



THE LEAGUE OF WOMEN VOTERS®  
OF THE FAIRFAX AREA

# Fairfax VOTER

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## FCPS Elementary School Daily-Schedules: Issues and Questions



Fairfax County's elementary students experience instructional time for somewhat fewer minutes in a week that most of the surrounding jurisdictions. One of the reasons for this is the controversial early closing on Mondays. However, some schools whose populations have been previously identified as requiring additional instructional time have been experiencing an extended day on Mondays with their teachers receiving an increased salary. Does this continue to be necessary? Does the usual school day provide enough hours for all that must be taught? What does an elementary school day include and is this consistent in all schools? This month's fact-filled study by the very energetic Education Committee updates for you what is going on in our elementary schools and prepares you for upcoming community debate.

### Calendar

#### **March (Women's History Month)**

- 01 April *Fairfax VOTER* & **2010**  
**Annual Meeting Kit deadline**
- 03 WRT in Richmond
- 06 **Briefing:** Packard Center 10 a.m.
- 08-11 Units:** "Elementary School Schedules"
- 13 G.A. ends (approximate *sine die*)
- 14 Daylight Savings Time begins
- 16 Voters Service Workshop – NCA**
- 14-20 Sunshine Week (open government)
- 17 Board meeting** – BOS FY11 budget presentation—membership welcome
- 20 Women's Voices Forum – Gov. Center
- 24 Board meeting** –UC letter deadline
- 29 Palm Sunday
- 29-4/5 Passover (*begins at sunset*)
- 29-4/2 FCPS spring vacation
- 30-4/1 BOS public hearings on FY11 budget

**April No Unit Meetings – LWVFA Annual Meeting on April 24 at 10:00a.m.**

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## The President's Message

HELP! Yes, Help. It is time for the nominating committee to be calling for next year's board slate of candidates.

And everyone is saying "no, not me!" It is a fact that everyone is busy, over-committed, not interested, etc. But do you want to break our trust with the public? Yes, our trust. Just by our being, we are telling the public we are here to inform them about the candidates' views and the issues, register voters, be on the other end of the phone line when they call with questions about election information. We are the ones who answer their questions where our only purpose is to tell them to vote, not how to vote. And it takes more than a few people to fulfill that promise.

We are ever mindful of the time commitment asked. We are breaking board portfolios into at least two positions, one on-board and one off-board. We are spreading the wealth, so to say. One person mentioned that not everyone knows what the portfolios' requirements are so don't want to commit to something they know nothing about. Frankly, I hesitate to start listing the duties of the portfolios. They can sound intimidating – I rather think of them as goals we try to reach. Each person will be good at some but not all and do some but not all. We do the best we can, and that's all anyone can ask of another.

So, please consider coming on board, or being the off-board person. This is our League and it's important to the community that we keep meeting our obligations to them and to ourselves. As League representative, I have always been welcomed with open arms wherever I have gone. Our community wants us and believes in us; are we going to let them down?

*Janey*

### OOPS -- Correction to Spotlight

We made a mistake on Bernice Colvard's birthplace in February's Spotlight article. Bernice was actually born in Milwaukee, Wisconsin; her family moved to the Richmond area when Bernice was a young child.

## LWVPW Desperately Needs Our Help

Will you help the Prince William Conditional League make some money doing community elections? They are scheduled to do an initial election for the Four Seasons at Historic Virginia association in early April. I'm looking for a few old hands (that's experience, not age) to go along with me for the day and help out. Four Seasons is located in the Dumfries area, off Rt. 234. As the PW League is fairly small, they will need all the help they can get and have even agreed to share a few dollars with LWVFA. Give me a call for more details. Una White, 703-922-8721 or [unawhite@gmail.com](mailto:unawhite@gmail.com)."

## New Deadline for Voter Registration

As of January 1, 2010, the deadline for registering to vote has been reduced to 21 days (rather than the previous 28 days). This means that the last day potential voters can register to vote will be 22 calendar days before Election Day. The legislation authorizing this change was passed by the 2009 General Assembly and took effect January 1. Now the League will be able to have voter registration drives closer to an election – let's spread the word.

### LWVFA Fairfax VOTER 2009 - 2010

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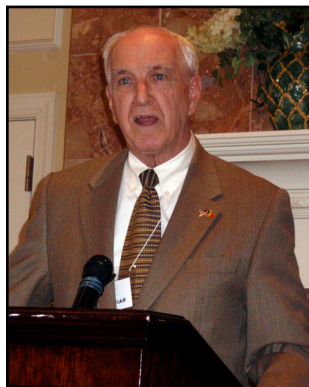
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# Tyler Explains Tysons Task Force Vision

By Lois Page, LWVFA Program Chair



Keynote speaker Clark Tyler.

Clark Tyler, Chair of the Tysons Land Use Task Force, says transforming Tysons is an “opportunity of Biblical proportions.” During his speech to a LWVFA general meeting in January, Tyler pointed out that he has lived in the McLean area for over 40 years. “We have been wandering in the wilderness for 40 years and it will take us 40 years to get out.”

Tyler asserts he was the perfect choice to head up the task force: “I’m not a lawyer, not a lobbyist, and not running for anything.” He headed up a group of 36 hardworking, non-remunerated people, whom Clark feels, included all groups likely to be affected by changes in the area. He listed all the competing interests he could think of (30) and invited them to the Task Force. The group has met for 5 years. Their assumption was that Tysons is not what it can be or ought to be. Their 65<sup>th</sup> meeting was held January 25, after which they turned over their recommendations regarding density, implementation and phasing to the Fairfax County Planning Commission.

Their overall goal was to plan for a community that has mixed use, is transit oriented, promotes pedestrian traffic, increases the residential component and involves the community. They planned for an increase of residents from 17,000 to 100,000 and of workers from 100,000 to 200,000 over the next 40 years.

The challenge is daunting. Tysons, 1,700 acres in a roughly triangular shape bounded by Dulles Toll Road, Interstate 495, and Rt. 123, is larger than downtown Boston. Its transportation situation is unique. The most recent plan (1992) called for 18 more lanes of highway, included no incentives to build in the area, provided no funding for rail, and had no implementation plan. The area has over 50 landowners with only 24 that own more than 10 acres. Piecemeal proffering has led to such phenomena as “hyphenated sidewalks.”

The area was designed for the automobile, a suburban mentality. It has 46 million square feet of development plus 40 million square feet of parking places, which represents 49 percent impervious surfaces. There is no way to get there without a car, and the housing/job ratio is very unbalanced.

Tyler says if we don’t plan effectively, people will go elsewhere to where their needs will be met. “If we do what we always do, we’ll get what we always get.” The Fairfax County budget will not allow for the building of the roads that a growing automobile-dependent community would require.

The task force is recommending more housing, less parking, highest density closest to the four new Metro stops, with lower density closer to the area’s edge so as not to impinge on the neighbors, and a green network of open spaces. The group studied other transit-oriented communities for ideas, notably the Ballston area in Arlington County, where they doubled the residents and produced less traffic. Seventeen percent of Ballston residents do not own a car and 73 percent walk to transit versus 3 percent in Fairfax County.

Tyler believes a key element is a robust implementation plan with a public-private entity overseeing it all. He says there are four kinds of infrastructure involved: power, water and sewer, roads both owned by VDOT and smaller roads, plus public services such as schools and fire departments. Unlike some of the critics, Tyler says you do not need all the infrastructure in place to get started--that no community has done that. But you must give potential residents incentives to live there. For example, 20 percent of the new housing must be affordable and workforce housing. The community must include bicycle lanes and bike racks, and the new buildings should include showers for bicycle commuters.

To help people abandon their cars within the new city, the task force has designed three circulator bus routes to serve the four stations that must be “free, frequent, and visible.” Shuttle buses need to serve areas such as McLean and Vienna.

As might be expected, not everyone shares the task force’s vision. Rob Jackson, president of the McLean Civic Association says he does not support “adding density beyond the capacity of increased infrastructure that can be affordably added.” He continues, “We do not support increased density that will cause a decline in the quality of life for surrounding communities.” The increases in both residents and workers



Tyler responds to a question posed by audience participant as Program Director Lois Page follows the discussion.

(See Tyler, Page 4, Col.1)



(Tyler, from Page 3, Col. 2)

envisioned in the next 40 years, he feels, is far in excess of the density supported by community members at the 45 workshops.

He adds that the drivers who must pass through Tysons in the future, even with the projected transit improvements will add at least 10-15 minutes to their commute, according to a County study. He foresees the need to increase the Toll Road width, condemn property and add expensive elevated roadways. The group known as the Greater Tysons Citizen Coalition has sent a letter to the Planning Commission urging rejection of the density proposals.

The Planning Commission is now evaluating options and will forward its recommendations to the BOS by late April or early May.

*(Note: a video of Tyler's complete speech is expected to appear on our website—[www.lwv-fairfax.org](http://www.lwv-fairfax.org)—in the near future.)*

## Tracking the State Budget

By Vivian Paige,

*Ed. Note: The League's budget workshop in Richmond January 27 was a great success, with almost 40 members filling the room. Below are excerpts from the blog of a Leaguer who attended.*

One of the most interesting parts of my day in Richmond was a briefing on how to negotiate the Legislative Information System (LIS) when trying to track the budget. I didn't realize that LIS had so much information on the budget bills and amendments on the site. For the most part, I had only looked at the budget information offered by the Department of Planning and Budget. The LIS is much, much better.

Once you click on the **State Budget** link, you can navigate to a number of items. **Budget Bill** Information links to the bills along with the summaries, written by staff, which translate the arcane language of the budget into relatively plain English. The bills numbered 29 are the caboose bills for the prior biennium while the bills numbered 30 are for the next biennium.

Clicking on **Budget Amendments** will bring up a page that allows you to look at the budget amendments that have been requested. Clicking on the member's name will bring up the budget line item(s) as well as the change. And then clicking on the line number will bring up the actual change, with a link to the budget section as originally proposed.

Until this presentation yesterday, I had no idea that the average citizen could really follow the budget process like this. Kudos to the folks at the Division of Legislative Services for

## LWVUS President Wilson Testifies on Campaign Finance Ruling by Supreme Court

By Mary Wilson, President, LWVUS



I returned to Washington, DC at the invitation of the Committee on House Administration to testify at their congressional hearing entitled, "Defining the Future of Campaign Finance in an age of Supreme Court Activism." The hearing was scheduled to take place following the U.S. Supreme Court's tragic decision in the *Citizens United v. FEC* case late last month. My message to lawmakers was that they must pass

legislation governing corporate and union spending quickly, in order for it to take effect for the 2010 elections. The League supports numerous concepts moving forward in this post-Citizens United context; however, on Capitol Hill I stressed the need for enhanced disclosure. As part of my remarks, I also warned the Committee to do no further harm. It is the League's opinion that Citizens United will evoke a number of proposals that, we believe, could make our election system and government processes even worse. In my testimony <http://www.lwv.org/AM/Template.cfm?Section=Speeches1&CONTENTID=14775&TEMPLATE=/CM/ContentDisplay.cfm>, I pointed to a number of other proposals – from new controls on foreign corporations to public financing – that Congress should consider in seeking to block corruption of American democracy. To view the entire Congressional hearing, see [http://cha.house.gov/view\\_hearing.aspx?r=63](http://cha.house.gov/view_hearing.aspx?r=63). It was a lively hearing with a great many opinions expressed from the panel and lawmakers. The Court's ruling means that big money and special interests will have an even tighter grip on our democracy. But we will continue to fight back. We will keep the heat on to be sure some of these solutions are enacted!

providing such information. Not only that, but I understand that the budget for this department has remained the same since 1988! Talk about efficiency!

Thanks to the presenters from the Division of Legislative Automated Systems—Jay Landis and Diane Seaborn—for an awesome job. Knowing that I can track the budget this way makes me give LIS another whole look. Wonder what else is over there that I've missed?

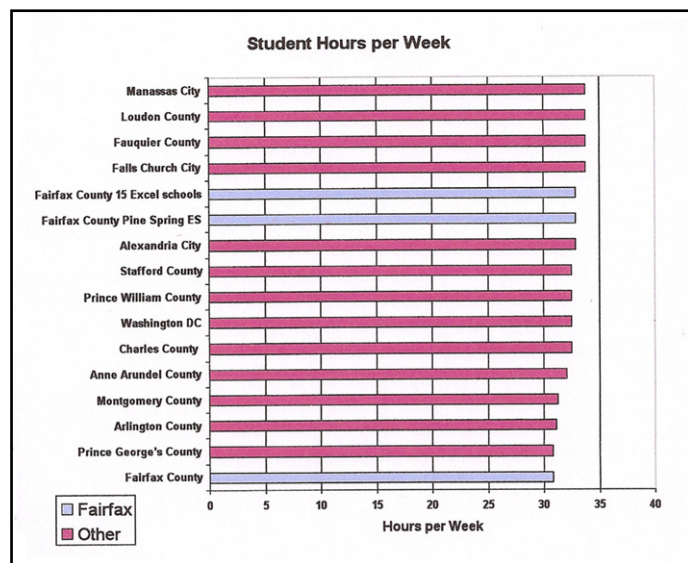
# The FCPS Elementary School Day: Does it Allow Enough Time?

*Time is the missing element in our great national debate about learning and the need for higher standards for all students. Our schools and the people involved with them—students, teachers, administrators, parents, and staff—are prisoners of time, captives of the school clock and calendar. We have been asking the impossible of our students—that they learn as much as their foreign peers while spending only half as much time in core academic subjects. The reform movement of the last decade is destined to founder unless it is harnessed to more time for learning. “Prisoners of Time: Report of the National Education Commission on Time and Learning.”*

By Virginia Fitz Shea, Pam Koger-Jessup, Leslie Vandivere, Phyllis Payne, Christina Nojek, Rona Ackerman, Gail R. Doughty, Wendy Fox-Grage, Helen Kelly, Beth Tudan and Sarah Mayhew.

## Student Hours

Most elementary school students in Fairfax County attend school for 30 hours and 50 minutes per week. From Tuesday through Friday, most students are in school six hours and 35 minutes per day; others are in school for six hours and 40 minutes. On Mondays, these students are in school either four hours and 30 minutes or four hours and 10 minutes. The early dismissals on Mondays are designed to allow teachers to have time for individual and collaborative planning as well as in-service training.



Thirty hours and 50 minutes per day would be the equivalent of six hours and 10 minutes per day if it were evenly distributed each day. This is the amount of time Prince George's County students are in school each day. The other school districts in the Washington metropolitan area give students more time in school, as shown in Figure 1, Student Hours per Week.<sup>1</sup> Arlington County, which has early dismissal for elementary school students on Wednesdays, gives students a total of 31 hours and five minutes per week. Prince

William County, which ended its early dismissal policy six years ago, gives its students 32 ½ hours in school each week, as does Charles County, Washington, D.C. and Stafford County. Falls Church City, Fauquier County, Loudoun County, and Manassas City, have the longest school day in this area: six hours and 45 minutes, for a weekly total of 33 hours and 45 minutes.

## Standard School Day

In 2006, the Virginia Board of Education adopted revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. These revisions added the words “and recess” to the section on the standard school day: “The standard school day for students in grades 1 through 12 shall average at least 5-1/2 hours, excluding breaks for meals and recess, and a minimum of three hours for kindergarten.”

According to Superintendent of Public Instruction Billy K. Cannaday, Jr., this change “clarifies that recess is not part of the instructional program and is not counted as instructional time.”<sup>2</sup>

Another regulation (8VAC 20-490-30) states that the local school board may approve occasional shortened days for staff development, conferences, planning, and other activities, provided that no more than one day in each five-day week may be shortened to no less than four hours. “The student day here described shall be considered a minimum day rather than an optimum day; a longer student day is encouraged to accommodate the instructional program and student needs.”

To average a 5 ½ hour school day, the weekly program hours must be 27.5. Adding a 30 minute lunch period totals 30 hours per week.<sup>3</sup> At the time the clarified language explaining recess went into effect September 7, 2006, most Fairfax County elementary school students were in school for only 30 hours and 30 minutes per week. So if the schools were following the state rules, the students would have had only six minutes of recess per day.

In 2007 Fairfax adjusted many bell schedules so that all 123 schools that had early dismissal on Mondays had 30 hours and 50 minutes per week in school, enough time to allow 10 minutes of recess per day.

## Recess

The Virginia Administrative Code states that “Each elementary school shall provide students with a daily recess during the regular

school year as determined appropriate by the school.”<sup>4</sup>

“Recess” means a segment of free time exclusive of time provided for meals during the standard school day in which students are given a break from instruction.<sup>5</sup>

Four years ago, the School Health Advisory Committee (SHAC) for Fairfax County Public Schools pointed out that FCPS does not have a policy or regulation that addresses recess. SHAC recommended that FCPS develop a regulation “that specifically addresses elementary school recess and provides guidance for implementing the state administrative code in a consistent manner in all schools.”<sup>6</sup>

### **Instructional Hours**

#### **Core Discipline**

Andy Camarda, the Fairfax coordinator of elementary instruction, says that 76 percent of the school day is devoted to the core curriculum.<sup>7</sup> He says that principals are given recommended time allocations for these subjects, totaling 21 hours per week. Ten hours per week should be devoted to language arts. Of the two hours per day devoted to language arts, at least 90 minutes of that time should be uninterrupted. One hour per day should be devoted to math.

Four hours per week should be devoted to social studies, with one of those hours integrated with language arts. At least four hours per week should be devoted to science, with at least one hour integrated with language arts.

“Pressure to meet the NCLB requirements in language arts and mathematics may be causing a reduction in the amount of time for science,” according to the science narrative presented to the school board recently. “Teachers are increasingly challenged to balance all curriculum areas during the course of the school day.”<sup>8</sup>

“It goes a lot to time, certainly time issues and how much time is dedicated to instruction,” Assistant Superintendent Peter Noonan told the School Board meeting, “We do provide standards to our schools—we are not necessarily seeing a fidelity to that.”

#### **Non-core Disciplines**

**Music:** All schools provide a minimum of 60 minutes per week for music instruction by a specialist in grades 1-6. Some schools provide 90 minutes per week.

**Art:** Art teachers spend 60 minutes per week in each class in grades 1-3. For grades 5-6 the art teacher teaches an 80-minute class every other week.

**Physical Education (PE):** Fairfax County requires all schools to provide at least 60 minutes of PE instruction by a specialist each week. Some schools provide 90 minutes per week. The National Association for Sport and Physical Education recommends that schools provide 150 minutes per week of instructional PE for elementary school children. According to Elizabeth T. Payne, K-12 Coordinator for Health, Family Life Education and Physical Education, Fairfax County elementary schools do not have enough gym space for such an expanded schedule.<sup>9</sup>

**Physical Activity Goal:** Most Fairfax County elementary schools

do not meet the new goal for physical fitness time established March 27, 2008. Under the provisions in the Code of Virginia, effective July 1, 2008, local school boards shall implement a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. This may include any combination of physical education classes, extracurricular athletics, or other programs and physical activities deemed appropriate by the local school board.<sup>10</sup>

Adding 50 minutes of recess per week to the typical 60 minutes per week of PE gives 110 minutes of physical activity per week; 40 minutes less than the amount required. Schools that offer 90 minutes of PE per week would be only 10 minutes short of the goal. When asked about the goal of 150 minutes of physical activity per week, Ms. Payne said that while FCPS does not currently require this, schools use a combination of physical education instruction, recess and before and after school activity-based programs.

**Library:** The majority of schools have open library, according to Mr. Camarda. The classroom teacher usually stays with the students when they are in the library. Library media specialists help classroom teachers identify books and other information sources to help with topics being covered in the class.

**Guidance Counselors:** In addition to coordinating student services in the school and consulting with parents and teachers, the elementary school counselor also conducts guidance lessons.

**Band, String and Choral Programs:** String orchestra instruction is offered to fourth, fifth and six grade students. Band instruction and large group choral rehearsal is offered to fifth and sixth grade students. Instrumental music students receive a minimum of one 45-minute lesson each week during the regular school day. Advanced band and strings students periodically receive additional instruction in an ensemble.

**Gifted and Talented:** The school-based gifted and talented program provides learning activities for all students in grades K-2, and some are also given differentiated services with more challenging content. In grades 3-6 the GT resource teachers collaborate with classroom teachers to design differentiated lessons to “study sophisticated and complex content through extensions of the FCPS Program of Studies.”<sup>10</sup>

**English for Speakers of Other Languages (ESOL):** Students who have a language other than or in addition to English spoken in the home (language minority students) must have their level of English language proficiency assessed, as required by federal guidelines. Students with limited English proficiency (LEP) must be provided with assistance in learning English and performing to their full academic potential. In FCPS, ESOL services are provided as an integrated part of classroom instruction. English instruction that is integrated with content instruction is more meaningful and effective. Therefore, the instructional goal is to teach challenging academic content with differentiated support that provides a context for learning. Elementary ESOL teachers provide services to ESOL students through two methods:

In-class support – ESOL teachers work collaboratively with classroom and other teachers and staff in the student’s



classroom.

**Small group support** – ESOL teachers work with small groups of students (both inside and outside the classroom) to provide targeted support to ESOL students.

**Other teachers in the elementary schools include special education teachers, reading teachers, speech and language teachers, and school-based technology specialists.**

**Foreign Language in Elementary School (FLES):** Although Superintendent Jack Dale had proposed eliminating the Foreign Language in Elementary Schools (FLES) program, the School Board voted February 4 to maintain this program in 31 schools with 16,533 students. FLES is included in the advertised budget for FY 2011 at a cost of \$2.8 million.

The FLES teacher comes into the classroom twice a week to team teach with the classroom teacher. For 30 minutes, the FLES teacher presents foreign language lessons that are integrated with the curriculum. Therefore, it is not an interruption to the ongoing class work, according to Paula Patrick, the FLES coordinator in the Office of World Languages.<sup>11</sup>

**Partial Immersion Foreign Language:** There are 13 elementary schools that offer partial immersion classes in Spanish, French or Japanese to students who choose to participate. The target language is used in teaching science, math and health lessons. The partial immersion program currently serves 3,369 students at a cost of \$2.1 million.

### The Kindergarten Student Schedule

One-quarter of the elementary schools offer half-day kindergarten. Students are assigned to a morning or an afternoon session based on the location of their home or day-care provider. If parents request the other session, they may be required to provide their own transportation to and from the school.

Full-day kindergarten has expanded to cover the rest of the schools. Full-day students have a lunch period. “The ratio of transition time (arrival and opening, cleanup, and departure) to class time is reduced so there is more instructional time. However, the objectives in the Program of Studies are the same in both full-day and half-day programs.”<sup>12</sup>

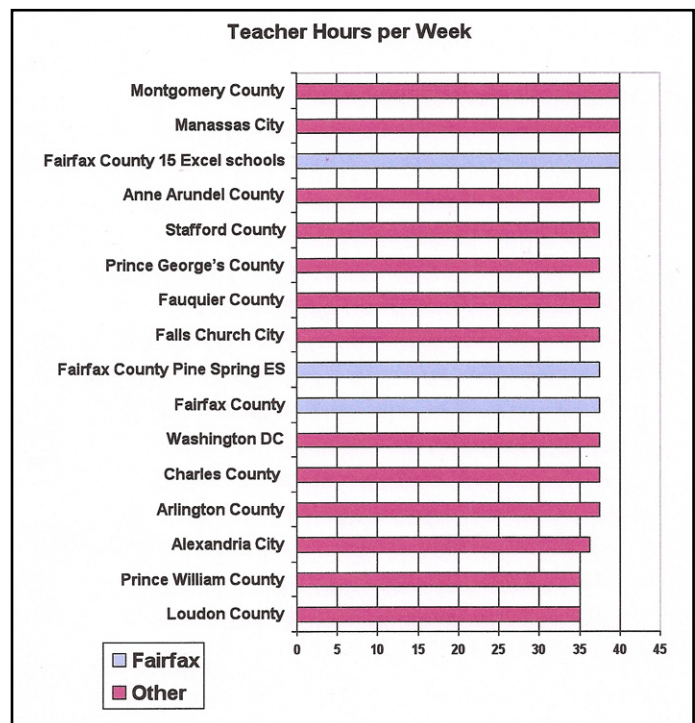
The half-day kindergarten classes have 90 minutes of **music** and **PE** each week, with at least 30 minutes of each subject. The full-day kindergarten classes have a minimum of 60 minutes of PE and 60 minutes of music each week, a total of two hours. Some schools have up to three hours. The full day kindergarten students have the same **art** schedule as grades 1-3: 40 or 45 minutes per week. The half-day kindergarten classes have one 45-minute lesson every other week.

### The Teacher Workweek

The length of the work day for employees shall be determined by the School Board according to state law. “It shall be of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal

intermissions or other contractual obligations.”

In Fairfax County, most teachers have a 7.5-hour work day with a 30-minute lunch break. Other school districts with these contract hours include Arlington County, Charles County, Washington, D.C., Falls Church City, Fauquier County, Prince George’s County, and Stafford County, as illustrated in Figure 2, Teacher Hours per Week. Other Washington metropolitan area school districts have contract hours ranging from seven hours (Loudoun and Prince William), to 7.25 hours (Alexandria City), to eight hours



(Manassas City and Montgomery County). In Anne Arundel County there are 37.5 hours per week in the standard teacher contract. “The ‘normal’ workday is 7 hours with the remaining 2.5 hours per week used for meetings or other activities as directed by the principal in consultation with the Faculty Advisory Council,” according to Oscar N. Davis, the director of employee relations.

Elementary school classroom teachers have planning time when their students have physical education, music, and art. This planning time is often called TTT or Time to Teach. The total amount of time students spend in music and PE combined ranges from two to three hours per week. The amount of time in art ranges from one hour per week to 80 minutes every other week.

Librarians and other certified personnel may also be assigned in a manner that provides planning time to the classroom teacher.

### Monday Planning Time

Since 1972, elementary school teachers in Fairfax County have had two hours on Monday afternoons for individual and collaborative planning. Students are dismissed two hours early. The value of this block of time is often stressed by teachers. In 1990, Mark Glofka, first vice president of the Fairfax County Federation of Teachers,

said, “For the sake of school quality, for the sake of our children, we must KEEP EARLY CLOSING, the foundation for the exceptional quality of Fairfax County’s elementary program.”<sup>14</sup>

“For a brief but important two hours a week, Fairfax County teachers have been able to escape their isolations, and learn from each other,” Mr. Glofka said. “I have taught in other school systems, and I can tell you that early closing is a major factor in the success of our elementary program.”

## **The School Year**

### **Students**

Virginia requires a standard school year of 180 instructional days. Fairfax County schedules 183 days to allow for three days of inclement weather. When severe weather conditions or other emergency situations have resulted in the closing of a school or the schools in a school division, teaching days need to be added to the school calendar or the school day lengthened so that students meet the minimum 990 teacher hour requirement. If the length of the term of any school or schools in a school division is less than 990 teaching hours in a school year, the amount paid by the Commonwealth from the Basic School Aid Fund will be reduced unless a waiver is granted by the Virginia Board of Education. Teaching hours do not correspond to the bell schedule hours since lunch and recess are not included in the total.

### **Teachers**

The standard teacher contract is for 194 days. This year these teachers started the school year August 31. During the year they have 10 work days and two in-service days for courses or training when students are not in school.

### **Summer School**

The School Board voted February 4 to approve an expenditure of \$5.5 million for the Extended School Year (ESY) Summer Program for special education students whose Individualized Education Plan calls for this. There is no charge to parents for ESY services and transportation since the Individuals with Disabilities Improvement Act mandates a free, appropriate public education.

The summer school program was redesigned in FY 2009 to save money and be more efficient. The length of the program was reduced and students attended classes at their base schools. The budget for FY 2011 eliminates general education summer school for a savings of \$6.3 million.

“A task force has been formed to determine the feasibility of continuing to offer tuition-based, self-supporting programs such as the Institute for the Fine Arts, Tech Adventure, and the summer program at Thomas Jefferson High School, as well as credit recovery for seniors,” according to the proposed budget. Tuition revenue of \$0.8 million is budgeted for tuition in the self-supporting programs.

### **Extended Contracts**

The budget for Teacher Leadership extended contracts was \$3 million in FY 2010. Teachers in nine schools were awarded 203-day, 208-day, and/or 218-day extended contracts. Each of the remaining 188 schools and centers received two 203-day extended contracts. The FY 2011 budget eliminates the teacher leadership funds. Schools that are eligible for Title 1 funds have some flexibility about whether to use some of this money for extended contracts

### **Extended Learning Programs**

In 1994, the National Education Commission on Time and Learning called for an unprecedented effort to provide more time in school. “Common sense suffices: American students must have more time for learning,” the report stated. “The six-hour, 180-day school year should be relegated to museums, an exhibit from our education past.”<sup>15</sup>

The commission praised Thomas Jefferson High School for lengthening the school day by one period, during which students participate in activities or related coursework such as tutoring, laboratories, or guidance activities. “The selectivity of the school—and corporate sponsorship of state-of-the-art technological environments in areas such as optics, energy systems, telecommunications, biotechnology, and industrial robotics—makes it easy to overlook the school’s schedule as a factor in its success.”

That year the Fairfax County School Board created the Task Force on Time and Learning to study the restructuring of the elementary school day and week, lengthen the amount of instructional time available for elementary school students, and explore the potential advantages and costs of a longer or differently structured school year on learning opportunities for students.<sup>16</sup>

The final report of the task force was presented at a May 2, 1996, meeting of the school board’s instruction committee. The task force proposed that each elementary school should be given the option of voluntarily choosing whether to provide a full-day on Monday for students and additional resource teachers for the school. A school that decided to provide the additional time for the students would then decide which types of resource teachers to hire for the total of two extra hours per week. Schools would have the option to choose additional instruction above the mandated amounts for music, PE or art. They could also choose resource teachers for reading, math, science, a foreign language, computers, health, or other subjects.

Each participating school would also provide a minimum of five hours of planning time per week within the student day for every full-time teacher, with a minimum of two of the five hours provided for grade-level or team planning. The task force did not attempt to estimate the number of schools that might choose to implement the 6.5-hour uniform elementary school day, but noted that if 134 schools adopted it, costs could cost in the range of \$11-13 million per year.



The School Board did not hold public hearings on this proposal or place it on the new business agenda of a regular meeting. However, three years later the board approved a different program model that was more expensive per school but limited to only 15 percent of the elementary schools.

### Project Excel

Since 1999, 16 elementary schools have provided full-day Mondays for students. They were among the 20 schools selected for Project Excel, which had a goal of providing additional time for learning and an enhanced academic program. These schools, which then had the highest proportion of language minority students and students from low-income families, were the first schools in Fairfax County to be given full-day kindergarten. (The budget for full-day kindergarten was moved out of the Project Excel budget when more schools were given this program.) The instructional staff members of these schools were given a choice of three models for extended learning: a modified calendar with extended school year, elimination of Monday early closing with an extended teacher contract, or an individual school model with two hours of additional instruction in core subjects.

### Modified Calendar

Four schools chose a modified calendar, which is often referred to as the year-round calendar or extended school year. They followed the 45-15 model, in which school is in session for 45 days (9 weeks) and then students are on a break for 15 days (three weeks). Timber Lane Elementary School had switched to this schedule three years earlier. For the past few years, seven elementary schools have used a modified calendar. This year, these schools started their school year July 31. After nine weeks of class, students had an optional two-week intersession, which is devoted to remediation, enrichment or acceleration. There is no change in the teacher contract length, but the contract year is extended over 11 months, with breaks for teachers during student intersessions. To save the \$2.7 million cost of this program, it was eliminated for FY 2011.

### Full Day Monday

Sixteen schools chose to provide a full-day Monday for the students. Pine Spring Elementary School chose the individual school model, providing a full-day Monday for students and additional special teachers to supplement classroom instruction. The school “offers an inclusive learning environment that combines specific blocks of time for small group and individualized instruction with team teaching by the special and regular education teachers in the classroom setting.”<sup>17</sup>

Fifteen of the schools that chose to provide a full day Monday for students chose to have an extended contract for teachers, counselors, librarians and instructional assistants. Under this program, the instructional staff members work for an additional half hour each day and have an additional 7 percent added to their salary. Instead of having a two-hour block of planning time on

Monday afternoons, the staff members have an eight-hour contract day, which provides planning time before and after the student day. Teachers at Thomas Jefferson High School are the only other teachers in Fairfax County with an eight-hour contract. Figure 3, Beginning Teacher Salaries (with BA), show the salaries of these contracts for new teachers, .

A report on seven of the Excel schools that either met or exceeded their annual schoolwide achievement index (SAI) goals, listed the following successful practices:

“Setting the tone for student success by creating a positive learning environment; identifying a schoolwide vision for improving student achievement; analyzing test data to determine program strengths and weaknesses; assessing student progress and matching instruction to identified needs; targeting staff development to expand teacher expertise; focusing on instructional techniques and content; organizing resources and schedules to support instruction; [and] preparing students for testing by teaching test-taking skills.”<sup>18</sup>

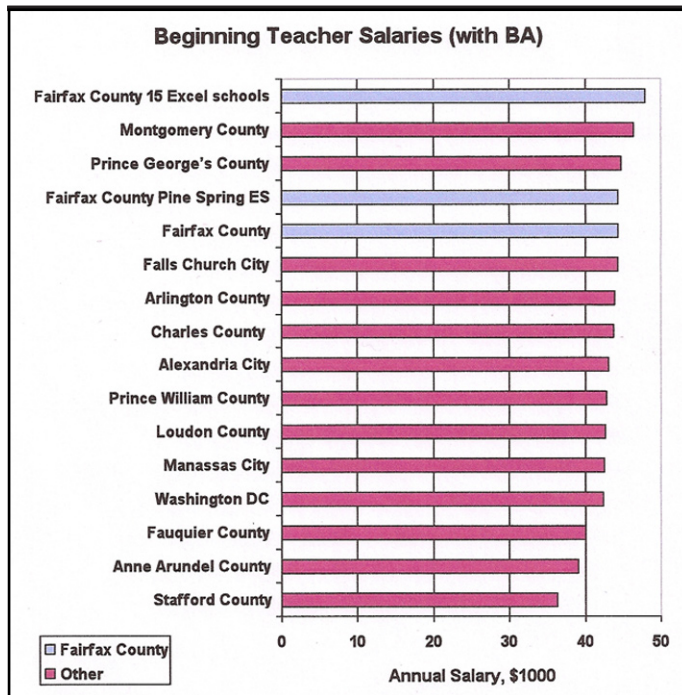
### Changes in FY 2010

Last year, the term “Project Excel” was dropped. Most of components of the Project Excel program were included under the newly named “Extended Learning Program.” There were 11.5 positions for curriculum teachers that were eliminated for a savings of 1 million dollars. The extended contracts were maintained. The modified calendar schools were also included in this budget category. The total cost for the Extended Learning Program in the FY 2010 Budget was \$3.5 million. Offsetting revenue totaling \$1.8 million was funded from Individuals with Disabilities Education Act under the American Recovery and Reinvestment Act of 2009 (ARRA). Therefore, the net cost in the budget was \$1.8 million.

Additionally, \$4.9 million was funded through Title I, including Title I funding from ARRA, and is reflected in the Grants and Self Supporting Fund. Therefore, total amount spent on the Extended Learning Opportunities Program was \$8.4 million. For the old Project Excel, the amount was \$5.8 million and for modified calendar the amount was \$2.6 million

### Plans for FY 2011

Superintendent Dale’s proposed budget recommended eliminating \$1.3 million for the portion of the Extended Learning Program known as Excel. Daniel Storck (Mt. Vernon) proposed an amendment to restore this funding. The amendment failed. He later offered an amendment to add funding of \$1.3 million for the superintendent to begin implementation of the School Support Composite Index, subject to review and approval of the Board. One half of the SSCI is based on demographics (students on free or reduced lunch and English Language Learner students) and the other half is based on students who did not pass SOL reading or math tests and the gap between the pass rate in reading and math of black and Hispanic students compared with white and Asian students. This passed 10-1, with James L. Raney (at-large) voting against the motion.



At the February 4 meeting, the School Board did not discuss the larger portion of the funding for the Extended Learning Program that is currently funded by Title 1 and ARRA. However, at the School Board's budget work session held January 28, Deputy Division Superintendent Richard Moniuszko said that the leadership team had met January 26 to consider the proposals presented by the principals of the schools with full-day Mondays. He presented a chart showing that Fort Belvoir, Halley, and London Towne are planning for transition without ARRA Title 1 funding. Of the remaining 13 schools that would have some ARRA funding for FY 2011, four principals would like to maintain full-day Mondays, while reducing the teacher workday by 15 minutes to accommodate a salary reduction of 3.5 to 4 percent. Nine principals wanted to switch to half-day Mondays: eight of these principals wanted to have extended day (approximately 15 minutes) for students Tuesday-Friday with a reduction of the salary supplement from 7 percent to 3.5 percent or 4 percent; one wanted extended contracts for intervention with students.

Dr. Moniuszko said that the Leadership Team became concerned about equity issues arising from a 4 percent salary supplement in a year where other people have lost length of contract and there is no money for national board certified teachers and other salary supplements. He also noted that "we ran into transportation issues with rearranging all those bell schedules for a longer day Tuesday through Friday." Dr. Dale said that many of those principals would want to issue extended contracts, either an early start in August or after school but not the full 7 percent. "We are better served to have all these schools go back to their regular calendar and use their additional resources to provide additional time for teachers to work with kids," he stated.

So it appears uncertain whether any schools will have full day Mondays in September 2010.

## Conclusion

For the past decade, Fairfax has provided extended learning opportunities for a fraction of its schools. The modified calendar has already been cut for the next school year. Thomas Jefferson is now the only school in Fairfax County with an extended school day that is not threatened by budget cuts. There is a possibility that some or all of the schools with full day Mondays will switch back to an early dismissal schedule next September.

Expansion of full-day kindergarten to more schools has ceased, and existing programs may be changed back to half-day schedules if further budget cuts are made. Elementary band and strings, Foreign Language in Elementary Schools (FLES), and foreign language immersion are also in danger of being eliminated when the School Board votes for the Approved Budget May 20. Superintendent Dale recently told the school board that the Leadership Team examined the budget line by line to decide whether to keep a program, eliminate it, or redesign it to be more efficient. Efficiency is a measure of time as well as cost. It is just as important to examine every hour in the school program as it is to examine every dollar.

## End Notes

<sup>1</sup> Information for all three figures in this report was derived from either the Washington Area Boards of Education **FY 2010 WABE Guide** or websites of school districts, or phone calls or e-mails to school district offices.

<sup>2</sup> Billy K. Cannaday, Jr., SUPTS. Memo No. 180, 8, Sept 2006, p. 4.

<sup>3</sup> Virginia Fitz Shea, testimony to the Fairfax County School Board, 26 April 2007.

<sup>4</sup> Title 8 of the Virginia Administrative Code, Section 20-131-200. Extracurricular and other school activities; recess.

<sup>5</sup> Title 8 of the Virginia Administrative Code, Section 20-131-5. Definitions.

<sup>6</sup> Fairfax County Public Schools School Health Advisory Committee, 2005-2006, Annual Report, p. 4.

<sup>7</sup> Andy Camarda, personal interview, January 27, 2010.

<sup>8</sup> FCPS Attachment 3—Science Narrative, Regular Meeting No. 9, December 3, 2009.

<sup>9</sup> Elizabeth T. Payne. "Re: Elementary School Schedule Issues." E-mail to the author. January 14, 2010.

<sup>10</sup> <http://www.fcps.edu/DIS/gt/school.html>

<sup>11</sup> Paula Patrick, personal interview, January 27, 2010.

<sup>12</sup> <http://www.fcps.edu/about/startingschool.htm#typicalday>

<sup>13</sup> Oscar N. Davis "Re: Teacher contract hours." E-mail to the author. February 9, 2010.

<sup>14</sup> Mark Glofka. Statement to the Fairfax County School Board, October 11, 1990.

<sup>15</sup> *Pioneers of Time*, The National Education Commission on Time and Learning, Washington, DC U.S. Government Printing Office, 1994, p. 10.

<sup>16</sup> *Beyond Tinkering: Time and Learning Task Force Final Report to the School Board*.

<sup>17</sup> *Exceeding the Goals: Gold Award Project Excel Schools, Fairfax County Public Schools, 1999-2000*, p. 12.

<sup>18</sup> *Ibid*, p. 16.

Ed.. Note: Loudoun County is misspelled in the original charts and we were not able to correct the mistake in our copy.

# Final Gasp of the Poll Tax

By Alice E. Reagan

I had “a terribly hard time figuring out how to get registered to vote in Virginia,” wrote Virginia Foster Durr in her memoir *Outside the Magic Circle* (1985). Although Durr was the wife of a prominent New Dealer, she discovered that she was not exempt from the difficulties created by Virginia’s voter registration requirements that included a \$1.50 poll tax. Even after visiting the Fairfax County registrar at his home in rural Fairfax for the third time during World War II and then trekking to the Fairfax County Courthouse to pay her \$4.50 tax, she still discovered on Election Day that she owed 27¢ interest, and her name did not appear on the voting rolls. Durr concluded that Virginia did not want her vote.

Virginia Durr, although a wealthy white woman, encountered many of the problems that other Fairfax County women did when they tried to register to vote. Part of Virginia’s Constitution since 1902, supporters claimed that the poll tax eliminated “undesirable and ignorant voters” from the commonwealth’s political system. Opponents, including Durr, who was the vice president of the National Committee to Abolish the Poll Tax (NCAPT), countered that it was an unfair burden on poor white voters, blacks and women. During the 1930s, 1940s and 1950s, Southern society still viewed women as dependent on their husbands, and even women who worked did not control their own wages because they became property of their husbands. Men who struggled to pay their own poll taxes often lacked the resources to pay their wives’ poll tax. For black women, especially if they were single, the burden was especially heavy. As late as 1949, single black women in Fairfax County earned only about \$530 per year, and by 1959 their average was still only about \$737. Not surprisingly, Durr was not alone in Fairfax in her efforts to rid Virginia of its poll tax.

On the national level, efforts to end the poll tax made little progress in the 1930s and 1940s. Although the Democratic National Committee and prominent members of the Roosevelt administration favored abolition of the poll tax during the 1930s, efforts to pass a national amendment faltered during World War II because Roosevelt feared losing support of conservative Southern Democrats. Durr admitted in her memoirs that initially her group wanted to get the vote for white Southern women, and only later acknowledged the even greater obstacles facing black women. After the war, Durr and her allies in the NCAPT found themselves under attack from McCarthy-Era anticommunists who went after

anyone who challenged the status quo. The NCAPT folded in the face of this opposition.

Despite the failure of the NCAPT, women and blacks mounted new efforts to end the poll tax. In 1950, Jessie Butler attempted to register to vote in Arlington County. She refused to pay her poll tax. Denied registration, she sued in *Butler v. Thompson* (1951). The Supreme Court refused to hear her case, upholding an appeals court decision that stated that the \$1.50 poll tax served as a way to ensure that Virginia voters demonstrated their “worthiness” to vote by being able to manage their monetary affairs. Butler’s attorney reportedly resigned from the Supreme Court bar in protest.

The poll tax in Virginia and the South faced its next challenge when the 24th Amendment (1965) to the U. S. Constitution banned the tax in federal elections. Despite this new federal policy, Virginia, Alabama, Mississippi and Texas continued to enforce the poll tax for state and local elections. An early effort to end Virginia’s tax failed in 1949 when the Harry F. Byrd machine helped defeat changes to Virginia’s Constitution. Byrd and his followers often paid poll taxes for voters in areas where they needed support. Poor Virginians—black and white—still faced financial hurdles if they wished to vote. In the end, it was a group of Fairfax County black women, along with one from Norfolk, who successfully challenged the poll tax, ending it throughout the South. In the case *Harper v. Virginia Board of Elections* (1966), Annie Harper, a retired domestic worker living on Social Security; Gladys Berry who cared for her seven grandchildren while her daughters worked to support them all; Myrtle Burr (along with husband Curtis, a construction worker) who stayed home with nine children and Norfolk’s Evelyn Butts, a seamstress whose husband was a disabled World War II veteran, stated that Virginia’s poll tax discriminated against poor voters. Represented by U. S. Solicitor General Thurgood Marshall, the plaintiffs won their case, as the court noted that poverty did not preclude voters from possessing intelligence or the responsibilities of citizenship. Virginia’s poll tax, along with the other remaining state poll taxes, was finally dead.

*Alice E. Reagan is an associate professor of history at the Woodbridge campus of the Northern Virginia Community College and a member of the Workhouse Museum Steering Committee. This article appeared in the South County Chronicle in February 2010 and is reprinted by permission.*



# Mayhew Reviews League Position and Concerns With School Budget

By Sarah Mayhew and Members of the Education Committee, chaired by Ginger Shea

*(The following is LWVFA's testimony before the FCPS Board's recent budget hearings. Aspects of this testimony were quoted in the local press.)*

The League of Women Voters is a strong supporter of public education and we know you face a tough challenge in coping with increased enrollment and a reduction in the proposed revenue for the School Operating Fund. We acknowledge that resources are probably not available to prevent many of the proposed program cuts. We looked to see if there were any places that specific funds could be freed up to eliminate some of the proposed cuts, but cannot determine this given the way that the FCPS budget materials are structured.

The League of Women Voters believes that democratic government depends upon informed and active participation in government and requires that governmental bodies protect the citizen's right to know by giving adequate notice of proposed actions, holding open meetings and making public records accessible. Although FCPS provides voluminous budget materials to the public, they do not provide a clear picture of the whole budget. We get information about some trees but not the forest. The League is also concerned that the budget does not explain the expenditures planned under the funding provided by the American Recovery and Reinvestment Act of 2009 (ARRA). We believe that all expenditures should be grouped together and explained in terms that the public can understand.

One example, under the Project Excel program, sixteen schools gave elementary students a full day on Monday. Most paid teachers, instructional assistants, librarians and counselors an extra seven percent salary for working an extra half hour each day after students went home to compensate for the lost Monday afternoon planning time. These schools also had additional resource teachers. Last year's budget eliminated the resource teachers, but other staff retained their additional pay and contract time, funded by the ARRA with a new program name: Extended Learning.

According to comments made by Deputy Division Superintendent Richard Moniuszko at the January 9, 2010, budget work session, the principals at the schools that currently have full day Mondays recommended keeping the program for FY 2011 with a reduction of the additional salary from seven to four percent. We oppose this proposal

for using funding provided by ARRA to give just some teachers, librarians, counselors, and instructional assistants a salary supplement. The money used for salary supplements should instead be used to save or create jobs for teachers according to the Virginia Department of Education first principle guiding the distribution and expenditure of ARRA funds that they "must be spent quickly to save and create jobs." ([http://www.doe.virginia.gov/school\\_finance/arra/index.shtml](http://www.doe.virginia.gov/school_finance/arra/index.shtml))

We support maintaining the full day Monday schedule in the schools that currently have this benefit by substituting a less expensive program model. Many of these have been proposed in past years by groups such as the Time and Learning Task Force, a 35-member group representing broad and diverse constituencies across Fairfax County. This task force presented options in 1996 for providing a full day on Monday for students and additional resource teachers for all schools, providing classroom teachers with larger blocks of planning time during the student day. Its proposals appeared more economical than the \$5.7 million cost of the Extended Learning program that affects only one-tenth of the elementary schools.

We do not think that decisions affecting the FCPS budget should be made by the small group of principals of schools who already have extra funding. We are further concerned that the budget itself does not explain the tentative decisions for the future of the Extended Learning Program mentioned at the January 9 work session. Is it still the best program for those select schools only given demographic changes since they were selected? If the budget is the only opportunity for the public to comment on these plans, surely the plans themselves should be explained in the budget.

We would like to note that if school budget constraints require the imposition of some activity fees in order to maintain the basic school program, the League is not opposed to charging legally permissible fees if adequate provisions are made to provide for and encourage the participation in activities by those unable to pay the fee.

The League understands that many required expenditures are not yet set and that the actual level of available resources depends on actions of the General Assembly. Thus, we anticipate that there will be many changes between now and May, and look forward to addressing you again at that time.

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# LWVNCA Celebrates the 90<sup>th</sup> Anniversary of the League of Women Voters

By Therese Martin, LWVFA Treasurer

One of the advantages of being in the National Capitol Area is the opportunity that the LWVUS periodically gives to LWVFA and other local Leagues to participate in special events and programs. On January 28, Jane Hilder, Sherry Zachry, and Olga Hernandez (representing the LWV of Virginia) and I attended a program at the National Press Club entitled: *Civic Activism: Past and Present*, that celebrated the League's 90 years of making democracy work.

LWV president Mary Wilson led off the program with a walk through the history of the League's chief activities over the past nine decades – from sponsoring the first national radio broadcast of a candidate forum in the 1920s to the launch of the national voter information Vote411.org website in the 2000s. The League's activities over the years were also celebrated in the remarks by the evening's two speakers: Madeleine Kunin and Lee Hamilton.

Lee Hamilton is president and director of the Woodrow Wilson International Center for Scholars, director of the Center on Congress at Indiana University, and has served on many advisory groups and commissions, including as

co-chair of the 9/11 Commission. His comments reflected his 34 years of service as congressman from Indiana's ninth district. He is an advocate for a strong Congress and also spoke of the need for compromise, noting that this was not happening, and that neither extreme partisanship nor a weak Congress is good for the country and the future of democracy.

Madeleine Kunin is a former governor of Vermont, ambassador to Switzerland, and Deputy Secretary of Education in the 1990s, where I recall her from my work at the department. She is now a Marsh Scholar professor-at-large at the University of Vermont and recently authored *Pearls, Politics and Power: How Women Can Win and Lead*. She immediately connected with the audience in talking about her experience as a League member becoming governor in Vermont and followed up by addressing the need for more women to run for office. She tasked us to help more women run and win. While over 50 percent of the legislators in Rwanda are women, only 17 percent of the U. S. Congress in 2009 were women.

The program was taped and will be shown on the LWVUS website ([www.lwv.org](http://www.lwv.org)). Watch for it!

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Save the Date . . .

## LWVFA Board to Discuss 2011 County Budget on March 17

Each March, staff from the Fairfax County Department of Management and Budget brief the LWVFA Board of Directors on the County's fiscal picture and advertised budget for the next fiscal year. This year, the Board invites all LWVFA members to attend the briefing, which will take place on Wednesday, March 17, beginning at 10 a.m. Because of the current recession, the budget decisions this year will be more critical and difficult than ever and are likely to have major effects on County services, including schools. The County's budget promises to be the major factor in whether the League's action priorities can be achieved. It will also affect League members' pocketbooks and the quality of life for themselves and their neighbors.

The County Executive is scheduled to release his proposed budget on February 23. It will be discussed in the press and available on the Fairfax County website ([www.fairfaxcounty.gov](http://www.fairfaxcounty.gov)). The Board hopes that members will take the opportunity to learn about the budget proposals, review League positions, attend the briefing, ask questions about proposals that concern them, and then, *as individuals*, contact their member of the Board of Supervisors to voice their opinions about the decisions that it will make this spring. The earlier that citizens call, write and e-mail their representatives, the more effective their voice.

If you have any particular issues that you would like the County staff to address at the budget briefing, send an e-mail to the LWVFA office ([league@lwv-fairfax.org](mailto:league@lwv-fairfax.org)), including "budget issues" on the subject line. The briefing is currently scheduled for the Packard Center. Let your unit chair or the LWVFA office know if you plan to attend. If warranted and we know ahead of time, the venue will be changed and publicized.

March is Women's History Month . . .

## Notable Women in Virginia

By: Bernice Colvard, League Historian

*Richmond Times Dispatch* staff writer Carrie Johnson provided this nugget: Any woman who doubted her place in post-Civil War Richmond only had to look to an editorial in the *Richmond Enquirer and Examiner* for guidance. "Women often commit the mistake of claiming for their sex what does not belong to them," the editorial said. "They claim to have as much sense as men, but this is not true. They claim to have as much integrity of character, but this is not so." Well, let's see.

Some people believe the U.S. has already seen its first woman president, **Edith Bolling Galt Wilson** (1872-1961) from Wytheville, Va. The wife of President Woodrow Wilson appeared to take over presidential responsibility after her husband's debilitating stroke in 1919. From that point she received all presidential communication, issued decisions, and spoke for him. Considered one of the "new" women (e.g., before the Wilsons' marriage she was the first Washington woman to drive herself to work in her electric car), ironically, she did not favor woman's suffrage and had never attended college or even a "finishing school."

**Teresa A. Sullivan**, 60, made history recently as the first woman president of Thomas Jefferson's "academical village," the University of Virginia (UVA), founded in 1825. She was serving as provost at the University of Michigan, one of the country's most prestigious public schools, when elected by UVA's Board of Visitors in January 2010.

As a VA Tech assistant professor in 2000, **Barbara Bunn** headed a mobile chemistry lab housed in a 53-foot trailer traveling to rural high schools in Southwest Virginia. Those schools' labs tend to be antiquated and unfit for preparing students to meet the state's Standards of Learning (SOL) requirements for graduation.

In 1976, **Peggy Lampl**, executive director of the League of Women Voters of the U.S., successfully appealed to the Federal Communications Commission to set the presidential debate format that exists today. Lampl persuaded the FCC to allow the League to sponsor a 1976 debate with a two-party format (Gerald Ford vs. Jimmy Carter) in order to bypass the "equal-time law," which would have required several minor party candidates to participate. The League

considered multiple participants unwieldy.

The first woman ever to portray Richard III in Shakespeare's play was **Kate Norris** in 1999 as a member of the Shenandoah Shakespeare Express (SSE) based in Staunton, Va. The SSE troupe brings such productions to theaters, universities, and high schools nationwide and in England. Norris graduated from VA Tech in 1994.

**Thelma May Rainwater** (1923-2009) was born in Arlington County, Va. She and her husband were entrepreneurs and partnered numerous ventures, including a restaurant and selling wooden cigar-store Indians. They started Don's Johns Inc. in Chantilly in 1964. It became very successful and now provides 5,000 units to construction sites, carnivals, family reunions, and special events such as presidential inaugurations and outdoor concerts.

A career that spanned 22 years and many parts of Virginia began when **Kimberly Lettner** entered the State Police Academy in 1985. The Spotsylvania, Va., native particularly relished her days in the motorcycle unit, which she found exhilarating. It was difficult for her to leave the State Police, but she decided to apply for the position of chief of the Capitol Police when that position opened. Lettner became their first female chief in 2007.

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## LWV-VA Council's May Meeting Scheduled for Lynchburg

The Lynchburg League will be hosting the LWV-VA Council on Saturday, May 1, 2010, at the Holiday Inn in downtown Lynchburg. Each local League is authorized to send two delegates to Council—the president (or her representative) and one other; however, any League member may attend.

The business meeting will begin at 9 a.m., preceded by a Presidents' Breakfast. In addition to adopting a budget, there will be a discussion and briefing on the Election Laws Study Consensus Questions for Part I and a special speaker for the luncheon.

For those who would like to arrive on Friday, plans have been made for dinner and a social event. More information will be in the Spring 2010 *Virginia Voter*, which will be published by the end of March.



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## **This Month's Unit Meeting Locations – Topic: Elementary School Schedules**

Members and visitors are encouraged to attend any meeting convenient for them, including the “At Large Meeting” and briefing on Saturdays when a briefing is listed. As of February 5, 2010, the locations were correct; please use phone numbers to verify sites and advise of your intent to attend. Some meetings at restaurants may need reservations.

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### **Saturday, March 6**

#### **10:00 a.m. Briefing/At Large**

##### **Unit**

Packard Center  
4026 Hummer Rd  
Annandale 22003  
Contact: Lois, 703-690-0908

### **Monday, March 8**

#### **1:30 p.m. Greenspring (GSP)**

Hunters Crossing Classroom  
Spring Village Drive  
Springfield 22150  
Contact: Kay, 703-644-2670

### **Tuesday, March 9**

#### **7:30 p.m. Vienna Evening (VE)**

Patrick Henry Public Library  
101 Maple Ave  
Vienna 22180  
Contact: Lorraine, 703-759-3651

### **Wednesday, March 10**

#### **10:30 a.m. McLean (MCL)**

Star Nut Gourmet  
1445 Laughlin Ave.  
McLean 22101  
Contact: Gail, 703-356-2851

#### **9:30 a.m. Mt. Vernon Day (MVD)**

Mt. Vernon District Gov. Center  
2511 Parkers Lane  
Alexandria 22306  
Contact: Gail, 703-360-6561

#### **10:00 a.m. Fairfax Station (FXS)**

Burke Centre Library  
5935 Fred's oak Road  
Burke 22015  
Contact: Lois, 703-690-0908

#### **12:00 noon Chantilly/Herndon (CHD)**

Sully District Governmental Ctr.  
4900 Stonecroft Blvd.  
Centreville 20151  
Contact: Susan, 703-780-3902

#### **6:15 p.m. Dinner Unit (DU)**

Yen Cheng Restaurant  
Main Street Center  
9992 Main Street, Fairfax 22030  
Contact: Tin, 703-207-4669

#### **7:30 p.m. Reston Evening (RE)**

Reston Art Gallery at Heron House  
Lake Anne Village Center,  
Reston 20190  
Contact: Lucy, 703-757-5893

### **Thursday, March 11**

#### **9:00 a.m. Reston Day (RD)**

**20816 Noble Terr. #421**

**Potomac Falls, VA**

**Contact: Betty, 703-471-6092**

#### **9:30 a.m. Fairfax City Day (FXD)**

For meeting location information  
call: Joan, 703-978-8715 or  
Bobby, 703-938-1486

#### **9:30 a.m. Springfield (SPF)**

Packard Center (Lg. Conf. Rm.)  
4026 Hummer Rd  
Annandale 22003  
Contact: Nancy, 703-256-6570  
or Peg, 703-256-9420

#### **7:45 p.m. Mt. Vernon Evening (MVE)**

Paul Spring Retirement Community  
Mt Vernon Room  
7116 Fort Hunt Road  
Alexandria 22307  
Contact: Kay, 703-765-7104

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### **Next Month . . .**

## **April 24 - Annual Meeting**

**10:00 a.m. - Mason District Gov't. Ctr.**

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The League of Women Voters of the Fairfax Area (LWVFA)  
4026 Hummer Road, Suite #214 Annandale, VA 22003-2403  
703-658-9150. Web address: www.lwv-fairfax.org

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## Time Sensitive Materials

**The LWVFA Fairfax VOTER ©  
March, 2010**

**Jane E. George, President  
Ron Page, Editor  
Liz Brooke, Coordinator**

The League of Women Voters is a nonpartisan political organization that encourages the public to play an informed and active role in government. At the local, state, regional and national levels, the League works to influence public policy through education and advocacy. Any citizen of voting age, male or female, may become a member.

## LWVFA MEMBERSHIP APPLICATION

(Dues year ends June 30, 2010.)

**Membership Category:** Individual \$65 \_\_\_\_; Household (2 persons–1 *VOTER*) \$90 \_\_\_\_; Donation \$ \_\_\_\_  
Student \$32.50 \_\_\_\_; (Coll. Attending \_\_\_\_)

**Membership is:** New \_\_\_\_; Renewal \_\_\_\_; Reinstate \_\_\_\_; Subsidy Requested \_\_\_\_

**We value membership. A subsidy fund is available, check block above and include whatever you can afford.**

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**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip + 4** \_\_\_\_\_

**Phone (H)** \_\_\_\_\_ **(W)** \_\_\_\_\_ **E-Mail** \_\_\_\_\_

**Thank you for checking off your interests:**

<input type="checkbox"/> County Govt	<input type="checkbox"/> Voting Procedures	<input type="checkbox"/> Health Care	<input type="checkbox"/> Schools
<input type="checkbox"/> Fiscal	<input type="checkbox"/> Environmental Quality	<input type="checkbox"/> Human Services	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Public Libraries	<input type="checkbox"/> Land Use Planning	<input type="checkbox"/> Judicial Systems	
<input type="checkbox"/> Transportation	<input type="checkbox"/> Water	<input type="checkbox"/> Juvenile Problems	

Mail to: LWVFA, 4026 Hummer Road, Suite 214, Annandale, VA 22003