on any material changes to the Division's budgeted expenditures and revenues;
    B. Providing a quarterly review of the budget that provides a status report of funds under the Board's control and identifies critical needs of the school system.
10. Provide annual guidance on carrying forward unspent funds that provides a minimum threshold for schools to retain and creates a plan for the reallocation of

Back to Table of Contents

any additional unspent funds that is responsive to Division needs and strategic priorities.

11. Publish a public and transparent annual report that indicates the financial health of the Division including revenues, expenditures, and costs of major programs.
12. File required financial reports accurately and on time.

Last Revised: February 8, 2024

Back to Table of Contents

Asset Protection

The Superintendent shall not fail to ensure all Division assets are adequately protected, properly maintained, appropriately used, and not placed at undue risk.

The Superintendent shall not fail to:

1. Ensure Division assets are protected, maintained, and properly disposed of or recycled when no longer in use.
2. Maintain appropriate insurance, to include but not limited to, Errors and Omissions and Comprehensive General Liability insurance coverage, to protect Board members, staff, and the Division itself in an amount that is reasonable for school divisions of comparable size and character.
3. Ensure all personnel who have access to material amounts of Division and school funds are bonded.
4. Protect all Division assets, including but not limited to the Division's public image and credibility, intellectual property, information, files, equipment, real property, and fixed assets from loss or significant damage.
5. Implement a comprehensive risk management approach that minimizes and mitigates risks, including internal controls for capital inventory, and protects assets from misuse, theft, inappropriate destruction, or unauthorized sale or distribution.
6. Take responsible steps to protect the Division, its Board, and staff from legal liability.
7. Adhere to federal and state laws and FCPS policies regarding the retention and disposal of all records related to the business of the Division.
8. Utilize knowledge management to ensure assets are known, maintained, and transferred.
9. Annually review existing leasing agreements, contracts, MOUs, and other agreements to ensure assets are being used in accordance with the Division's Strategic Plan goals.

Last Revised: February 8, 2024

Back to Table of Contents

Superintendent's Relationship with the Board

The Superintendent recognizes that the School Board provides oversight to the school system in fulfilling the requirements of the Virginia Code and the Superintendent will be held accountable by the School Board for effectively managing the operations and the academic success of the system. The Superintendent shall not fail to ensure regular and positive interactions and foster effective partnerships with the Board to facilitate the achievement of the Division's Strategic Plan goals and overall success. The Superintendent shall not fail to ensure the Board is fully informed in a timely manner about matters relating to Board work and significant Division concerns.

The Superintendent shall not fail to:

1. Take direction from the Board as a body.
2. Serve the Board as its educational and operational expert by providing leadership and guidance that provides a variety of options that reflect best practices to fully inform Board policy choices.
3. Maintain a professional and collaborative relationship with the Board that cultivates trust and respect that is characterized by effective communication, personal ethics, and professional integrity by:
    A. Treating all members impartially and assuring that all members have equal access to information;
    B. Refraining from disparaging the Board or its 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 individual Board Members or the Chair and Vice-Chair any encroachment by an individual member or the Board into areas of responsibility assigned to the Superintendent or Board non-compliance with its own policies.
4. Submit required reports in a thorough, accurate, and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant disaggregated data to substantiate progress toward the Division's Strategic Plan goals.
5. Report in a timely manner any actual or anticipated noncompliance with any Board policy, state law, or federal law and provide 1) an explanation for the non-compliance if identifiable; 2) possible option(s) for remediating the noncompliance, such as a work plan; and 3) provided needed staff support to implement the work plan through to compliance.
6. Provide for the Board, in a timely manner, information about trends, facts, and other information relevant to the Board's work and implementation of Board policies to include:
    A. Significant transfers of money within funds or other changes substantially affecting the Division's financial condition;
    B. Anticipated significant media coverage, threatened or pending claims or

Back to Table of Contents

lawsuits, and material internal changes;

C. Administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board;
D. Administrative disposition or matters referred to the Superintendent by the Board;
E. Relevant documents in advance of meetings to support Board decision-making and discussions;
F. Significant initiatives, programs, and operational changes;
G. Relevant personnel issues;
H. Significant events impacting academic success.

7. Provide a mechanism for official Board notification and communication.
8. Provide meaningful and timely responses to concerns raised by Board members and inform the Board of any serious or repeated concerns.
9. Maintain a system for informing and inviting School Board Members to division-wide events to advance the mission and goals of FCPS.
10. Maintain processes for the School Board to obtain interpretation and translation services for pre-scheduled community engagements and planned communications.

Last Revised: September 11, 2025

Back to Table of Contents

Instructional Program

The Superintendent shall not fail to maintain a program of instruction for all students that is aligned with the Division's Strategic Plan Goals and offers innovative academic learning experiences that foster the strengths and meet the needs of each and every learner. Furthermore, the Superintendent shall not fail to maintain an instructional program that implements professional practices to engage, empower, include, and challenge the whole learner through varied opportunities.

The Superintendent shall not fail to:

1. Deliver academic curriculum and a rigorous instructional program that:
    A. Aligns to Division and state academic standards;
    B. Builds the knowledge students need to be productive stewards of a future sustainable society;
    C. Ensures challenging, supported, and relevant opportunities for all students to learn, achieve and thrive as defined by the Division's Strategic Plan goals;
    D. Focuses on consistent delivery of academic programs and opportunities at every school;
    E. Appropriately utilizes technology resources in a balanced manner.
2. Ensure programs, curriculum, and materials support equitable access and opportunity for all students.
3. Regularly review instructional programs and practices to ensure they are based on a comprehensive and objective review of best practices research to ensure their continuing effectiveness.
4. Ensure consistency in instructional expectations across all schools and programs.
5. Effectively measure student progress toward achieving or exceeding the Division's Strategic Plan Goals.
6. Devise strategic and intentional data collection efforts that ensure thorough demographic information is collected to comprehensively focus on student success.
7. Provide an instructional program that includes opportunities for students to develop executive functioning, social, emotional, and Portrait of a Graduate skills as well as talents and interests in more specialized areas.
8. Implement inclusive and accessible instructional programs and practices that meet the unique strengths, backgrounds, readiness, and learning styles of each student and support students in the most enabling and least restrictive environment.
9. Support meaningful, research-based innovation in instructional delivery models and learning opportunities that will prepare students for graduation and support their success beyond FCPS.
10. Ensure appropriate and timely input from students, parents, and staff involved in the development of curriculum and instructional programs.
11. Ensure families have access to educational resources and information to support their child's school success.

Last Revised: February 8, 2024

Back to Table of Contents

Learning Environment and Relationships with Students

The Superintendent shall not fail to establish and maintain a learning environment that is safe, respectful, non-discriminatory, and conducive to high student achievement and well- being for each student. The ideal learning environment for students, of all ages, will promote a sense of belonging, inclusivity, and have rules that are fair and equitable. Student voice will be prioritized, and non-discriminatory protections will be in place for all students. The Superintendent will engage with students and families as educational partners.

The Superintendent shall not fail to:

1. Maintain a climate that is characterized by support and encouragement for high student achievement across all demographic subgroups and identify barriers and solutions to inclusion and participation.
2. Implement policies and procedures that promote a safe, welcoming, inclusive, accessible, and equitable learning environment for all students that promotes respect, belonging, and well-being.
3. Protect against discrimination, harassment, bullying, or other unsafe conditions that might threaten the academic performance, health, or well-being of students, and provide a clear method to report and resolve such incidents.
4. Promote structures to engage students in providing input into their learning experience.
5. Ensure that each and every student and their family receive regular feedback on student progress through appropriate and effective communication that facilitates effective educational partnerships at all levels.
6. Engage with teachers, administrators, students, and families in the development of administrative student discipline regulations that are clear, consistent, fair, and developmentally appropriate.
7. Ensure all discipline policies and procedures are clearly communicated and enforced fairly, consistently, equitably, and proportionally across schools and demographic groups.
8. Take reasonable steps to identify students at risk of failing to meet academic, behavioral, or attendance expectations and provide them with the necessary support in a clear and timely manner.
9. Ensure that all confidential student information is properly used and protected.

Last Revised: February 8, 2024

Back to Table of Contents

Facilities and Transportation

The Superintendent shall not fail to ensure the physical facilities, transportation systems, and nutrition programs align with the Division's Strategic Plan goals and adhere to FCPS policies and equity, sustainability, and environmental stewardship commitments. Student learning is enhanced when school facilities and transportation vehicles are inviting, safe, clean, properly maintained, and when there is appropriate classroom space to provide learning opportunities for all students.

The Superintendent shall not fail to:

1. Ensure classroom capacity and infrastructure meet instructional program, student, and community needs across the Division. Facilities plans will:
    A. Provide for a high-quality learning environment;
    B. Maintain a reasonable balance of capacity utilization;
    C. Ensure FCPS facilities, and associated spaces, and transportation practices are accessible, inclusive, and consistent with the FCPS Educational Equity policy;
    D. Use resources efficiently to make progress towards the Board's environmental and sustainability goals;
    E. Ensure that students eligible for transportation are transported in a safe, timely, efficient, and effective manner;
    F. Routinely review the Division's education specifications and master specifications to align with current and future program needs.
2. Maintain an objectively prioritized Capital Improvement Program that establishes priorities for construction, renovation, and maintenance projects with a focus on accessibility, sustainability, and environmentally-sound practices. The plan will:
    A. 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;
    B. Ensure that land acquisition recommendations are based upon demographic trends and growth patterns, comparative costs, construction, transportation factors, and extraordinary contingency costs due to potential natural and man-made risks;
    C. Assign highest priority to the correction of unsafe conditions;
    D. Plan for and schedule system replacement when new schools open, schools are renovated, or systems replaced;
    E. Notify the Board of construction or renovation schedules and change orders that significantly increase cost or reduce quality;
    F. Adhere to state law, state regulations, procurement code, and building codes.
3. Maintain facilities that are safe, clean, and effectively and efficiently maintained to enable facilities to reach their intended life cycles.
4. Ensure travel to and from school is safe, accessible, efficient, equitable, and considers duration and distance to maximize learning.
5. Provide for community 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.
6. Ensure transparent and ongoing communication with the public to keep them informed of construction, renovation, facilities and transportation matters.

Back to Table of Contents

7. Operate an innovative, self-supporting child nutrition program that meets or exceeds federal guidelines and that promotes healthy and inclusive choices and wellness.

Last Revised: February 8, 2024

Back to Table of Contents

Technology

The Superintendent shall not fail to use technology to support teaching, learning, stakeholder engagement, communication, accessibility, innovation, efficient operational practices, and the Division's Strategic Plan goals. Technology resources are used in a balanced manner to augment and enhance student learning.

The Superintendent shall not fail to:

1. Implement an innovative, future-focused, comprehensive, and efficient approach to provide accessible and equitable technology resources in support of instruction, student learning, accessibility, and student activities.
2. Provide innovative, comprehensive, and robust managerial technology systems that provide for the collection of reliable, relevant, and valid data to inform decision-making, direct school, and instructional improvement planning, and address the needs of students, staff, and community.
3. Maintain a comprehensive and functional technology infrastructure system that is modernized based on industry standards and best practices.
4. Provide for a safe and secure computing environment for students and staff that:
    A. Establishes expectations of use of technology by staff and students;
    B. Provides a means for interactive communication between the school system and staff, students, families, and the community;
    C. Prohibits the use of technology resources for commercial, political, or indecent purposes that disrupt the learning environment or those prohibited by federal, state, or local laws, or FCPS policies;
    D. Uses methods of collecting, reviewing, transmitting, or storing information that protect against cyber threats and improper access to the information being elicited.
5. Establish appropriate boundaries and ethical guidelines for the use of artificial intelligence in educational and operational settings.
6. Provide the training, tools, and accessibility resources for appropriate staff to support the instructional needs and inclusion of all learners.
7. Ensure staff and students are provided with training and support to effectively, ethically, and safely use technology tools and resources provided by the Division and engage with these resources as digital citizens.
8. Deliver transparent information for families about the purpose and frequency of technology use in the classroom and the Division.

Last Revised: February 8, 2024

Back to Table of Contents

Safety and Security

The Superintendent shall not fail to develop and implement plans to ensure students and staff are provided with safe and secure learning and work environments that support student achievement. The Superintendent shall not fail to provide staff, students, and families with the necessary resources and information to ensure their understanding of FCPS' safety and security plans and their role in such plans. The Superintendent shall not fail to consult with relevant stakeholders in the development of safety plans.

The Superintendent shall not fail to:

1. Develop procedures that ensure the safety of students and staff and security of schools, offices, transportation services, and grounds that address:
    A. Accessibility needs of students, staff, and visitors;
    B. The supervision of students during school hours and school-sponsored events;
    C. Arrival and dismissal procedures for students, staff, and visitors;
    D. Inclement weather procedures;
    E. Emergency response procedures;
    F. Coordination, when appropriate, with local emergency services and county and city officials;
    G. A data-informed process for safe, confidential reporting of security and safety concerns;
    H. A plan to inform staff, students, and families of FCPS procedures, responsive actions, and potential threats;
    I. A process to evaluate the security needs of each school building and address any areas requiring improvements.
2. Implement procedures to ensure safety of students and staff when participating in off site, school sponsored, activities.
3. Provide the appropriate training for staff and students on FCPS safety and security procedures, as well as crisis prevention and management.
4. Develop and communicate procedures for the reporting of criminal activity to law enforcement and suspected child abuse and neglect to Child Protective Services.
5. Implement routine staff background checks and procedures for timely communication with law enforcement regarding employees to ensure a safe learning environment for all students.
6. Provide age-appropriate safety and security curriculum for students to support their safety and well-being.
7. Establish a comprehensive cybersecurity plan to safeguard students, staff, and the Division from cyber threats.

Back to Table of Contents

BOARD SELF-GOVERNANCE POLICIES

B.1

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 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

Back to Table of Contents

reviewed, amended, adopted, or rescinded by the Board at any time (see additional information at Appendix F).

Back to Table of Contents

B.2

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*)

Back to Table of Contents

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.

Back to Table of Contents

B.4

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.

Back to Table of Contents

B.5

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.

Back to Table of Contents

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).

Back to Table of Contents

B.7

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

Back to Table of Contents

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.

Back to Table of Contents

B.8

Annual School Board Calendar and Work Plan

1. The Board will follow an annual work plan that includes:
   - Reports on the Strategic Plan goal areas
   - 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 or as otherwise determined by the Board
   - 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

Back to Table of Contents

B.9

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)
- School Health Advisory Committee (SHAC)
- Adult and Community Education (ACE)
- Minority Student Achievement Oversight Committee (MSAOC)

B. Other government entities, including:

- City of Fairfax School Board
- Community Criminal Justice Board
- Fairfax County Affordable Housing Advisory Council
- Fairfax County Athletic Council
- Fairfax County Park Authority
- Fairfax County Planning Commission and Planning Commission Schools Committee (two liaisons)
- Educate Fairfax
- Successful Child and Youth Policy Team (two liaisons)

Back to Table of Contents

B.10

Board Committees

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.

1. 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.

2. 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.

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

4. Board committee expectations and authority will be stated clearly 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.

5. These rules do not apply to committees formed by the Superintendent to support the their work.

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

Standing Committees:

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

2. Each standing committee chair will update to the Board about actions taken at its most recent meeting during the next regular meeting of the Board or as needed.

3. Ad hoc committees may be designated as needed.

Community Advisory Committees:

1. With approval of the Board, the Chair will appoint a Board member liaison for each Community Advisory Committee.

2. Board members will appoint or reappoint their representatives for each Community Advisory Committee in July or when a vacancy occurs.

3. Board members may remove any of their Community Advisory Committee representatives at any time, for any reason.

4. Upon taking office, new Board members may change any of their Community Advisory Committee representatives appointed by their predecessor.

Back to Table of Contents

5. When selecting their representatives for Community Advisory Committees, Board members are encouraged to follow the best practices detailed in the Community Advisory Committee Operating Manual.

6. Board members must submit their representative nominations more than two business days (48-hours) in advance of a regular meeting; nominations submitted less than two business days (48-hours) in advance will not be considered for approval until the following regular meeting as detailed in the Community Advisory Committee Operating Manual. Nominated appointees may attend and participate in Committee meetings but they may not vote until they are approved by a majority vote of the Board.

7. The Student Representative to the School Board should appoint student members to Community Advisory Committees as detailed in the Community Advisory Committee Operating Manual.

8. The Board may approve additional Community Advisory Committee members from stakeholder organizations or other members of the community that are committee-nominated as detailed in the Community Advisory Committee Operating Manual.

9. The School Board, in consultation with the Division Superintendent and the Community Advisory Committees, shall annually approve a charge as to the issues or outcomes it expects from each community advisory committee (each July) as detailed in the Community Advisory Committee Operating Manual.

10. Additional operating guidelines for Community Advisory Committees are outlined in the Community Advisory Committee Operating Manual.

11. Each advisory committee shall maintain a webpage on the division's website that includes all components outlined in the Community Advisory Committee Operating Manual. The advisory committee's webpage shall be maintained through a coordination of the advisory committee chair, staff liaison, and the Clerk of the Board.

12. Each community advisory committee shall maintain by-laws that specify the purpose, membership, officers, general organization, opportunities for public participation, and meeting schedule consistent with any applicable government rules and regulations. By-laws shall be reviewed and resubmitted for approval by a vote of the Board at a regular meeting every five (5) years or as appropriate. Changes to by-laws shall be approved by a Board vote at a regular meeting. Approved by-laws shall be made available on the advisory committee's webpage.

13. Committee meeting attendance for all appointed advisory committee members shall be presented to the Board along with the yearly annual report.

Board Committees

The following are Board Committees:

STANDING COMMITTEES:

A. Administration Committee

Back to Table of Contents

B. Audit Committee
C. Budget Committee
D. Comprehensive Planning Development Committee
E. Governance Committee
F. Legislative Committee
G. Public Engagement Committee

COMMUNITY ADVISORY COMMITTEES:

Legally Required:

- Advisory Committee for Students with Disabilities (ACSD)
- Career and Technical Education Advisory Committee (CTEAC)
- Title 1 Parent Advisory Committee (TPAC)

State Authorized:

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

School Board Authorized:

- Adult and Community Education (ACE)
- Minority Student Achievement Oversight Committee (MSAOC)

Standing Committees Supporting the Board's Work:

A. Administration Committee

I. **Charge:** To ensure the effective administration of School Board Office and School Board Member staff, including the following tasks with majority support from the board:
   1) Reviewing proposed standard operating procedures (SOPs) governing School Board Office functions that directly involve School Board Members, and School Board Members' staff, and recommending new or revised SOPs for full Board consideration (see Appendix D).
   2) Maintaining an annual review calendar and Board-approved forms to ensure the proper evaluation of staff reporting directly to School Board Members, including their Directors of District Board Operations, School Board Staff Aides, and School Board Staff Assistants.
   3) Maintaining an annual review calendar and Board-approved forms to be used by the Clerk of the School Board (Clerk) for evaluating Deputy Clerks, the Board Chair and Vice Chair for coordinating the Board's evaluation of the Clerk, and the Audit Committee for coordinating the Board's evaluation of the Audit General.

II. Members: Five School Board members, one of whom shall be designated the Chair.
III. Staff Liaison: Superintendent and Chief Human Resources Officer or an appropriate designee.
IV. Length of Term: One year (July to July).

B. Audit Committee

I. **Charge**: To provide direct oversight of the Office of Auditor General (OAG), the committee will:

Back to Table of Contents

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.

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 regarding the audit plan, the work plan, the audit budget, and the implementation of any significant recommendations.

II. **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.

III. **Staff Liaison**: School Board Auditor General, the Superintendent, Deputy Superintendent; and the Chief Operating Officer.

IV. **Length of Term**: One year (July to July), School Board members; Two Years, community members.

C. Budget Committee

I. **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.

II. **Members:** The Budget Committee is a committee of the whole. One Board member shall be designated Chair and one member shall be designated the Vice Chair annually in July.

III. **Staff Liaison:** Chief Financial Officer

D. Comprehensive Planning Development Committee (CPDC)

Back to Table of Contents

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

II. **Members:** Four FCPS School Board members, one of whom shall be designated Chair, one member of the Fairfax City School Board, and and five community members. The community members shall be selected by the School Board in accordance with an approved selection process (see Appendix M). Community members on the Comprehensive Planning Development Committee shall not attend any closed meetings of the full School Board. They may attend closed sessions of the Comprehensive Planning Development 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.

III. **Staff Liaison:** Chief Facilities Services and Capital Programs Officer.

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

E. Governance Committee

I. **Charge**: To ensure 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.

7) Review and recommend improvements to any committee that reports to the Board.

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

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

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

F. Legislative Committee

I. **Charge**: To work with the Superintendent and the Office of Government Relations to develop the school system's annual legislative program and to continuously advance the School Board's legislative priorities.

II. **Members**: The Legislative Committee is a committee of the whole. One Board member shall be designated as Chair, and one member shall be designated as Vice

Back to Table of Contents

Chair annually in July.

III. **Staff:** Division Superintendent, or their designee, including the Director of the Office of Government Relations.

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

G. Public Engagement Committee

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

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

III. **Staff Liaison:** Chief Experience and Engagement Officer and the Clerk of the School Board.

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

Community Advisory Committees

a) Legally Required Committees:

I. Advisory Committee for Students with Disabilities (ACSD)

1) **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.

2) **Voting Members**: The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual, a majority of whom shall be parents of students with disabilities or persons with disabilities. Committee voting memberships shall include the following:

a) One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member.

b) Up to two (2) student members nominated by the Student Representative to the School Board.

c) One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board.

d) One (1) parent of a student with disabilities representing each of the six (6) FCPS regions.

e) Up to ten (10) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

Back to Table of Contents

f) Staff representatives on the committee shall be appointed by the Superintendent as follows unless otherwise noted.

g) One (1) FCPS special education teacher (as legally required).

3) **Staff Liaison**: Superintendent's representative/chosen in collaboration with the Committee.

4) **Reporting Schedule**: Annual

5) **Length of Term**: One year (August 1 to July 31)

II. Career and Technical Education Advisory Committee (CTEAC)

1) 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.

2) Voting Members: The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual. Committee voting memberships shall include the following:

a) One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member.

b) Up to two (2) student members nominated by the Student Representative to the School Board.

c) One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board.

d) Up to ten (10) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

3) Staff Liaison: Superintendent's representative/chosen in collaboration with the Committee.

4) Reporting Schedule: Annual

5) Length of Term: One year (August 1 to July 31)

III. Title I Parent Advisory Committee (TPAC)

1) Purpose: The Elementary and Secondary Education Act (ESEA) requires that a school district consult with teachers and parents as the district designs and

Back to Table of Contents

implements its Compensatory Education Title I program.

2) **Voting 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.

3) **Staff Liaison**: Superintendent's representative/chosen in collaboration with the Committee.

4) **Reporting Schedule**: Annual

5) **Length of Term**: One year (August 1 to July 31)

b) State Authorized Committees:

I. Advanced Academic Programs Advisory Committee (AAPAC)

1) **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.

2) **Voting Members:** The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual. Committee membership shall include the following:

a. One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member;

b. Up to two (2) student members nominated by the Student Representative to the School Board.

c. One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board;

d. Up to ten (10) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

e. Staff representatives on the committee shall be appointed by the Superintendent as follows, unless otherwise noted:

i. Three (3) FCPS advanced academic, honors, or AP/IB teachers: one (1) elementary school, one (1) middle school, one (1) high school;

ii. Three (3) FCPS principals: one (1) elementary school, one (1) middle

Back to Table of Contents

school, and one (1) high school, chosen by each of the principal associations.

iii. One (1) FCPS special education teacher.

3) **Staff Liaison**: Superintendent's representative/s chosen in collaboration with the Committee.

4) **Reporting Schedule**: Annual

5) **Length of Term**: One year (August 1 to July 31)

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

1) Purpose: Va. Code §22.1-275.1—Each school board may establish a school health advisory board of no more than twenty (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.

2) Voting Members: The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual. Committee membership shall include the following:

a) One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member;

b) Up to two (2) student members nominated by the Student Representative to the School Board.

c) One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board;

d) Up to four (4) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

e) One (1) school-based administrator nominated by the Superintendent.

f) One (1) school-based nurse nominated by the Superintendent.

3) Staff Liaison: Department of Special Services

4) Reporting Schedule: Annual

5) Length of Term: One year (August 1 to July 31)

Back to Table of Contents

c) School Board Authorized:

I. Adult and Community Education (ACE)

1) **Purpose**: The committee represents the community and brings to the School Board's attention resource and programmatic issues associated with adult education.

2) **Voting Members**: The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual. Committee membership shall include the following:

   a) One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member;

   b) Up to two (2) student members nominated by the Student Representative to the School Board.

   c) One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board;

   d) Up to ten (10) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

3) **Staff Liaison**: Department of Instructional Services

4) **Reporting Schedule**: Annual

5) **Length of Term**: One year (August 1 to July 31*)*

II. Minority Student Achievement Oversight Committee (MSAOC)

1) **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; ensuring outreach to parents/guardians about resources available through FCPS; and collaborating with the Chief Equity and Academic Officers.

2) **Voting Members**: The School Board shall appoint members of the committee as detailed in the Community Advisory Committee Operating Manual. Committee membership shall include the following:

Back to Table of Contents

a) One (1) representative nominated by each magisterial School Board member from their district; one (1) representative, regardless of district, by each at-large School Board member.

b) Up to two (2) student members nominated by the Student Representative to the School Board.

c) One (1) member residing in the City of Fairfax nominated by the City of Fairfax School Board.

d) Up to ten (10) representatives from stakeholder organizations or other members of the community that are committee-nominated and Board-approved as detailed in the Community Advisory Committee Operating Manual.

3) **Staff Liaisons:** Superintendent's representative/s chosen in collaboration with the Committee.

4) **Reporting Schedule:** Annually

5) **Length of Term:** One year (August 1 to July 31)

Back to Table of Contents

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.

Back to Table of Contents

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.

Back to Table of Contents

S.2

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 goal areas outlined in the Strategic Plan.

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.

Back to Table of Contents

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

Back to Table of Contents

Financial Services "Incidental Purchases for Staff Development, Awards, Planning Meetings and Special Functions Best Practices," Section B.1. Staff Development, (Appendix M) when determining how to use these funds.

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

Back to Table of Contents

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 commensurate with the current minimum wage for attendance and participation in all public meetings. 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 andarranging 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.

Back to Table of Contents

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 or as otherwise determined by the Board, 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-*

Back to Table of Contents

3707]

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.

Back to Table of Contents

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.

   Approved motions are recorded on the School Board Motions Tracker system as a method to catalogue and document the progress and implementation of Board approved motions. The Tracker is also used to document Forum Topics and Next Steps, if these items have been approved by consensus of the Board.

   The Clerk is responsible for adding all Board approved items to the Tracker as soon as possible following the meeting and prior to the Board's consideration of the minutes of that meeting. The Clerk will ensure that all items added to the Tracker include the exact wording adopted by the Board, and the Leadership Team (LT) member(s) to whom the task has been assigned.

   Once the task has been assigned in the Motions Tracker, the LT member(s) responsible will receive an automated notification, along with an email notification from the Clerk. The LT member (s) is then responsible for updating the Tracker as progress is made towards implementing the approved motion.

   The Motions Tracker is located on a shared drive accessible to the Board members and staff and public. The Superintendent's weekly Board briefing shall include a link to the shared document, as well as a list of items updated in the prior week.

Back to Table of Contents

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. Community Participation

Members of the community are invited and encouraged to attend public meetings of the School Board to observe its deliberations. The School Board welcomes community members to provide comments at its regular business meetings and public hearings on school board deliberations, school related issues or particular topics as delineated below. This is an opportunity for the School Board to hear the thoughts of our community so the School Board members will listen to these comments but will not engage with speakers during the public participation section of the meeting. Accommodations will be provided for access barriers, including but not limited to language, ability, and assistive technology needs.

1) Regular Meetings

a) Public Participation

i) *Registration Process:*

Fairfax County and City residents, FCPS staff, FCPS students, FCPS guardians who are non-Fairfax County residents, and FCPS business partners who want to address the School Board, may register to speak by submitting a request online at 8:00 a.m. starting on the fourth business day before the next regular business 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. starting on the **fourth business day** before the next regular business meeting. When signing up for a potential speaking slot, students will indicate if their name will be read aloud at the meeting and publicly displayed. Students who do not want their name used will check a box to opt out. Speakers who wish to submit prerecorded video testimony must register online and are strongly encouraged to submit their video at the time of registration. Speakers must identify at the time of registration whether they wish to testify live in-person, with live virtual video, or submit a prerecorded video testimony. Once an option is selected, this choice cannot be changed. The registration process closes **48 hours** before the meeting.

ii) *Speaker Slots*:

Speaker	Number of Space Reserved
Student (in person or virtual)	3

Back to Table of Contents

Individual (in person or virtual)	10
Video Testimony	3

Three of the in-person or live virtual speaker slots shall be reserved for current FCPS students. Testimony must be given directly by the student unless the student requires support.

Current students are eligible to be selected for any of the in-person, live virtual, or prerecorded video spots.

iii) *Selection of Speakers:*

After the registration process closes, speakers will be determined by a random lottery process if there are more than 3 student speakers, more than 10 individual speakers (in-person or virtual), and/or more than 3 people signed up for pre-recorded testimony. Speakers will be notified they have received a speaking or prerecorded video spot and will be listed on the public participation list. Students are given priority in the order of speakers.

Unused prerecorded video slots do not revert to the pool of in-person or live virtual video testimony slots. Student slots will not revert to be available for individuals until the registration for walk-ins has begun.

This list of speakers will be posted with the Board meeting agenda.

iv) *Speaker Waitlist:*

A speaker waitlist will be created if there are enough speakers to necessitate the lottery process. After the first 13 in-person or live virtual speakers are determined through the random/lottery process, the next ten (10) names as determined by the same random/lottery will be chosen as the waitlist and notified that they are on the waitlist to speak. Prerecorded video submissions will not be permitted for the waitlist. Waitlist speakers may only speak live in-person or using live virtual video, which they select at the time of registration. The waitlist will not be carried over to a future meeting. Speakers on this waitlist may fill unused in-person student or other in-person or live virtual video speaker slots, but not unused prerecorded video slots.

b) Guidelines for Community Participation

After speaking during the community participation portion of the regular meeting, whether giving in-person testimony, live virtual testimony, or through prerecorded video testimony, speakers may not register to speak at the next two regular meetings so that others may have an opportunity to participate. Those listed on the waitlist who were not selected to speak will be allowed to sign up to speak at the next regular meeting.

When the community participation or wait list slots are not filled prior to the

Back to Table of Contents

start of the meeting, anyone present prior to the beginning of the meeting, who has not spoken at the last two regular meetings, may sign up to fill these empty slots by approaching the Deputy Clerk of the School Board beginning at 6:30 p.m. until the meeting is called to order.

Testimony may not exceed two (2) minutes in length. The timer will be paused during interpretations for participants requiring such support or those using assistive technology.

Upon request at the time of registration, Interpretation Services will be provided for speakers for whom English is not their preferred language and who will give testimony in a language other than English or who require services in another format. Speakers should submit their remarks to the Clerk in advance if possible.

For details about signing up to speak during public participation, visit: https://www.fcps.edu/school-board/community-participation.

Speaker substitutions are not permitted. A speaker may not yield their time to another individual before or during their remarks.

Speakers are encouraged to submit their written comments to the School Board via email or by submitting one copy to the Deputy Clerk at the meeting for distribution to the Board. All written comments submitted to the Board become part of the public record and may be included on the School Board section of the FCPS website.

If a speaker registers for Community Participation but does not speak, the speaker will be eligible to speak at the next regular meeting of the Fairfax County School Board.

c) Speaker Decorum and Expectations for Community Participation

Speakers should be respectful and observe proper decorum in their statements, avoiding profanity, inappropriate gestures, shouting, and comments that run counter to the spirit and letter of the FCPS non-discrimination policy. Comments targeting, criticizing, or attacking individual students are not permitted during public meetings. Complaints regarding school-based employees should be directed to the appropriate school principal or other school official. Speakers should refrain from using personally identifiable information in connection with an individual student or school-based employee. All statements should be directed to the School Board, and speakers should remain at the podium until concluding their remarks.

For safety reasons, signs brought into the meeting rooms must be no larger than 8 ½ X 11 inches, hand-held, made of paper and may not obstruct the view of others or block the entrance or exit of others. Signs may not be

Back to Table of Contents

attached to the podium.

Inappropriately loud conversations or outbursts from those in attendance will not be tolerated and security staff will be asked to restore order.

d) Submission of Prerecorded Video Testimony

Submission of prerecorded video testimony is intended to provide original statements to the School Board. Therefore, videos are limited to two (2) minutes in length and must be original content produced by the submitter.

Those wishing to submit prerecorded video testimony must make their request online at the time of registration. Speakers are strongly encouraged to include valid working links to their video testimony at the time of their registration, though these links may be submitted until **36 hours**, before the Board meeting. Once a video is submitted, substitutions of videos are not allowed. For detailed guidelines on video submissions, visit: **http://www.fcps.edu/schoolboard**

All video testimony must adhere to the same expectation for in-person participation that speakers deliver their statements with decorum and respect. Video testimony will be reviewed prior to the regular meeting to ensure compliance with the School Board Governance manual, Federal Communication Commission regulations, and all other applicable laws. The School Board Chair will make the final determination whether all video submissions comply with the above requirements.

Please note: Federal Communication Commission regulations govern all television broadcast material and prohibit copyright infringements, obscene, indecent, or profane content.
Videos that do not meet these standards will not be shown at a School Board meeting.

2) Public Hearings

Public Hearings may include:

Budget, Capital Improvement Program (CIP), and Boundary Hearing

Public hearings are scheduled on specific topics by the Board at various times during the year.

a) Guidelines for Public Hearings:

All speakers at these hearings must limited their comments to two (2) minutes in length. Fairfax County and City residents, FCPS staff, FCPS students, FCPS guardians who are non-Fairfax County residents, and FCPS business partners who want to address the School Board, may register to speak at a public hearing in person or via live virtual video. No prerecorded videos will be allowed for public hearings. Speaker substitutions are not permitted for public hearings.

Back to Table of Contents

Five (5) public hearing speaker slots are reserved for individuals who have not registered in advance, to address the Board after registered speakers. To claim one of these five (5) slots, speakers must sign up with the Deputy Clerk before the meeting is called to order. The speaker must be present to register, one person may register for only one spot, and substitutions are not permitted.

The speakers list for public hearings will open at least ten (10) days prior to the hearing and shall be closed at 4:30 p.m. two workdays immediately preceding the day of the hearing for weekday hearings or at 4:30 p.m. on the Wednesday preceding a Saturday public hearing. *[Code of VA §22.1-79 and §22.1-92].* For details about signing up to speak during public hearings, visit: **http://www.fcps.edu/**

For safety reasons, signs brought into the meeting rooms must be no larger than 8 ½ X 11 inches, hand-held, made of paper and may not obstruct the view of others or block the entrance or exit of others. Signs may not be attached to the podium.

3) Other Communications

The opportunity to speak at regular business meetings and public hearings is only one way for people to present their views to the School Board. The Board welcomes correspondence, video submissions, and other communication from community members, and these communications may be presented to the Board by:

a) delivering or mailing such material to the School Board Office, 8115 Gatehouse Road, Suite 5400, Falls Church, VA 22042,

b) email to: communityparticipation@fcps.edu

c) via the FCPS website (fcps.edu).

D. Minutes

1. The minutes of open meetings of the School Board shall include:
   a. The date, time, and location of meeting;
   b. The Board members recorded as absent or present (including late arrival or early departure);
   c. A notation of the presence or absence of the 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;

Back to Table of Contents

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.

Back to Table of Contents

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 ~~i~~n 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.

Back to Table of Contents

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. Next steps upon which the Board achieves consensus will be recorded on the School Board Motions Tracker to catalogue and document the response and/or implementation of the next steps. (See Board By-Laws, Meeting Procedures, for additional details on the Motions Tracker.)
8. 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.

Back to Table of Contents

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.

Back to Table of Contents

D. STANDARD OPERATING PROCEDURES FOR THE SCHOOL BOARD OFFICE

Purpose

The Clerk of the School Board (Clerk) shall maintain Board-approved standard operating procedures (SOPs) for the School Board Office's (SBO) various functions that directly involve School Board Members, the Division Superintendent, School Board Members' staff, and communications with the public on behalf of the Board. SOPs provide the Clerk and SBO staff with clear, consistent, and Board-approved guidance for carrying out these functions transparently.

Development and Approval of SOPs

1. Proposed SOPs shall be reviewed by the Administration Committee.
2. Following its review, the Administration Committee may approve proposed SOPs for full Board consideration, first as new business and then as either an action or consent agenda item.
3. An SOP takes effect upon approval by the Board.
4. The Clerk shall maintain the current, Board-approved version of each SOP, which shall be available to School Board Members, School Board Members' staff, and the Division Superintendent.

Amending Existing SOPs

1. The Clerk or School Board Members may request an amendment to an existing SOP by routing it to the Administration Committee for initial consideration.
2. The Administration Committee may approve the proposed SOP amendment for full Board consideration, first as new business and then as either an action or consent agenda item.
3. Amendments to an SOP take effect upon approval by the Board.

Time-Sensitive Amendments

When an amendment to an SOP is time-sensitive and cannot wait for the Administration Committee's regular review, the following expedited process may be used:

1. The Clerk or a School Board Member shall share the requested amendment with the Board Chair and Administration Committee Chair.
2. The Board Chair shall notify School Board Members of the requested amendment by including it in the next edition of Chair's Notes.

Back to Table of Contents

a. Alternatively, a School Board Member may seek to suspend the rules under Robert's Rules of Order to allow the Board to consider an expedited SOP amendment request without first having it shared in Chair's Notes.

3. The requested expedited amendment shall be added to the consent or action agenda for Board consideration at the Board's next Regular Meeting.

Back to Table of Contents

E. SCHOOL BOARD PROCLAMATIONS AND OTHER ACKNOWLEDGEMENTS

Types of Acknowledgements

1. Letter from the School Board Chair on behalf of the School Board: School Board members may request a letter from the School Board Chair recognizing a particular individual or group for the types of activities, awards, recognitions identified below. Such letter is subject to agreement by the Chair and requires 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 the process applied to proclamations.

   On behalf of the School Board, the Chair may also provide a letter to retiring or resigning leadership staff members to thank them for their service to the division.

2. Certificate of Appreciation: Individual School 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 staff.

3. School Board Proclamations: A formal acknowledgement by the Board of an honor of achievement, requiring a motion and a vote. Proclamations are symbolic in nature.

   Proclamations will be sponsored for action by a Board Member, seconded by another Board Member, read by the sponsoring Board Member, and approved by the full Board. There will be no remarks by Board Members during the presentation or approval of a proclamation. Board Members wishing to address the topic may do so during the Board Matters section of the meeting agenda.

   Guidelines for Creating Proclamations

   - Annual proclamations will be written by the Clerk with input from the School Board Member bringing the action forward.
   - Proclamations presented by individual School Board Members will be written by those members.
   - Proclamations presented by individual School Board Members must be initiated by notifying the Chair and the Clerk of the Board with a draft of the proclamation at least 10 business days in advance of the School Board meeting at which the proclamation is to be considered with a draft of the proclamation. The 10-business day count is inclusive of the regular meeting day. The Chair may choose to include or exclude it from the agenda, subject to ultimate approval by the School Board.
   - To be considered at a meeting, all proclamations, including those that occur annually, final language must be completed at least five business days before the meeting, including securing majority support from the Board. The five-day business count is exclusive of the regular meeting day. The Clerk may fix typos or misspellings in a

Back to Table of Contents

proclamation even after a majority of the Board has supported it without seeking additional Board support.

Annual Proclamations:

- With the exception of milestone school anniversaries, annual proclamations will be assigned to School Board Members alphabetically, by last name each year. If a Board Member chooses not to move the proclamation, the proclamation will be assigned to the next Board Member in the order. To assign Board Members to second the proclamations, a reverse alphabetical list will be used. At the beginning of each new year, the list to assign both movers and seconders will move down by one name and begin with the next Board Member in the alphabetical order.
- Proclamations honoring retiring and/or resigning leadership team members will require the Clerk to collaborate with School Board Members to determine which members will move and second the proclamation.
- Proclamations recognizing school anniversaries will be assigned to the primary magisterial representative and the secondary magisterial district member or an at-large member will be assigned to second the proclamation. Magisterial is defined as the district in which the school resides.
- The Laura Ashley Piper Scholarship Award and the School Board Scholarship Award will be assigned to the magisterial member of the district in which the student resides and seconded by an at-large member.
- The Student Representative proclamation will be assigned to the School Board chair and vice-chair to move and second, respectively.

1. Laura Ashley Piper Award (Scholarship) - June
2. School Board Character Award (Scholarship) – June/July
3. VSBA Business Award - June/July
4. Student Representative End of Term - June/July
5. School Activities and Events:
   a. National Literacy Month - September
   b. National Red Ribbon Week - October
   c. Inclusive Schools - December
   d. Disability Affirmation - March
   e. National School Librarian and Library Month - April
   f. The Month of the Military Child - April
   g. Children's Mental Health and Wellness Month – May
6. National Observances and Holidays:
   a. Hispanic Heritage Month – September
   b. 9/11 Commemoration - September
   c. LGBTQ History Month - October
   d. Indigenous People's Day/Native American Heritage Month - October
   e. Veteran's Day - November
   f. Black History Month - February
   g. Women's History Month - March
   h. Arab American Heritage Month - April
   i. Holocaust Remembrance Day - April/May
   j. AAPI (Asian American and Pacific Islander) Heritage Month - May
   k. Juneteenth - June

Back to Table of Contents

l. Pride Month
m. Immigrant Heritage Month – June
n. Caribbean Heritage Month – June

7. Staff and Volunteers Recognitions:
   a. Principals and Administrators Appreciation Month - October
   b. Athletics and Activities - October
   c. National School Psychology Awareness Week - November
   d. National Volunteer and Mentor Week - January
   e. Custodians and Food and Nutrition – February
   f. Career and Technical Education, Disability Employment, & Adult Community Education Appreciation Month -- February
   g. National School Counseling Week - February
   h. Music, Theatre, and the Arts Appreciation - March
   i. National School Social Work Week - March
   j. Bus Drivers, Bus Attendants, and Crossing Guards Appreciation Day - April
   k. Administrative Support Professional Month – April
   l. National School Nurse Week – May
   m. Teachers and School Staff Appreciation Week – May
   n. Outstanding FCPS Employees – July
   o. Advisory Committee Members

Individual School Board Member Proclamations

- Up to two additional proclamations may be presented by individual Board Members each year, with majority Board support.
- Each year is defined as the first Regular Meeting after the Board's summer recess to the last Regular Meeting before the Board's next summer recess.
- Such proclamations do not automatically repeat each year. Individual Board Members are encouraged to work with each other to identify and present proclamations when the recipient is represented by more than one magisterial member.

Presenting Proclamations

- Annual and approved individual School Board Members proclamations will be posted on the agenda for action or included on the consent agenda at the Chair's discretion.
- Recipients may be presented with the proclamation during a regular School Board meeting or School Board Members may personally deliver the proclamation to the recipients at their school, community center, or other meeting location.
- Proclamations will be signed by the current Chair of the School Board and the Clerk to the School Board. If the School Board Member bringing a proclamation would like to sign the proclamation, a second proclamation can be printed in addition to the official proclamation signed by the Chair and the Clerk.

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

Guidelines for Recognitions

Back to Table of Contents

Annual Recognitions

On an annual basis, the School Board will collectively recognize:

- **School Anniversaries**: Each January, the School Board will recognize each school celebrating an anniversary that year that ends in a 0 or 5, beginning at the 15-year mark. Schools celebrating a quarter-century (milestone) anniversary are entitled to be recognized by a proclamation, which shall count as an annual proclamation as referenced above.
- **International Society for Transforming Education (ISTE) Certified Educators**: Each January, the School Board will recognize those educators who have achieved or renewed certification through ISTE. ISTE Certification is an internationally recognized credential that demonstrates an educator's commitment to transforming learning through pedagogical excellence and the effective, innovative integration of digital technologies. For the first year of this recognition, all ISTE-certified educators currently employed by FCPS will be recognized.
- **National Board Certified Teachers (NBCT)**: Each April, the School Board will recognize those educators who have achieved or renewed certification as an NBCT through the National Board for Professional Teaching Standards. NBCT certification is regarded as the gold standard in the education industry.
- **Purple Star Schools**: Each November, the School Board will recognize those schools who have been designated as Purple Star Schools that fall. Purple Star Schools have been recognized by the Virginia Department of Education and the Virginia Council on the Interstate Compact on Educational Opportunity for Military Children for their dedication to helping military-connected students and their families. These schools provide additional support to military families in a multitude of ways and must meet rigorous application requirements to achieve the designation.
- **Outstanding Student Teams, Ensembles, and Publications**: 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. These recognitions will be conducted as outlined below.
- **National Merit Scholarship Winners**: At the end of each academic year, the School Board will recognize the academic excellence, hard work, and dedication of the students that have received National Merit Scholarships. These students represent the top performers nationwide, having achieved outstanding scores on the PSAT and demonstrated consistent academic achievement.
- School Board Members may submit an additional recognition through submission to the Clerk of the Board. Any additional recognitions will be scheduled at the Chair's discretion.

Guidelines for Recognitions for Outstanding Student Teams, Ensembles, and Publications

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. FCPS Middle School Sports Teams

Back to Table of Contents

3. State competitions for FCPS recognized clubs.
4. National competitions for FCPS recognized clubs.
5. International competitions for FCPS recognized clubs.

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.

Guidelines for Other Student Recognitions

Guidelines 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 for 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 a 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.*

3. 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.

Nomination Details
1. Name of team/group to be recognized. Please attach the roster of members including home addresses and grade levels.
2. What did the individual(s) do to be considered for recognition?
3. Provide background of the award and its significance to the Division.
4. Please provide a script that may be read during the recognition. Script must be 200 words or fewer.
5. When was the event/recognition held?
6. Where was the event/recognition held?
7. Name of person submitting information
8. School/Department
9. Position
10. Contact Information
11. Strategic Plan Goal Alignment

Back to Table of Contents

- Goal 1 – Strong Start: PreK – 12
- Goal 2 – Safe, Supported, Included, and Empowered
- Goal 3 – Academic Growth and Excellence
- Goal 4 – Equitable Access and Opportunity
- Goal 5 – Leading for Tomorrow’s Innovation

Back to Table of Contents

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 a 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. 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.

Nomination Details

1. Name of team/group to be recognized. Please attach the roster of members including home addresses and grade levels.
2. What did the individual(s) do to be considered for recognition?
3. Provide background of the award and its significance to the Division.
4. Please provide a script that may be read during the recognition. Script must be 200 words or fewer.
5. When was the event/recognition held?
6. Where was the event/recognition held?
7. Name of person submitting information
8. School/Department
9. Position
10. Contact Information
11. Strategic Plan Goal Alignment
    - □ Goal 1 – Strong Start: PreK – 12
    - □ Goal 2 – Safe, Supported, Included, and Empowered
    - □ Goal 3 – Academic Growth and Excellence
    - □ Goal 4 – Equitable Access and Opportunity
    - □ Goal 5 – Leading for Tomorrow's Innovation

Back to Table of Contents

Sample Calendar of Annual Proclamations and Recognitions by Month

JANUARY ▪ National Volunteer and Mentor Week ▪ School Anniversaries Recognition ▪ Outstanding Student Teams, Ensembles, and Publications Recognition (Fall)	**FEBRUARY** ▪ Black History Month ▪ Custodians and Food Nutrition ▪ Career and Technical Education, Disability Employment, & Adult Community Education Appreciation Month ▪ National School Counseling Week	**MARCH** ▪ Disability Affirmation ▪ Women's History Month ▪ Music, Theatre, and the Arts Appreciation ▪ National School Social Work Week ▪ Outstanding Student Teams, Ensembles, and Publications Recognition (Winter)
APRIL ▪ National School Librarian and Library Month ▪ The Month of the Military Child ▪ Arab American Heritage Month ▪ Holocaust Remembrance Day (or May) ▪ Bus Drivers, Bus Attendants, and Crossing Guards Appreciation Day ▪ Administrative Support Professionals Month ▪ National Board Certified Teachers Recognition	**MAY** ▪ Children's Mental Health and Wellness Month ▪ Asian American and Pacific Islander (AAPI) Heritage Month ▪ National School Nurse Week ▪ Teachers and School Staff Appreciation Week	**JUNE** ▪ Laura Ashley Piper Award (Scholarship) ▪ School Board Character Award (Scholarship) (or July) ▪ VSBA Business Award (or July) ▪ Student Representative End of Term (or July) ▪ Juneteenth ▪ Pride Month ▪ Immigrant Heritage Month ▪ Caribbean Heritage Month ▪ National Merit Scholarship Winners Recognition (or July) ▪ Outstanding Student Teams, Ensembles, and Publications Recognition (Spring)
JULY ▪ Outstanding FCPS Employees ▪ Advisory Committee Members	**AUGUST**	**SEPTEMBER** ▪ National Literacy Month ▪ Hispanic Heritage Month
OCTOBER ▪ National Red Ribbon Week ▪ LGBTQ History Month ▪ Indigenous People's Day/ Native American Heritage Month ▪ Athletics and Activities ▪ Principals and Administrators Appreciation Month	**NOVEMBER** ▪ Veteran's Day ▪ National School Psychologists Awareness Week ▪ Purple Star Schools Recognition	**DECEMBER** ▪ Inclusive Schools

Back to Table of Contents

F. GUIDELINES FOR SCHOOL BOARD MEMBER ELECTRONIC OUTREACH

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

Back to Table of Contents

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. All newsletters 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 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 e- mail, 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

Back to Table of Contents

School Board Member staffers time to format the newsletter and make any tweaks before publication or distribution.

Newsletters should be delivered to recipients after 5 p.m. to avoid interrupting other school communications.

Steps to publish School Board Member newsletters:

1. School Board member staffer sends the initial draft newsletter to their School Board member for review.
2. During any stage of this process, the School Board member staffer may send the draft newsletter to the Clerk's office for fact-checking, which can take up to two (2) business days to complete. School Board members are ultimately responsible for their newsletter content when they elect to forgo this review.
3. School Board member staffer addresses any requested changes and sends their School Board Member the revised draft for final review.
4. School Board member reviews for approval or makes any additional changes before sending it back to their staffer.
5. School Board member staffer finalizes the newsletter layout, utilizing the GovDelivery newsletter template, and sends to their School Board member for final approval.
6. School Board member staffer schedules the newsletter to be sent out to the community.
7. After the newsletter is sent to the community, the School Board member staffer will post the bulletin link on their School Board member's web page.
8. Received rates, open rates, and other newsletter statistics will be sent to the School Board member staffer, who will then share them with their School Board member.

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 SBEAAs, 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.

Back to Table of Contents

G. POLICY DEVELOPMENT AND STYLE GUIDE

Fairfax County Public Schools policies are directives that state positions and specifications of the School Board and direct the Division Superintendent on state and federal law to ensure compliance. Policies are officially adopted by the School Board.

Policies are determined by the School Board and serve as the framework for regulations, which are set by the Division Superintendent and operationalize the policy throughout the school division.

Policies are directives determined and approved by the School Board. Policies are to be reviewed every five years, per *Code of Virginia*.

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

The School Board shall make all revised policies available for public review at least one meeting prior to the meeting at which action is expected to be taken, except when an emergency necessitates earlier action.

See the current version of Policy 1102, Development of Directives, for further information.

Applicability

School Board Members as well as the Division Superintendent may bring forward new policies for consideration, recommend revisions to current policies, or recommend periodic policy reviews in accordance with Virginia Code § 22.1-253.13:7 and FCPS Policy P1102. This policy style guide applies to all such actions.

For information and instructions on the policy development and review process, please see FCPS P1102 and the School Board Governance Manual.

Policy Development

New Policy Development

Periodically, the development of new policies may be necessary. New ideas originating with a Board Member are traditionally first brought to the School Board through a forum topic to gauge the interest of the entire Board on the work. New policies developed by the Division Superintendent are traditionally brought first to the Governance Committee for review. New policies may require additional work sessions or Governance Committee Member engagement with individual Board Members to reach Board adoption.

Reviewing Policies
The School Board understands its legal requirement to review its policies every five years or sooner. The review process can take several different paths to reach final approval.

Back to Table of Contents

1. If a member wishes to initiate policy action, the member may notify the Chair and then the entire Board of the intended recommendation.
2. 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*.
3. All policies brought to the School Board for action shall be accompanied by a cover memo that follows the format and template provided in the Fairfax County School Board Policy Style Guide, including those brought with no changes proposed.
4. As necessary, the School Board Chair will work with the Governance Chair and Superintendent to schedule a work session discussion.
5. All reviews of policies shall go through Division Counsel and the department responsible for the policy in order to ensure alignment, legal compliance, and adherence to best practices.
6. All policies will be scheduled for new business and action at a regular meeting.
7. Once approved by the Board, the updated policies will be published on the website.

Governance Committee Role in Policy Development and Review

Currently, policies are reviewed by the Governance Committee before being sent to the full Board for consideration. Once approved by the full Board, the policy is uploaded into meeting management software with the effective date being the date of approval.

The policy process begins with the Clerk's office working to determine which policies are up for review, according to the five-year review timeline. Once the queue of policies has been determined, the queue will be shared with the Division Superintendent. The Division Superintendent will work to direct staff to review policies for legal compliance, best practices, whether there are resources/can be operationalized, and division alignment.

The Division Superintendent, Clerk's Office, and Governance Chair will work together to determine the agenda for the Governance Committee meetings and which policies will be reviewed. Once a set of policies has been determined, the Clerk's office will create the agenda and upload the documents to meeting management software. The Division Superintendent will provide a memo, redlined policy and a clean copy of the policy.

During Governance Committee meetings, the Clerk's Office will be responsible for any track changes to the document in real time. Upon Governance Committee approval to move the policy forward for consideration before the full Board, the Clerk's Office will be responsible for adding the policies to the agenda under New Business with the updated redline and clean copy. The policies will be added to the Consent agenda for the subsequent meeting.

Roles

Governance Chair: The Governance Chair is responsible for working to set the agenda for each Governance Committee meeting. They are also responsible for updating the Board about actions taken at the most recent meetings of the Governance Committee at regular meetings or as needed.

Clerk's Office: Collating and organizing the queue of policies that need to be updated

Back to Table of Contents

according to the five-year cycle. The Clerk's Office also supports the Governance Committee to set the agenda and upload documents from the Division Superintendent to meeting management software (e.g. BoardDocs). During meetings, the Clerk's Office supports the Board's work with track changes and ensures formatting compliance for all policies reviewed.

Division Superintendent: The Division Superintendent is responsible for directing staff to review policies for legal compliance, best practices, whether there are resources/can be operationalized, and division alignment. The staff supporting policy updates will also provide the Governance Committee with memos, and copies of the clean and redlined policy documents.

Policy Review Timeline

January: The Clerk's Office collates a list of policies due the following calendar year. The list is given to the Governance Chair, Office of the Division Superintendent, and Office of Division Counsel.

May: The Clerk's Office, in conjunction with the Office of Division Counsel, attends any meetings offered by the Virginia School Board Association (VSBA) about changes to laws related to School Board policy. (Also on-going)

January - August: The Clerk's Office works with the Office of the Division Superintendent to create placeholders and deliver requested Word Documents to facilitate updating the policies for the next Governance Committee. The Office of the Division Superintendent will work to create memos, department coordination sheets, and redline/clean versions of the updated policies.

August: The Clerk's Office and Governance Chair work to organize and plan for Governance Committee meetings for the year with a list of policies (reviewed and edited [as needed] by the Office of the Division Superintendent and Office of Division Counsel).

August - May (following calendar year): Governance Committee meets to review policy drafts and approve them, which will be considered before the full Board.

No Change

If the policy requires no changes, the Governance Committee votes to update the date review and send it to the Board for approval (nothing major to change).

Substantive Changes Necessary

If the Governance Committee determines that substantive changes are necessary, those changes are redlined, and the committee votes to do one of two things:

- Send to a Work Session for full board discussion
- Send to the full board for posting to New Business and then Action.

Closed Meeting Procedure for Governance Committee Review

Back to Table of Contents

- On the motion language to go into Closed, the policy number is not included.
- The policy is reviewed in Closed.
- The Committee votes in Closed to send the policy, as amended, to the full Board for Action.
- Red line goes to a full-Board Closed meeting, and the Board discusses. No action is taken.
- Final draft (adopted red-lined) is posted for New Business, then Consent/Action.

Policy Retention

The School Board Office will also create an archive for each policy and supporting documents for use by School Board Members and their staff.

Required Documents, Templates, and Formatting Guidelines

1. Cover Memo (template at Attachment B)
2. Policy Template (template at Attachment C)

Cover Memo Guidance

A cover memo is required to accompany any policy being put forward for new consideration, revision, or review, regardless of the initial audience or review process being followed. The cover memo may contain, and is not limited to, the following information:

- Overview of any suggested changes and rationale for why the changes are proposed. i.e., to reflect state code, to use better language as per VSBA sample (i.e. P2115, 3/18/25), formatting, and updating any other legal requirements.
- Justification of a “No Change” recommendation.
- Analysis of whether other policies - in the series or not - are related to or contradictory to the policy being reviewed, and recommended action to the School Board if needed to rectify discrepancies or redundancies. This includes identifying any out-of-date practices and content contradictory to current legal FCPS guidance.
- Statement that all applicable VA codes have been reviewed, and the policy, with any recommendations, is in compliance with such codes.
- Acknowledgement of any sample policy that may accompany the cover memo.
- A list of all related FCPS regulations and notices.

Policy Guidance

Font and Margins

Directives are single-spaced using an Arial 11 font with one-inch margins and a justified alignment. The title block is 1.5 line spaced.

Identification Block

The directive identification block appears in the upper right corner of the first page and

Back to Table of Contents

contains the information in the table below. Please see Attachment A: Numbering System for Directives with Pertinent Topics

Policies	a. Line 1— the directive type and number in bold print. b. Line 2—School Board. (Policies carry the designation of School Board as the department of primary responsibility.)
Subsequent page identification blocks are printed in the upper right corner and contain	a. Line 1—the type of directive and number in bold print. b. Line 2—the word "Page" and the sequential page number. c. Line 3 (notices only)—the effective date, assigned by the School Board Office, on all pages.
Attachment identification blocks are printed in the upper right corner of each attachment page and contain	a. Line 1—in bold, the word "Attachment" followed by a sequential alphabetical indicator (A, B, C, etc.) if there is more than one attachment. b. Line 2—the type of directive and directive number in bold print. c. Line 3—the word "Page" and the sequential page number beginning on the second page. d. Line 4 (notices only)—the effective date, assigned by the School Board Office, on all pages.

Title Block

The title block is placed two spaces below the directive identification block at the left margin on the first page. The title consists of three lines, using 1.5 line spacing and bold print: the series (in all capitals), the category, and the specific title assigned by the originating office.

An example of a first page identification and title block, as well as its page placement, is below:



Opening Sentence

The opening sentence follows two-line spaces below the title and indicates a new directive or the superseding of a previous version of the directive.

Back to Table of Contents

Policy Sections Titles

The language below shows the language for a policy's section titles and their order. Sections titles and order should not be altered without specific Governance Committee determination.

The first five that follow are usually to be found in each policy. Note that not all policies may need all sections, and as such, unnecessary sections are to be omitted. All previous policy titles before the date of publication of this guide should be phased out as policies are reviewed.

I. PURPOSE

II. SUMMARY OF CHANGES

III. DEFINITIONS

IV. PHILOSOPHY

V. POLICY/RESPONSIBILITIES

Reference Line(s)

Federal and state laws that are directly related to a directive are legal references. Legal references are cited first at the left margin on the last page of the directive.

Cross references to other related Fairfax County Public School (FCPS) directives are printed at the left margin under the legal references using the notation "See also the current version(s) of:" The originating office is responsible for verifying the accuracy of the references. References to the *Code of Virginia* can be checked at https://law.lis.virginia.gov/vacode.

Attachment Notation

The attachment notation appears at the left margin under the cross references.

Authority Identifier

The authority identifier appears at the right margin under the attachment's notation. "Fairfax County School Board" is the authority for policies; "Fairfax County Public Schools" is the authority for regulations and notices

Consistent Use of Language

Purpose Section

The purpose of each policy should be a one-sentence statement outlining why a policy exists and the direction it provides.

Summary of Changes Section

Back to Table of Contents

Changes made to a policy from a previous version must be indicated in the Summary of Changes section in a bulleted list with a clear explanation of the change made. No other markings throughout the document should be utilized to indicate changes. When most of a policy is changed, consider making a blanket statement that "This policy has changed in its entirety."

Philosophy Section

The Philosophy section is intended to express a value that the School Board wants to communicate to the Division Superintendent and the public. The philosophy section should not merely direct to a directive, nor should it be an affirmation of beliefs.

Following are the preferred phrases to use:

- "The Fairfax County School Board shall adhere.." [i.e., to VA code].
- "The Fairfax County School Board shall…" [i.e. be neutral in matters of personnel]. "The Fairfax County School Board recognizes that [ ]

Not: "The School Board affirms its belief that…"

Requested Nomenclature

- Use **"Division Superintendent."** Do not use just "Superintendent," nor reference to "their/his/her designee." The Division Superintendent is generally the only staff member named in policy. Therefore, it is unnecessary to include specific Leadership titles in policy.
- **Consideration for using "may"** or **"shall."** "May" means that it is optional. "Shall" means that it must happen. Use these words intentionally.
- **"Educational" or "Instructional" program.** Determine which to use and ensure consistency.
- Use **"parents and guardians."** This is the preferred term to be inclusive of the adults in students' lives. Avoid "caregivers" or "families."
- Use "**business day**," rather than "**workday**." Note that "calendar day" is something different.
- **References to gender.** Avoid individual pronouns and use plural pronouns.
- "**School Board employees**" means the employees in FCPS, which the School Board authorizes the Superintendent to manage. "**School Board *Office* employees**" means employees who work in the School Board office and report directly to the School Board.
- Define acronyms at first reference (i.e., Free and Appropriate Public Education [FAPE]).

Back to Table of Contents

Documenting Policy Versions

Recording Previous Versions

A list of dates of previous versions is maintained at the end of each policy to indicate the dates of School Board action on each policy. These dates should be consistent in format and left justified, as seen in the example below.

Adopted: July 1, 1986

Revised: September 11, 1997

Revised: January 24, 2003

Reviewed: December 5, 2008

Reviewed: January 7, 2016

The terms “revised” and “reviewed” are used to indicate a history of what type of action was taken on the date provided. These terms should be used as outlined below:

- “Revised” means changes were made to the policy from the previous version when adopted.
- “Reviewed” indicates that after a thorough review, there were no changes made to the previous version of the policy.

** Please note that consistency in this terminology will be adopted upon adoption of this guide and may not indicate past practice.*

Archive of Previous Policy Versions

Previous versions of policies are memorialized in the publicly available document retention platformed used by the School Board. These documents are available on the date when the action was taken by the Board.

Hyperlink Referrals and Forms

The originating office is responsible for checking all hyperlinks in accordance with any ADAA requirements. Forms within a directive are to be referenced using a hyperlink.

Back to Table of Contents

Attachment A: Numbering System for Directives with Pertinent Topics

Series titles and their categories, along with pertinent topics, are listed below.

SERIES	PERTINENT TOPICS
1000s ORGANIZATION, PHILOSOPHY, AND GOALS	▪ Advisory Committees and School Community Groups ▪ Local School Organization and Administration ▪ Organizational Charts and Office Functions ▪ Philosophy and Goals ▪ Policies, Bylaws, and Regulations ▪ School Board Bylaws
2000s SPECIAL SERVICES	▪ Admissions, Residency, and Attendance ▪ Counseling Services ▪ Health and Welfare ▪ Promotion, Retention, Grading, and Graduation Requirements ▪ Psychological Services for Students ▪ Sociocultural Assessments and Procedures ▪ Special Education ▪ Student Records ▪ Student Rights and Responsibilities
3000s INSTRUCTION	▪ Adult and Community Education ▪ Career and Technical Education ▪ English for Speakers of Other Languages (ESOL) ▪ Fine Arts ▪ Instructional Materials and Equipment ▪ Instructional Technology ▪ Special Programs ▪ Standard Instructional Program ▪ Student Activities and Honors ▪ Student Employment and Internships
4000s HUMAN RESOURCES	▪ Duties, Responsibilities, and Rights of Employees ▪ Employee Benefits–Including ERFC ▪ Employee Organizations ▪ Employment Actions and Records ▪ Equity and Compliance ▪ Leave and Leaves of Absence ▪ Professional Development ▪ Recruitment, Selection, and Appointment ▪ Salary Schedules and Guidelines ▪ Terms and Conditions of Employment–Temporary Personnel
5000s FINANCE	▪ Accounting ▪ Accounts Payable ▪ Auditing ▪ Budgeting ▪ Food Services ▪ General Policies and Procedures ▪ Grants

Back to Table of Contents

	▪ Inventory ▪ Payroll ▪ Purchasing and Supply ▪ Revenue, Tuition, and Fees ▪ Risk Management ▪ School Activity Funds
6000s **INFORMATION TECHNOLOGY**	▪ Enterprise Applications and Data Management ▪ Records and Reporting Requirements ▪ Student Information Accounting and Management ▪ Technology Infrastructure ▪ Technology Planning ▪ Technology Support Services
7000s **COMMUNICATIONS AND COMMUNITY OUTREACH**	▪ Business and Community Partnership ▪ Digital Media Services ▪ Family and School Partnerships ▪ Media and Crisis Communications ▪ Web Services
8000s **FACILITIES**	▪ Facilities Design and Construction ▪ Facilities Management ▪ Facilities Planning ▪ Leasing and Community Use of Facilities ▪ Security, Safety, and Emergency Procedures ▪ Site and Building Acquisition and Disposal ▪ Transportation
9000s **PROFESSIONAL LEARNING AND ACCOUNTABILITY**	▪ Leadership Development ▪ Professional Practice and Educational Planning ▪ Research and Program Evaluation ▪ Student Testing

Back to Table of Contents

Attachment B: Cover Memo Template

[DATE]

TO: Governance Committee

THROUGH: Division Superintendent

Division Counsel

RE: [NEW] Policy XXXX or Policy XXXX [REVIEW] [REVISION] [RETIREMENT]

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1. Overview of Suggested Changes and Rationale

2. Justification of a "No Change" Recommendation

3. Analysis

4. Acknowledgement of Accompanying Documents

5. List of All Related FCPS Policies, Regulations, and Notices

Back to Table of Contents

Attachment C: Policy Template

Policy XXXX (Number)
School Board

[SERIES]

[Category]

[Title of Policy]

This Policy supersedes Policy XXXX (Number).

I. PURPOSE

[INSERT TEXT HERE] (0.5)

II. SUMMARY OF CHANGES

- [INSERT TEXT HERE] (0.75)

III. DEFINITIONS

[INSERT TEXT HERE] (0.5)

A. (.05)

B.

1. (0.75)

2.

IV. PHILOSOPHY

[PREFERRED PHRASES INCLUDE THE FOLLOWING:]

[The Fairfax County School Board shall adhere to…]
[The Fairfax County School Board shall…]
[The Fairfax County School Board recognizes that…]

V. POLICY/RESPONSIBILITIES

[INSERT TEXT HERE] (0.5)

Legal References: [INSERT TEXT, CHECK VERSIONS, LINKS, AND ACCURACY]
[INSERT TEXT] (1.3)

Commented [A1]: Bold; right page alignment. Single spaced.

Commented [A2]: Series title in all capitals. Title block is 1.5 line spaced. Bold.

Commented [A3]: The purpose of each policy should be a one-sentence statement outlining why a policy exists and the direction it provides.

Commented [A4]: Changes made to a policy from a previous version must be indicated in the Summary of Changes section in a bulleted list with a clear explanation of the change made. No other markings throughout the document should be utilized to indicate changes. When most of a policy is changed, consider making a blanket statement that "This policy has changed in its entirety."

Commented [A5]: The Philosophy section is intended to express a value that the School Board wants to communicate to the Division Superintendent and the public. The philosophy section should not merely direct to a regulation, nor should it be an affirmation of beliefs.

Commented [A6]: Any legal references to state and federal law must be included.

Back to Table of Contents

Cross References: See also the current version(s) of…[INSERT TEXT, CHECK VERSIONS, LINKS, AND ACCURACY] (0.3)

Commented [A7]: Add any and all current FCPS Regulations, Notices, Policies, and handbooks pertaining to the Policy.

Attachments

[INSERT TEXT] (0.3)

Commented [A8]: Add any and all attachments that are associated with the policy here.

[Adopted: July 1, 1986]
[Revised: September 11, 1997]
[Reviewed: December 5, 2008]

FAIRFAX COUNTY PUBLIC SCHOOLS

Back to Table of Contents

H. 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.
    e. All forum topics upon which the Board achieves consensus will be recorded on the School Board Motions Tracker to catalogue and document the progress and implementation of the topic. See Board By-Laws, Meeting Procedures for additional details on the Motions Tracker.

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:

Back to Table of Contents

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)

Back to Table of Contents

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

Back to Table of Contents

I. HISTORY OF AD HOC AND JOINT COMMITTEES

Smart SavingTask 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)*

Back to Table of Contents

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)

Back to Table of Contents

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)

J. 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.

To conduct the Superintendent's annual summative evaluation the School Board will use the Virginia Board of Education's "Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents," which includes the following performance standards:

Performance Standard 1: Strategic Leadership

Highly Effective: In addition to meeting the requirements for Effective, the superintendent establishes a highly productive relationship with the local school board to lead strategic improvement to promote student learning.

Effective: Effective is the expected level of performance. The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Approaching Effective: The superintendent is inconsistent in creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and

Back to Table of Contents

college ready and globally competitive.

Ineffective: The superintendent fails to create, monitor, and/or facilitate the process of strategic improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

Performance Standard 2: Planning and Assessment

Highly Effective: In addition to meeting the requirements for Effective, the superintendent proactively seeks out and applies research on the impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes

Effective: Effective is the expected level of performance. 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 and improved student outcomes

Approaching Effective: The superintendent is inconsistent in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Ineffective: The superintendent fails to gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Performance Standard 3: Instructional Leadership

Highly Effective: In addition to meeting the requirements for Effective, the superintendent actively and consistently employs innovative and impactful leadership strategies that empower teachers, staff, and division leaders; maximize student academic progress; and result in effective teaching and learning that reflects excellence.

Effective: Effective is the expected level of performance. The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Approaching Effective: The superintendent is inconsistent in fostering the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Ineffective: The superintendent fails to foster the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and/or evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

Back to Table of Contents

Performance Standard 4: Organizational Leadership and Resource Management

Highly Effective: In addition to meeting the requirements for Effective, the superintendent exemplifies leadership in efficient and safe operations and organizational management by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources.

Effective: Effective is the expected level of performance. The superintendent fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

Approaching Effective: The superintendent is inconsistent in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.

Ineffective: The superintendent fails to foster the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, and/or use of resources.

Performance Standard 5: Communication and Community Relations

Highly Effective: In addition to meeting the requirements for Effective, the superintendent proactively seeks and creates innovative and productive methods to communicate, collaborate, and engage impactfully with stakeholders.

Effective: Effective is the expected level of performance. The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Approaching Effective: The superintendent is inconsistent in fostering the success of all students through proactive, responsive, and/or professional communication with the board, staff, families, and/or other stakeholders.

Ineffective: The superintendent fails to foster the success of all students through proactive, responsive, and/or professional communications with the board, staff, families, and/or other stakeholders.

Performance Standard 6: Culturally Responsive and Equitable Division Leadership

Highly Effective: In addition to meeting the requirements for Effective, the superintendent consistently engages internal and external stakeholders in demonstrating a shared commitment to ensuring a culturally responsive environment that objectively monitors student outcomes and allocates resources to ensure the creation of a culturally responsive environment where all students and staff thrive.

Effective: Effective is the expected level of performance. The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Back to Table of Contents

Approaching Effective: The superintendent is inconsistent in establishing and implementing division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.

Ineffective: The superintendent fails to establish and implement division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.

Performance Standard 7: Professionalism

Highly Effective: In addition to meeting the requirements for Effective, the superintendent models a commitment to continuous learning and innovation that translates to division faculty and staff and makes significant and meaningful contributions to the profession.

Effective: Effective is the expected level of performance. The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Approaching Effective: The superintendent is inconsistent in fostering the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.

Ineffective: The superintendent fails to foster the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and/or contributing to the profession.

Performance Standard 8: Divisionwide Student Academic Progress

Highly Effective: In addition to meeting the requirements for Effective, the superintendent's leadership serves as a role model to others and results in a high level of student academic progress with all populations of learners.

Effective: Effective is the expected level of performance. The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.

Approaching Effective: The superintendent's leadership results in student academic progress that inconsistently meets the established standard.

Ineffective: The superintendent's leadership consistently results in inadequate student academic progress.

Back to Table of Contents

NOTE: Board members must include a comment if the rating is “approaching effective” or “ineffective.”

Performance Standard 1: Mission, Vision, and Goals

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
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.	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.	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.	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.
Indicators: Ignite Strategic Plan Goal Reports			
(check one)			
Comments			

Performance Standard 2: Planning andAssessment

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
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.	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.	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.	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.
Indicators: Ignite Strategic Plan Goal Reports			
Check one:			
Comments:			

Back to Table of Contents

Performance Standard 3: Instructional Leadership

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
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.	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.	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.	The superintendent does not foster 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.
Indicators: *Ignite Strategic Plan Goal Reports*			
Check one:			
Comments:			

Performance Standard 4: Organizational Leadership and Safety

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
The superintendent is highly effective at organizational management, demonstrating proactive decision-making, coordinating safe, efficient operations, and maximizing available resources.	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.	The superintendent has not reached a level of effectiveness in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety, or use of resources..
Indicators: Ignite Strategic Plan Goal Reports			
Check one:			
Comments:			

Back to Table of Contents

Performance Standard 5: Communication and Community Relations

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of effectiveness in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.
Indicators: Ignite Strategic Plan Goal Reports			
Check one:			
Comments:			

Performance Standard 6: Professionalism

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	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.	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.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
Indicators: Ignite Strategic Plan Goal Reports			
Check one:			
Comments:			

Back to Table of Contents

Performance Standard 7: Divisionwide Student Academic Progress

Highly Effective *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing/needs improvement**	**Ineffective**
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
Indicators: Ignite Strategic Plan Goal Reports			
Check one:			
Comments:			

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

Superintendent Performance Standard	**Rating**	**Weight**
Standard 1: Mission, Vision & Goals		10
Standard 2: Planning and Assessment		10
Standard 3: Instructional Leadership		10
Standard 4: Organizational Leadership & Safety		10
Standard 5: Communication & Community Relations		10
Standard 6: Professionalism		10
Standard 7: Divisionwide Student Academic Progress		40
Superintendent Priorities		

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:

Back to Table of Contents

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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:

Superintendent Performance Standard	**Rating**	**Weight**
Standard 1: Mission, Vision & Goals		10
Standard 2: Planning and Assessment		10
Standard 3: Instructional Leadership		10
Standard 4: Organizational Leadership & Safety		10
Standard 5: Communication & Community Relations		10
Standard 6: Professionalism		10
Standard 7: Divisionwide Student Academic Progress		40
Superintendent Priorities		

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*.)*

Back to Table of Contents

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.

K. 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: reducingthe 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

Back to Table of Contents

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.

L. 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.

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.

Back to Table of Contents

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.

Process: Each year, only one committee member is appointed 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.

M. PROCESS FOR SELECTING COMMUNITY MEMBERS TO SERVE ON THE COMPREHENSIVE PLANNING DEVELOPMENT COMMITTEE— RECOMMENDED CRITERIA AND TIMELINE *(*related to C.II, Comprehensive Planning Development Committee*)*

Criteria: The Comprehensive Planning Development Committee community members shall possess the knowledge needed to understand and evaluate FCPS's policies and procedures relating to capital planning and development. Skills and knowledge will be needed in areas including but not limited to: construction, planning, facilities management, and facilities financing Comprehensive Planning Development 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 facilities process as well as technical and complex construction and facilities management issues, and capital financing;
d. Have the ability to communicate with staff and community members;
e. Be knowledgeable about FCPS facilities policies and procedures and be an expert in architecture, construction, engineering, facilities management and capital financing, permitting and procurement, land use planning and development, or

Back to Table of Contents

related subjects.

Comprehensive Planning Development Committee community members must be residents of Fairfax County. Comprehensive Planning Development Committee community members will not be permitted to participate in any closed meetings of the full School Board. At the discretion of the CPDC Chair, they may attend closed sessions of the Comprehensive Planning Development 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 a written confidentiality agreement.

Committee Members and Terms: The Comprehensive Planning Development Committee consists of four School Board members, one member of the Fairfax City School Board and three community members. The community members will serve three-year terms. To allow for continuity of knowledge and skills, community member terms will be staggered. Midterm 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 Comprehensive Planning Development Committee.

> **Appointments**: Community members will serve three-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 Chief of Facilities Services and Capital Programs will complete an initial screening of the applications for qualifications only and forward applications to the Comprehensive Planning Development Committee for further screening. The Comprehensive Planning Development 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.

> **Process**: Only one committee member is appointed 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 Chief of Facilities Services and Capital Programs and the Comprehensive Planning and Development Committee
> - May Comprehensive Planning and Development Committee meeting: Qualified applicants reviewed by Comprehensive Planning and Development Committee (closed meeting).
> - June (1st regular meeting): Community member appointment (new business).
> - June (2nd regular meeting): Community member appointment (action).
> - July: Community members attend their first CPDC meeting.

If a community member has performed satisfactorily, and is both eligible and

Back to Table of Contents

interested in reappointment, the application and vetting process may be waived. In such a case, the Comprehensive Planning and Development Committee will recommend reappointment of the community member by the School Board.

N. REVISION NOTES

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)
7. June 9, 2008, Section 2, OE (revised Budget and Financial Management, Instructional Program and Treatment of Students,

Back to Table of Contents

Facilities and Transportation Services, and Community Relations)

8. June 19, 2008, Section I, Student Achievement Goal 2. Essential Life Skills (revised language and move portions to Goal 3. Responsibility to the Community)
9. September 4, 2008
   - 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 Community 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 Community 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)
16. January 10, 2011, Section 3, Code of Conduct (revised)
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

Back to Table of Contents

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
21. May 10, 2012
    - Section 5, Community 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 Community 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, staffliaisons)
29. October 9, 2014, Section 3 (Board Committees), Audit Committee membership changed from three to four School Boardmembers
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, Community 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

Back to Table of Contents

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
36. July 23, 2015
    - 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*BOARD MEMBER OPTIONS FOR ISSUE EDUCATION, ADVOCACY, OR POLICY revised November 19, 2018
39. Bylaws Section I.B. 2: Professional Development *(section revised February 7, 2019)*
40. 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

Back to Table of Contents

- 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

Back to Table of Contents

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

41. Citizen Participation revised July 15, 2021
    - Section title changed from Citizen Participation to Community Participation.
    - Section 1A – Speaker list opens on fourth business day before the next regular meeting.
    - Speakers may address the Board in-person, live virtual or prerecorded video.
    - Registration process closes 48 hours before the meeting.
    - 16 speaker slots, 13 reserved for in-person and live virtual speakers. Of the 13, 3 slots reserved for students. 3 slots reserved for prerecorded video.
    - Speakers determined by a random lottery process.
    - 10 person wait list added.
    - After speaking at a regular meeting, whether in-person, virtually or prerecorded video testimony, speakers may not register to speak at the next two regular meetings.
    - Speaker substitutions are not permitted.
    - A public hearing will be scheduled each fall and spring.
    - Speakers may address any topic – no longer limited to items scheduled for action.
42. Citizen Advisory Committees Legally required committees; ACSD revised 11/11/21
    - Add Decoding Dyslexia Virginia to the list of community organizations with a representative on the committee.
43. Community Participation revised 11/22/21
    - Participants on the waitlist are permitted to virtually address the Board.
    - Participants are encouraged to submit pre-recorded video with their on-line registration form.
44. Add the following language to the purpose: and collaborating with the Chief Equity and Academic Officers. 12/16/21.
45. Under Members: change the maximum of 38 members 12/16/21
46. Members a. change to 26 parents. 12/16/21
47. Members 7 add Seven representatives
48. Add members (8) One representative residing in the City of Fairfax nominated by a majority vote of the City of Fairfax School Board, and to make all technical and conforming changes necessary for the amendment. 12/16/21
49. Section b. add Chief Academic Office; Chief Equity Office; Chief Operation Office and the Superintendent's Office 12/16/21.

Back to Table of Contents

50. Add Staff co-liaisons: Chief Equity Officer and Chief Academic Officer 12/16/21
51. Length of Term change to one year. 12/16/21.
52. Motions tracker language added. 3/24/22.
53. The timer will be paused during translations for participants requiring such support. Upon request at the time of registration, Translation Services will be provided for speakers for whom English is not their preferred language and who will give testimony in a language other than English. Speakers should submit their remarks to the Clerk in advance if possible. 5/26/22
54. Resolutions and Recognitions: Governance Manual Update Regarding Process for Bringing Additional Recognitions and Resolutions: In an effort to ensure consistency and be respectful of the public's time when they are attending regularly scheduled Board Meetings, the School Board is providing the following clarifications on how recognitions and proclamations will be managed. School related recognitions will be read by the Student Representative; Heritage/Holiday recognitions will be read by the Superintendent; and Staff and Volunteer recognitions will be ready by the Vice Chair during the announcements section of Regular Board meetings. The School Board Chair and Vice Chair may convene a task force of board members to review and revise the list of Standard Recognitions and Resolutions. This review shall be done in advance of the Annual School Board Calendar being approved by the Board. Recognitions will be presented by the Student Representative, the Superintendent and the Vice Chair depending on the topic. As a Recognition, Board Members will not be asked to speak, but they may speak to recognitions during their 3 minutes allotted time of Board Matters. Standard Recognitions presented annually Recognitions honoring topics focused on School Operations will be presented by the Student Representative 1. National Red Ribbon Week - October 2. Inclusive Schools - December 3. Disability Acceptance - March 4. Read Across America/Library Recognition - March 5. The Month of the Military child - April 6. Children's mental health and wellness month – May Two additional recognitions may be offered per year by the student representative, upon permission from the Chair and Vice Chair. The topic and language of these recognitions must comply with the Student Rights and Responsibilities Handbook, be circulated to the whole board at least 48 hours in advance of the meeting and be pre-approved by the Chair and Vice Chair. Recognitions of National Heritages and Holidays will be presented by the Superintendent 1. Hispanic Heritage - September 2. Indigenous People's Day/Native American Heritage - October 3. Veteran's Day - November 4. Black history month - Feb 5. Women's history - March 6. Arab American Heritage - April 7. Holocaust Remembrance Day - April/May 8. AAPI Heritage - May 9. LGBTQ History Month - October 7. Juneteenth - June Staff and Volunteer Recognitions will be presented by the Vice Chair 1. Principals, Administrators, and Administrative Assistants - October 2. Athletics and Activities - October 3. Counselor, Social Workers, Nurses, and Psychologists - November 4. National Volunteer and Mentor Week - January 5. Custodians and Food and Nutrition - February 6. Bus Drivers, Bus Attendants, and Crossing Guards - February 7. Career and Tech, Disability Employment, and Adult Continuing Ed -- February 8. Music, Theatre, and Arts - March 9. National Board Certified Teachers - April 10. Teachers/Paraprofessionals/After-school Professionals/Related Service Providers - May 11. Outstanding FCPS employees - July To ensure consistency and better understanding by the public of the Board's Actions, Items previously called Resolutions will be retitled to be Proclamations, using the same terminology of the Board of Supervisors.

Back to Table of Contents

Proclamations will be presented for action by a board member, seconded by another board member and voted on. There are a number of items that will be on the agenda annually to include: 1. Laura Ashley Piper Scholarship Award (to be read by the magisterial member and seconded by an at large member representing Student's School) - June 2. School Board Scholarship Award (to be read by the magisterial member and seconded by an at large member representing Student's School) - June 3. VSBA business award - June/July 4. Student rep departure - June/July Up to two additional Proclamations may be put forth by individual Board Members annually, (with the majority of the Board's support) in recognition of a Current Event, Retiring or Resigning Staff Member, a Milestone School Anniversary (to include, 25th, 50th, 75th, 100th, etc…) and/or Outstanding Student Teams, Ensembles, and Publications (in accordance with the Guidelines on School Board Recognition of Outstanding Student Teams, Ensembles and Publications). These proclamations do not automatically repeat each year. Individual Board Members are encouraged to work with each other to identify and present recognitions when the recipient is represented by more than one magisterial member. Proclamations will be written by the Clerk with input from the school board member bringing the action forward. A draft of the recognition must be circulated and approved by the majority of the Board at least 48 hours in advance or the recognition will not be presented at that meeting. Board Members, at their discretion may choose to present a proclamation approved by the Board at a community event at the school in which the honoree attends, is employed or is honoring a milestone. Guidelines for 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. 3. National 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,

Back to Table of Contents

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. 3. National 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 added to Recognitions and resolutions 4/13/23.

55. Amend Proclamation language to add Retiring/Resigning Leadership Staff Member to list of annual proclamations and remove retiring/resigning leadership staff member from the list of topics that School Board Members can bring annually as their two additional proclamations. 6/26/23

56. Community Participation revised 7/13/23
    - At time of registration, students will be able to opt out of having their name said and displayed when testifying.
    - Duplicative language was deleted in the registration process language.
    - Under Regular Meetings, numbering was updated and formatting corrected.
    - In ii) Speaker Slots, “live video” was changed to “live virtual”
    - Translation was changed to interpretation, and the language was clarified to ensure that the timer is paused when individuals are using assistive technology.
    - Public participation website address was updated to: https://www.fcps.edu/school-board/community-participation

57. Operational Expectations were deleted, and Executive Expectations were inserted. Many of the Executive Expectations were revisions of the Operational Expectations. A new EE-13, Safety and Security has been included. September 14, 2023.

58. Changes made to proclamations and recognitions. September 28, 2023. Proclamations and recognitions have been merged into one acknowledgement – proclamations. Language amended to read as follows: School Board Resolution (now proclamation): A formal acknowledgement by the Board of an honor of achievement, requiring a motion and a vote. Proclamations are symbolic in nature. To ensure consistency and better understanding by the public of the Board’s actions, items previously called Resolutions or Recognitions will be retitled to be Proclamations, using the same terminology as the Board of Supervisors. Proclamations will be presented for action by a Board Member, seconded by another Board Member, and voted on. The sponsors of a proclamation shall have two (2) minutes to speak to the proclamation. All other School Board Members shall have one (1) minute. Proclamation Items That Will be

Back to Table of Contents

on the Agenda Annually to Include: Laura Ashley Piper Scholarship Award (to be read by the magisterial member who represents the district in which the student resides and seconded by an at large member). School Board Scholarship Award (to be read by the magisterial member who represents the district in which the student resides and seconded by an at large member). VSBA Business Award - June/July. Student Rep departure - June/July. Retiring/Resigning Leadership Staff Member. Annual Proclamations Honoring Topics Focused on School Operation: National Red Ribbon Week – October; Inclusive Schools – December; Disability Acceptance – March; Read Across America/Library Recognition – March; The Month of the Military Child – April; Children's Mental Health and Wellness Month – May. Annual Proclamations of National Heritages and Holidays: Hispanic Heritage – September; Indigenous People's Day/Native American Heritage – October; Veteran's Day – November; Black History Month – February; Women's History – March; Arab American Heritage – April; Holocaust Remembrance Day - April/May; AAPI Heritage – May; LGBTQ History Month – October; Juneteenth – June; Immigrant Heritage Month – June; Caribbean Heritage Month – June; Muslim Heritage Month – May; Jewish Heritage Month – May. Annual Proclamations Honoring Staff and Volunteers: Principals, Administrators, and Administrative Assistants – October; Athletics and Activities – October; Counselor, Social Workers, Nurses, and Psychologists – November; National Volunteer and Mentor Week – January; Custodians and Food and Nutrition – February; Bus Drivers, Bus Attendants, and Crossing Guards – February; Career and Tech, Disability Employment, and Adult Continuing Ed – February; Music, Theatre, and Arts - March; National Board-Certified Teachers – April; Teachers /Paraprofessionals/After-school Professionals/Related Service Providers – May; Outstanding FCPS Employees – July. Items on the agenda annually do not count towards the number of proclamations an individual Board Member may bring annually. Those annually occurring proclamations (previously called recognitions) will be assigned to School Board Members alphabetically, by last name, on an annual basis. If a Board Member chooses not to move the proclamation, then the proclamation will move on to the next Board Member. For seconding, we will use a reverse alphabetical list. Up to two additional proclamations may be put forth by individual Board Members annually, (with the majority of the Board's support) in recognition of a current event; a milestone school anniversary (to include 25th, 50th, 75th, 100th, etc.); outstanding student teams; ensembles; and publications (in accordance with the Guidelines of School Board Recognition of Outstanding Student Teams, Ensembles, and Publications.) Annually is defined as the first Regular Meeting after the Board's summer recess to the last Regular Meeting before the Board's next summer recess. These proclamations do not automatically repeat each year. Individual Board Members are encouraged to work with each other to identify and present recognitions when the recipient is represented by more than one magisterial member. Proclamations will be written by the Clerk with input from the School Board Member bringing the action forward. In order for a proclamation, including those that occur annually, to be considered at a meeting, all work must be completed at least 2 business days before the meeting, including securing majority support from the Board. Board Members may choose to present a proclamation approved by the Board at a community event at the school in which the honoree attends, is employed, or is honoring a milestone. Other than those resolutions considered 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

Back to Table of Contents

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.

59. Updating the membership requirements for ACSD and MSAOC to include representation from individuals who reside in Region 6. October 26, 2023
60. Update the process for Executive Expectations and change Executive Expectations to Executive Limitations. February 8, 2024
61. Amend the School Board's proclamation process - Under the new process, proclamations will be moved and seconded by School Board Members, read by the sponsoring Board Member, and then voted on. School Board Members will no longer make remarks about the proclamation, unless they choose to do so during Board Matters. Additionally, this change removes National Board Certified Teachers (NBCT) from the list of annually occurring proclamations, as a separate NCBT celebration is done every spring with a separate recognition ceremony by the Board. March 7, 2024
62. Remove the requirement for additional public hearings in the fall and spring. May 23, 2024
63. Update the Advisory Committee name to Community Advisory Committees and make changes to align the Strategic Governance Manual with the new Community Advisory Committee Operating Manual; clarify that Regular Meetings may not be held twice a month if determined by the Board that a change is necessary. June 27, 2024
64. Changed the number of School Board Members serving on the Board's standing committees as follows: from three (3) to four (4) for the Comprehensive Planning Development Committee (CPDC); from four (4) to five (5) for the Governance Committee; and from four (4) to five (5) for the Public Engagement Committee (PEC).
65. Added the Administration Committee to the list of the Board's standing committees. September 12, 2024
66. Remove Human Resources Advisory Committee from list of Community Advisory Committees and made amendments to the proclamation process. October 24, 2024
67. Update the process for creating, editing, and publishing School Board members' electronic Newsletters. December 5, 2024
68. Remove Family Life Education Curriculum Advisory Committee (FLECAC) as School Board advisory committee. March 13, 2025
69. Numerous changes made to the proclamation process and lists; reinstated School Board recognitions; and added in a sample monthly calendar of proclamations and recognitions. June 26, 2025
70. Remove Facilities Planning Advisory Council (FPAC) as School Board advisory committee. December 2, 2025
71. Changes made to sign-up deadlines for community participation at public hearings. December 18, 2025
72. Additional changes made to community participation and public hearings. January 22, 2026
73. Corrected outdated information regarding the strategic plan and Superintendent's evaluation as well as other errors and typos throughout. April 9, 2026
74. Changes made to correct typos throughout and revise references to past strategic plans.
75. Appendix F was renamed Policy Development & Style Guide and re-written. May 21, 2026
76. Addition of the Legislative Committee of the Whole with a Chair and Vice Chair of the committee and removal of the State and Federal Board Liaisons. Amending the Administration Committee's charge; adding a new Appendix D, entitled "Standard

Back to Table of Contents

Operating Procedures for the School Board Office"; and renumbering appendices accordingly. September 10, 2026

77. Update Proclamations and Other Acknowledgements appendix to allow the Clerk to fix typos or misspellings in a proclamation even after a majority of the Board has supported it without seeking additional Board support; change the word "Heritage" to "Observances" in Appendix E.3.6 in the list of Annual Proclamations; add "b. 9/11 Commemoration – September" to list of National Observances and renumber accordingly; update Section 4 in Appendix E, "School Board Recognitions" by clarifying how the School Board will recognize quarter-century school anniversaries and adding the "International Society for Transforming Education (ISTE) Certified Educators" to the list of Annual School Board Recognitions. October 22, 2026.