

School Board's Adopted Budget FY 2013



Arlington Public Schools



Arlington, VA
www.apsva.us

Arlington Public Schools
Arlington, Virginia

**School Board's Adopted Budget
Fiscal Year 2013**

School Board

Abby Raphael, Chair

Emma Violand-Sanchez, Vice Chair

Sally Baird

Libby Garvey

James Lander

Superintendent

Dr. Patrick K. Murphy

BUDGET AWARD

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award to Arlington County Public Schools, Virginia for its annual budget for the fiscal year beginning July 1, 2011. This was the ninth year in a row APS received this award. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.



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Virginia**

For the Fiscal Year Beginning

July 1, 2011

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BUDGET AWARD

The Association of School Business Officials International presented its Meritorious Budget Award to Arlington Public Schools for its annual budget for the fiscal year beginning July 1, 2011. This is the third year APS has received this award.



ACKNOWLEDGEMENT

The Finance and Budget staff extends its thanks and appreciation to all senior staff, program managers, principals and support staff that helped us generate the School Board's Adopted FY 2013 Budget. Each year the budget process is challenging and exhausting, but together, our hard work helps to ensure that it is efficient and effective.

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Also contributing to this effort are Linda Erdos, School and Community Relations, J. Michael Korff, Office of the Superintendent, Pat Teske and Hildi Pardo, Instructional Technology Services, and Jim Long, Printing Services. The Finance and Budget staff appreciates their work.

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Cost Per Pupil

Budget Forecast

ADMINISTRATION

SCHOOL BOARD MEMBERS

Abby Raphael

Chair

Emma Violand-Sanchez

Vice-Chair

Sally Baird

Member

Libby Garvey

Member

James Lander

Member

SENIOR STAFF

Dr. Patrick K. Murphy

Superintendent

Margaret Gilhooley

Interim Assistant Superintendent for Instruction

Dr. Julie Crawford

Interim Assistant Superintendent for Student Services

Dr. Betty E. Hobbs

Assistant Superintendent for Personnel

Deirdra McLaughlin

Assistant Superintendent for Finance & Management Services

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Dr. Salah E. Khelfaoui

Assistant Superintendent for Information Services

Meg Tuccillo

Assistant Superintendent for Administrative Services

Linda Erdos

Assistant Superintendent for School and Community Relations





Dear Ms. Hynes:

On behalf of the Arlington School Board, I am pleased to transmit the Arlington Public Schools adopted budget for FY 2013. The budget totals \$501.4 million and reflects the continued commitment that the County Board and Arlington community place on quality public education. This community recognizes the relationship between successful public schools and the success of Arlington County. Families and businesses continue to choose Arlington as their home in part because of the excellence of our public schools. The School Board very much appreciates the County Board's investment in our students and our schools.

This budget supports the five goals of the School Board's Strategic Plan:

- Goal 1: Ensure that Every Student is Challenged and Engaged
- Goal 2: Eliminate Achievement Gaps
- Goal 3: Recruit, Retain, and Develop High Quality Staff
- Goal 4: Provide Optimal Learning Environments
- Goal 5: Meet the Needs of the Whole Child

The budget was developed in close collaboration with Arlington staff, parents, students and residents. The budget development process included a number of public forums, an online survey, public hearings and consultation with the School Board's Advisory groups. The Board received valuable input from across the community, including from the Board's Budget Advisory Council, Advisory Council on Instruction, Facilities Advisory Council, and Student Advisory Board.

A continuing challenge for Arlington Public Schools is enrollment growth. Total pre-K through 12 enrollment for FY 2013 is projected at 22,723 students, an increase of 878 students over FY 2012 actual enrollment. The approximate cost of this growth for staff and relocatable classrooms is more than nine million dollars. Changes to the Virginia Retirement System (VRS) mandated by the General Assembly also required significant expenditures in this budget. On behalf of the School Board, I want to thank the County Board for its consideration of our request to provide additional compensation for our staff to limit the negative effect of the VRS changes on employees' take-home pay. We appreciate the County Board's decision to provide additional funding for this purpose.

The School Board values the collaboration with the County Board on a variety of issues, including the budget. As we continue budget discussions for the FY 2014 budget, we know that both County Government and the Schools will face challenges. We are confident that by working together, we will continue to invest in our students and schools to promote their success, and the success of Arlington County.

Sincerely,

Abby Raphael
School Board Chair, FY 2012

BUDGET AT A GLANCE

Expenditure Highlights

The FY 2013 Adopted budget totals \$501.4 million, an increase of \$26.4 million or 5.55% compared with the FY 2012 Adopted budget.

Salary and benefit costs account for 77.3% of the total budget and 87.5% of the School Operating Fund.

School-based positions were 90.4% of total School Operating Fund positions in FY 2012, according to Washington Area Boards of Education (WABE) data.

Funding has been provided for:

- An additional 89.0 positions plus materials and supplies for an increase of 478 students from FY 2012 projected to FY 2013 projected enrollment
- An increase in the Virginia Retirement System (VRS) contribution rates for retirement, group life insurance, and retiree health care credit for FY 2013
- A 2.68% compensation adjustment for eligible employees as well as a 5% compensation increase as a result of the VRS '5 for 5' swap
- Increased debt service based on the Spring 2012 bond sale
- Additional Other Post-Employment Benefits (OPEB) funding to fully fund the Annual OPEB Cost
- Additional funding for 3.25 positions and non-personnel costs to continue current services based on contractual obligations and prior commitments
- Approximately \$15.1 million in local, state and federal grants

Instructional investments in the FY 2013 budget address the four areas in the School Board's budget direction. These investments total \$5.4 million and 28.80 positions and include:

- Additional ESOL/HILT teachers for dual-identified students
- Funding for the Hoffman-Boston proposal
- Technology needs including assistive technology, instructional computer replacement, data warehouse, substitute calling system upgrade, and STARs upgrade
- Partial science textbook adoption
- Converting the Arlington Mill high school continuation program to a school
- A dedicated Instructional Technology Coordinator for Stratford
- Implementation of an exemplary project at Taylor
- Increased opportunities for professional learning

- Funds to continue the Community Schools and Even Start programs after loss of grant funding
- Continued implementation of formative assessment programs
- Additional learning opportunities for middle and high school students
- Funding to return the Planetarium to full-time use
- Additional Substance Abuse Counselor
- 0.5 Minority Achievement Coordinator for an elementary pilot
- Funding to create a testing audit team
- Funds for parent and community outreach services
- Funds to implement the Transportation Study recommendations
- Funds for reviews of planning factors and job classification specifications

Revenue Highlights

County revenue increases by \$21.6 million in FY 2013 due to the 6.6% increase in real estate tax assessments. Re-estimated revenue increases slightly (\$147,425).

Beginning balance, or carry-forward, increases \$1.4 million or 14.2% due to the large increases in the VRS contribution rates which required greater funding from reserves than in FY 2012.

State revenue increases \$2.8 million or 5.5%, primarily due to increased enrollment and Sales Tax.

Federal revenue decreases \$0.2 million or 1.6%, primarily due to anticipated decreases in funding for the Title I and IDEA programs.

Local revenue from fees, charges, and grants is expected to increase by \$0.6 million or 4.1% for FY 2013 based on increased participation in those programs generating fees.

Enrollment Trends

Total pre-K through 12 for FY 2013 is projected to be 22,723, a projected increase of 878 students over FY 2012 actual enrollment.

Free and reduced price lunch enrollment was 32% of the population in FY 2010 and FY 2011 and 31% in FY 2012.

ESOL/HILT enrollment was 18% of the population in FY 2010 and FY 2011 and 17% in FY 2012.

Special education enrollment was 15% of the population in FY 2010, 14.5% in FY 2011, and 15% in FY 2012.

ARLINGTON PUBLIC SCHOOLS OVERVIEW

Students and Schools

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 21,841 pre-K through grade 12 students come from around the world and speak more than 98 languages. We operate more than 30 schools and programs designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern Virginia, directly across the Potomac River from Washington, D.C., and encompasses 25.8 square miles of land.

Academic Standards are high in Arlington's schools. Students consistently score well above state and national averages on standardized tests, including the SAT, which is taken by 73 percent of Arlington high school seniors as compared to 47 percent nationally. The Arlington average for combined verbal and math SAT scores in 2010-2011 was 1094. The average for the Commonwealth of Virginia was 1021 and the national average was 1011.

Governance

The Arlington County public school system is directed by an elected five-member School Board. School Board members serve staggered four-year terms in a sequence similar to that of County Board members. The Superintendent of Schools is appointed by the School Board for a four-year term.

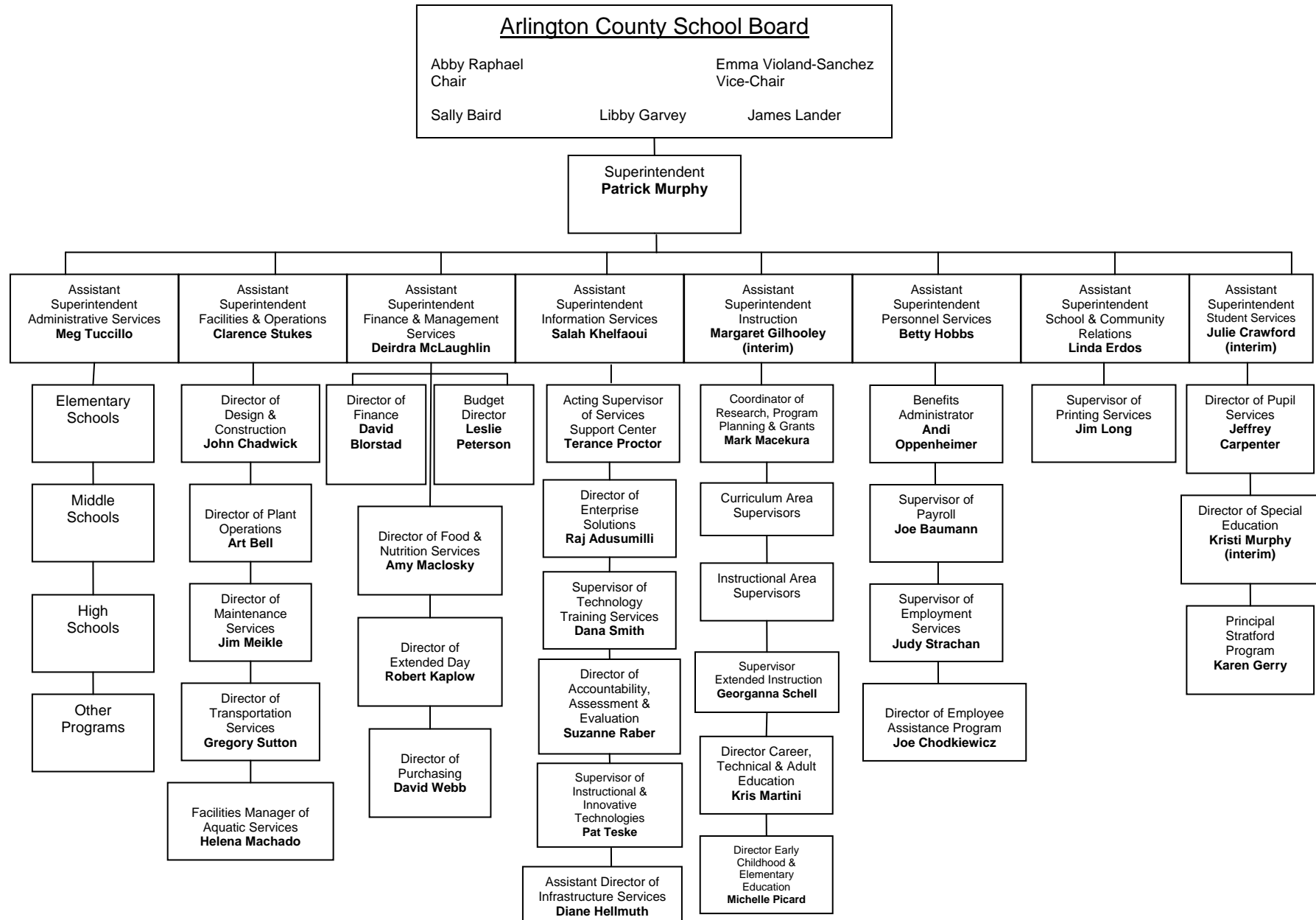
The School Board functions independently of the County Board but is required to prepare and submit an annual budget to the County Board for its consideration. The cost of operating the public schools is met with an appropriation and transfer by the County Board from the County's General Fund as well as aid from the State and from the Federal government. As a fiscally dependent entity, the School Board can neither levy taxes nor incur indebtedness under Virginia law, so the local costs of the school system are provided by appropriation from the General Fund of the County. The funds necessary to construct school facilities are provided by capital appropriations from the General Fund of the County or by general obligation bonds approved by Arlington voters and issued by the County.

Economic Overview and Outlook

Fiscal Year (FY) revenues reflect modest growth in the Northern Virginia economy. Arlington's calendar year (CY) 2012 real estate assessments are up 6.6 percent over CY 2011 levels, reflecting continued gains in commercial real estate values. Strong growth in the commercial sector is helping to bolster residential real estate assessments that are inching upward. CY 2012 commercial assessments increased 13.5 percent over CY 2011, in part a reflection of a stable supply and high demand for commercial property and continued low office vacancy rates over the past year. The residential property assessment base increased 0.7 percent. Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to grow 4.2 percent in the aggregate. Local fees and service charges are anticipated to increase 3.4 percent in the aggregate. Revenue from the Commonwealth is projected to decrease one percent in FY 2013, while revenues from the federal government are anticipated to decrease 5.6 percent, primarily due to reduced support for housing, health and human services, and BRAC efforts.

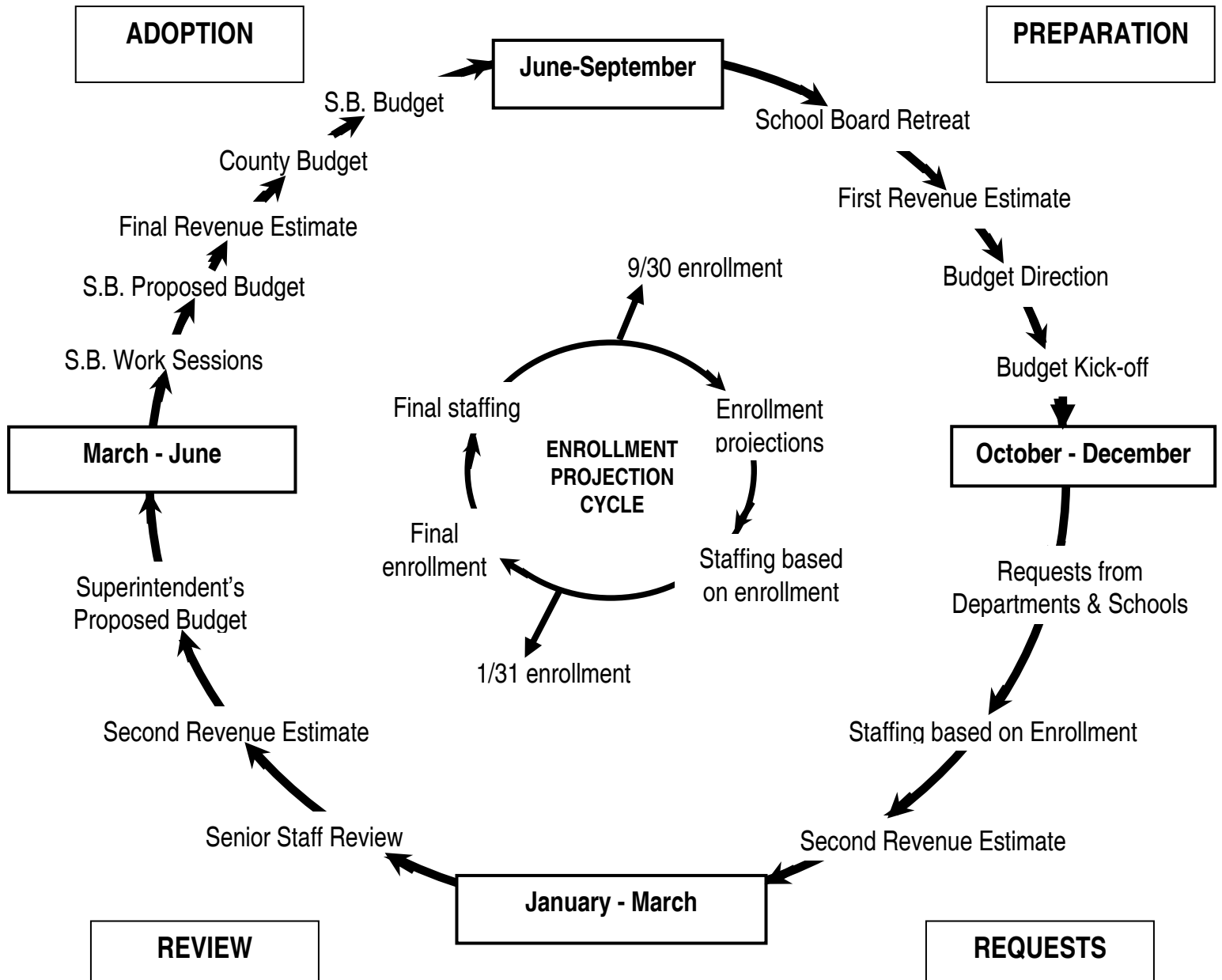
For the FY 2013 Budget, General Fund tax revenues are forecast to increase by 6.3 percent. Other taxes combined are forecast to increase 4.2 percent in FY 2013. Personal property tax (including business tangible tax) is expected to increase a modest five percent, reflecting an improvement in vehicle values over the past year and growing business tangible tax receipts. Sales tax (up 4.5%) and meals tax (up 9.0%) are budgeted to realize solid gains percent over FY 2012 adopted levels as consumer spending activity continues to strengthen. Business, Professional and Occupational License Tax is projected to increase a more modest three percent.

ORGANIZATIONAL CHART



BUDGET DEVELOPMENT PROCESS

The budget process for Arlington Public Schools spans thirteen months, from process review and policy guidance through distribution of the adopted budget documents. The following diagram shows the process beginning in June with a debriefing of the most recently completed budget process, to June in the following year with the distribution of the final adopted budget. While it is not specifically shown in this diagram, the community and staff are engaged throughout the process.



Throughout the fall and early winter, in an effort to actively solicit input from the community and stakeholders, a number of meetings were held with both staff and community members. A number of the recommendations received during these meetings are reflected in the adopted budget.

BUDGET DEVELOPMENT CALENDAR

FY 2013 BUDGET CALENDAR

Aug - Jan 2011	APS reviewed budget requests and gathered community and employee feedback
February 23, 2012	Superintendent presented FY 2013 Superintendent's Proposed Budget
February 23, 2012	School Board conducted budget work session
February 28, 2012	School Board conducted budget work session
March 7, 2012	School Board conducted budget work session
March 13, 2012	School Board conducted budget work session
March 15, 2012	School Board conducted budget work session
March 20, 2012	School Board held public hearing on budget
March 22, 2012	School Board adopted FY 2013 School Board Proposed Budget
March 22, 2012	County Board held public hearing on tax rate
March 29, 2012	School Board presented budget to County Board
April 12, 2012	School Board held public hearing on budget
April 24, 2012	County Board adopted the FY 2013 Budget and Appropriations Resolutions for County government, public schools, and Pay-As-You-Go Capital; adopted the CY 2012 real estate tax rate and other FY 2013 taxes and fees
April 26, 2012	School Board approved the FY 2013 School Board Adopted Budget
June 19, 2012	School Board approved the FY 2013 School Board Revised Adopted Budget
July 1, 2012	FY 2013 began

THE STRATEGIC PLAN

Every six years Arlington Public Schools, under the guidance of the School Board, develops a new Strategic Plan that represents Arlington's vision for education and plans for monitoring progress on goals. In June 2010, APS staff outlined an overall process for developing the 2011-2017 Strategic Plan. The steps followed in developing this plan are described below.

A Steering Committee comprising 26 members from all sectors of the Arlington community first met in November 2010. The Committee was charged with developing the next strategic plan by the School Board and the Superintendent.

The Committee began its work by holding a series of forums from November through January, to gather ideas on four topics that Robert Ewy, author of *Stakeholder-Driven Strategic Planning in Education*, recommends inform any school district's strategic planning process:

- Greatest challenges and issues facing the district,
- Skills and abilities students must master to be successful,
- Measures or evidence used to evaluate the district, and
- Financial priorities.

Based on information gathered at these forums, which were attended by community members, staff and students, the Steering Committee developed a brief survey to determine the most important priorities that should be the focus of the next plan. Available in both English and Spanish, and open for community response, the survey included close-ended questions in the same four areas that were the basis of discussion at the forums, with the most frequently heard ideas as response choices for each question.

During February and March, Steering Committee members met with more than 50 APS stakeholder groups (e.g., advisory committees, PTAs, civic associations, student organizations, interest and advocacy groups) to provide a brief overview of the strategic planning process and administer the survey. The Steering Committee met in late March to examine the survey results and consider previously reviewed documents that might inform the development of the 2011-17 strategic plan.

Based on this information, the Steering Committee worked on a draft of the 2011-17 strategic plan goals and priorities at sessions held in March and April. The resulting draft of the goals and priorities was translated into Spanish and reviewed at two public forums in April for additional community feedback.

In early May, Steering Committee members also shared this draft at the Multicultural Parent Conference in the six languages most commonly spoken in APS (English, Spanish, Amharic, Arabic, Bengali, and Mong). During May and June, the Steering Committee convened four times to review input from these forums, analyze current school division data, and consider the strategies and indicators proposed by Senior Staff. These sessions resulted in a draft document that detailed strategies, desired outcomes, and data sources in each of five proposed goal areas:

THE STRATEGIC PLAN

- Goal One: Ensure a Challenging and Engaging Education for All Students
- Goal Two: Eliminate Achievement Gaps
- Goal Three: Recruit, Retain, and Develop Exemplary Staff
- Goal Four: Provide Optimal Learning Environments
- Goal Five: Strengthen Support Services to Meet the Needs of the Whole Child

The Steering Committee Co-Chairs presented this document, reflecting the Committee's six months of work, to the School Board for their consideration in June 2011. The School Board and Senior Staff continued to work over the summer months on the strategic plan and in particular on the performance measures to be used to gauge the division's progress. The final plan was adopted by the School Board September 22, 2011.

Goal One: Ensure that every student is challenged and engaged

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21st Century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

The most important components of a challenging and engaging education are:

- ◆ Early foundational skills of reading, writing, and mathematics;
- ◆ Science, technology, engineering, and advanced mathematics (STEM);
- ◆ Advanced communication techniques in reading, writing, speaking, and active listening; world language acquisition; technology; and the arts;
- ◆ Twenty-first century skills, best described as critical thinking skills in all subject areas, including problem-solving, decision-making, data analysis, negotiation, and research and information analysis to support life-long learning;
- ◆ Character development including ethics and ethical behavior and the ability to understand and work with people from different cultural and language backgrounds; and
- ◆ Life skills of teamwork and collaboration, time management, setting goals, community service, consumer and financial management, and appreciation of the fine and performing arts.

Goal Two: Eliminate achievement gaps

All Arlington Public Schools students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

The most important components in eliminating achievement gaps are:

- ◆ All stakeholders have high expectations for students—the School Board, administration, teaching and support staff, parents, and students.
- ◆ Students are provided clear and challenging learning targets.
- ◆ Students engage in a variety of opportunities to demonstrate their levels of understanding.
- ◆ Students take part in effective and dynamic classroom instruction that is differentiated according to their particular academic needs, interests, and learning preferences.

THE STRATEGIC PLAN

Goal Two: Eliminate achievement gaps (continued)

- ◆ Staff and students understand and respect the cultures, norms, beliefs, ideas, and feelings of others.
- ◆ Parents and guardians are informed, supported, and encouraged to be effective partners in their children's education.
- ◆ The responsibility for eliminating achievement gaps is shared with schools, parents, and the larger community. APS actively collaborates with parents and the community to meet the needs of all students.

Goal Three: Recruit, retain, and develop high quality staff

Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.

The most important functions that APS will perform to recruit, retain, and develop high quality staff are:

- ◆ Attracting and hiring highly qualified candidates to enhance its effective and diverse staff and meet all student needs;
- ◆ Motivating and developing highly qualified staff members in ways that make them feel supported, valued, productive, and successful;
- ◆ Applying systems and practices for recruitment, retention, assessment, and evaluation; compensation and benefits; and learning and development that strengthen the ability to hire and retain a highly qualified, diverse staff; and
- ◆ Providing professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

Goal Four: Provide Optimal Learning Environments

Arlington Public Schools provides the necessary resources and facilities to sustain excellence.

The most important actions of APS to create optimal learning environments are to:

- ◆ Manage resources efficiently and effectively to enhance teaching and learning;
- ◆ Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- ◆ Create vital and engaging, technology-rich learning environments;
- ◆ Manage the effects of growth to ensure that all students, teachers, and staff have access to quality facilities, resources, and instructional programs;
- ◆ Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- ◆ Feature flexible designs that allow students, teachers, and other staff to re-configure spaces with minimal cost to meet the needs of specific populations; and
- ◆ Include environmental stewardship in decision-making, by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and sustainable.

THE STRATEGIC PLAN

Goal Five: Meet the needs of the whole child

Arlington Public Schools will nurture students' intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

The most important functions to strengthen support services include:

- ◆ Promoting the development of internal and external assets in students;
- ◆ Developing dynamic partnerships between parents and schools, including the implementation of parent education and training to cultivate their involvement;
- ◆ Incorporating comprehensive physical, mental health, and wellness services;
- ◆ Implementing and enforcing the anti-bullying policy and procedures system-wide; and
- ◆ Maintaining internet safety and social media policies and procedures, and expanding opportunities to ensure that students have knowledge of and practice accepted norms, rules, and laws of being a responsible technology user.

The budget represents the financial expression of the Strategic Plan by explicitly tying resource allocations to the achievement of the plan goals. In this way, the School Board helps to attain the expectations of the community for the public schools.

Each year, the School Board adopts a budget framework that is grounded in the Strategic Plan. The School Board and senior staff developed Budget Standards and Guiding Principles to guide the development of the FY 2011 and FY 2012 Budgets. These same standards and guiding principles were again adopted by the School Board to guide the development of the FY 2013 Superintendent's Proposed Budget. The Budget Standards respond to the new Strategic Plan with a focus on the needs of APS in the upcoming year. These Budget Standards were used as the foundation in budget discussions with the County, staff and the community during the development of the budget. In addition to the Budget Standards, the School Board also adopted a Budget Direction for FY 2013, which was used to focus on specific areas when developing the Superintendent's Proposed Budget.

The following FY 2013 Budget Standards and Guiding Principles and FY 2013 Budget Direction were adopted by the School Board on September 8, 2011.

PERFORMANCE HIGHLIGHTS

Achievement Measures

- 91.5% of our 2011 graduates planned to seek higher education upon graduation.
- 61.0% of graduates in 2011 received an advanced or International Baccalaureate diploma.
- Arlington students continue to earn recognition as National Merit Scholarship Semifinalists, with 14 semifinalists in 2006, 23 in 2007, 17 in 2008, 18 in 2009 and 28 in 2010 and 24 in 2011.
- High percentages of Arlington Public School graduates continue to take the Scholastic Aptitude Tests (SAT). Participation in Arlington was 73% in 2011, compared to 50% nationally.
- Arlington's combined 2011 SAT score (critical reading, writing and math) was 1623, which is 107 points higher than the Virginia average and 123 points higher than the national average.
- 42% of APS high school students took one or more Advanced Placement or International Baccalaureate courses in 2011.
- There has been a steady increase in the number of students taking Advanced Placement exams. A total of 4202 exams were taken in FY 2011, an increase of 42% over five years ago, and there were 758 more 3-5 scores (generally considered by colleges as worthy of credit), an increase of 44% over five years ago.
- Between 2006 and 2011, the SOL pass rates for Black students increased 7 percentage points; the gap between Black and White students decreased 5 percentage points. During the same time period, Hispanic SOL pass rates increased 6 percentage points; the gap between Hispanic and White students decreased by 4 percentage points. (numbers are same as last year)
- In fall 2010, 95% of kindergarten students met the fall K PALS benchmark, an increase of 7 percentage points since fall 2006. Black and Hispanic students experienced the largest gains, increasing 5 percentage points to 92% and 22 percentage points to 89%, respectively since fall 2006.
- SOL pass rates for students with disabilities increased 3 percentage points from 2009 to 2011.
- The Intelligent Community Forum named Arlington as one of seven finalists in its 2010 Top 7 Intelligent Communities of the Year program.
- Barrett Elementary School received the James B. Hunter Human Rights Award from Arlington County.
- Apple Inc. selected Jamestown Elementary School as an Apple Distinguished Program for the 2011-12 school year. Jamestown is one of 49 schools nationwide recognized by Apple.

PERFORMANCE HIGHLIGHTS

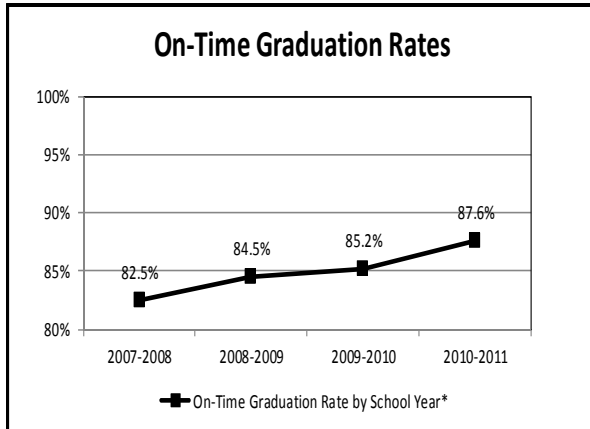
Achievement Measures (continued)

- In the 2009 Customer Satisfaction Survey (School Climate)
 - ✓ 88% of students agreed or strongly agreed that they feel safe at school.
 - ✓ 84% of students agreed or strongly agreed that their teachers expect them to do well at school.
- In the 2009 Customer Satisfaction Survey (Community, Parents and Teachers Grade the System)
 - ✓ 94% of parents gave APS a grade of A or B compared to 46% of parents on the national Phi Delta Kappa/Gallup poll. 57% of parents gave APS an A compared to 12% of those grading their schools on the national survey. 91% of community members who gave an opinion, gave APS an A or B. 98% of teachers graded APS A or B.
 - ✓ 86% of parents felt that their dollars are being well spent in the school system and 63% of community members indicated their agreement.
- APS received District Accreditation from SACS/CASI (now known as AdvancED) for 2009 through 2014.
- All four Arlington high schools ranked in the top one percent of high schools in the nation according to the 2011 *Washington Post's* High School Challenge Index.
- The Virginia Board of Education recognized Oakridge Elementary School as a "Title I Distinguished School".
- Four Arlington schools received the 2011 Governor's Award for Educational Excellence, the highest honor under the Virginia Index of Performance incentive program.
- Six additional Arlington schools were recognized by the Virginia Board of Education through the VIP incentive program for meeting all state and federal accountability benchmarks and for increased student achievement and expanded educational opportunities.
- To date, 150 Arlington teachers have earned National Board Certification. That represents 7.5% of Arlington teachers, the third highest in Virginia.
- Washington-Lee High School and the Reed/Westover School both received LEED gold certification.
- Arlington Public Schools earned a Platinum Certification as a Virginia School Board Association (VSBA) Certified Green Schools Division. APS also received third place in the category of school division serving more than 10,000 students in the 2011 VSBA Green Schools Challenge.
- Claremont Elementary School received the Governor's Nutrition and Physical Activity Gold Award.
- Wakefield High School teacher Colette Fraley was named 2010 Region IV Teacher of the Year.

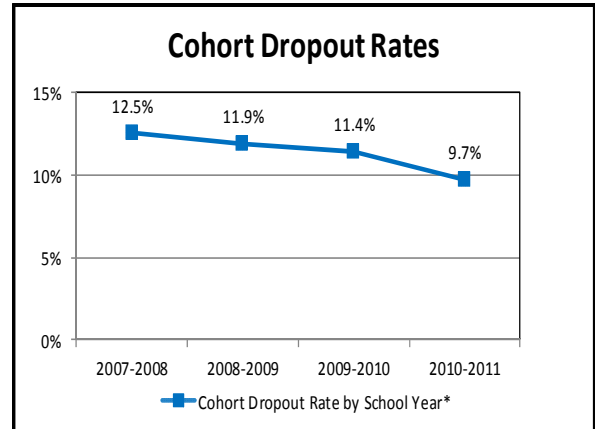
PERFORMANCE HIGHLIGHTS

Achievement Measures (continued)

- The last six bond referenda (including the 2010 bond) totaled \$435,761,500 and have funded renewal and/or expansions at thirteen schools, the replacement or reconstruction of three schools, renovation of one administrative site, construction of one entirely new school, funds for reconstruction of Yorktown and Wakefield High Schools, capital needs work for Jefferson Middle School and the Career Center, HVAC and roofing improvements, and installation of fiber cable in support of APS technology system.
- The On-Time Graduation Rates and Cohort Dropout Rates for the past four years are shown below.



*The On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.



*The Cohort Dropout Rate is the percentage of students who have not earned a Board of Education-approved diploma, GED or Certificate of Completion and are no longer in school, within four years of entering high school for the first time.

To review additional performance highlights, various reports may be found on the Arlington Public Schools website using the following links:

WEB LINKS

2009-2011 SOL Results:

www.apsva.us/SOLtestresults

2011 – 2017 Strategic Plan:

www.apsva.us/strategicplan

2011 – 2017 Strategic Plan Indicators Dashboard:

www.apsva.us/dashboard

2005 – 2011 Strategic Plan/2010 – 2011 Results on the Indicators:

http://www.apsva.us/2010-11results_onthe_indicators

2009 Community Satisfaction Survey Results:

www.apsva.us/cssresults

FY 2013 – FY 2022 Capital Improvement Plan (CIP):

www.apsva.us/budget/cip

FY 2013 BUDGET STANDARDS AND GUIDING PRINCIPLES

The Arlington Public Schools FY 2013 Budget will respond to strategic plan goals and ensure that a) fiscal, human, and physical resources are used effectively, efficiently, and responsibly; b) APS acts in an environmentally-responsible manner; and c) APS complies with all federal and state laws. Funds proposed for expenditure in the Superintendent's Proposed Budget will focus on meeting the following six standards below, using the principles listed as factors in determining the funding levels to support programs and activities. The development of the budget will:

- Base short- and long-term decisions on updated three-year forecasts of revenues and expenditures;
- Undertake a systematic review of ongoing and proposed expenditures;
- Identify efficiencies and streamline operations; and
- Consider recommendations from 2010-2011 citizen advisory council reports.

This document was compiled in partnership with the APS School Board, Superintendent, and Senior Leadership.

Standard #1: Achievement Gap, Cultural Competence, and Rising Achievement for All

(Strategic Plan Goal #1: Ensure That Every Student is Challenged and Engaged, and Strategic Plan Goal #2: Eliminate Achievement Gaps)

As a first priority, the budget will support activities that focus on high levels of achievement by all students and that eliminate as predictors of achievement such variables as race, dominant language, disability, and income. The budget will reflect system-wide goals that encourage and support high-quality instruction and classroom interaction; provide equitable access to opportunity; and involve parents in the education of their children.

Guiding Principles

- A. All APS students shall experience success.*
- B. APS focuses instruction by identifying and monitoring student progress.*
- C. Teachers are empowered and supported to enhance student learning.*
- D. Staff members have high expectations and take responsibility for student achievement.*
- E. Staff is culturally competent.*
- F. All parents are viewed as partners in the education of their children.*
- G. Student learning is aligned with curriculum, instruction, and assessment.*

FY 2013 BUDGET STANDARDS AND GUIDING PRINCIPLES

Standard #2: Effective Communications

(Strategic Plan Goal #5 – Meet the Needs of the Whole Child)

The budget will support a systematic two-way communication process both inside and outside the school system; stimulate a greater understanding of the role, accomplishments, and needs of the Arlington Public Schools; and encourage a dialogue to help APS identify and respond to the needs of the communities it serves.

Guiding Principles

- A. *Decision-making is enhanced by dialogue with the entire community.*
- B. *An informed and engaged community supports APS and actively supports APS students.*
- C. *Effective communication increases parental involvement and improves student achievement.*
- D. *Efforts focus on communities that are currently underrepresented in APS dialogues.*

Standard #3: High Quality and Diverse Staff (Strategic Plan Goal #3: Recruit, Retain and Develop High Quality Staff)

The budget will support initiatives that enhance and provide a high-quality work force, including attracting a diverse applicant pool that reflects our student body. It will ensure that APS has a competitive advantage through the Teacher Excellence Initiative, professional development for all staff members, and other staff support programs.

Guiding Principles

- A. *All students are taught by teachers certified in the field they are assigned to teach.*
- B. *Teachers and staff demographics reflect the diversity of the overall student population.*
- C. *Professional development opportunities are provided to all instructional and support staff members.*
- D. *APS provides a competitive advantage to attract and retain a high-quality staff.*
- E. *All APS staff members are evaluated to ensure effectiveness and accountability to school division philosophy and goals.*

Standard #4: Learning and Working Environments (Strategic Plan Goal #4: Provide Optimal Learning Environments)

The budget will provide high-quality, safe, efficient, and environmentally-friendly facilities for the current and projected enrollment and work force.

Guiding Principles

- A. *APS maximizes the efficient use of all facilities and operations/services.*
- B. *Learning and work are enhanced through well-maintained, safe, and full-functional facilities.*
- C. *APS facilities promote an appreciation for and attention to the environment.*
- D. *APS facilities are designed and built to standards that provide equitable opportunities for students and staff members.*

FY 2013 BUDGET STANDARDS AND GUIDING PRINCIPLES

Standard #5: Responsive Education and Healthy Learning Environment (Strategic Plan Goal #5 – Meet the Needs of the Whole Child)

The budget will provide school experiences that respond to each student's talents, interests, and challenges. Activities include those that afford individualized educational experiences and increase student developmental assets¹ while ensuring safe and supportive learning experiences.

Guiding Principles

- A. *Instruction is differentiated to maximize student learning.*
- B. *Students are prepared to work in a global society.*
- C. *Access to student achievement data assists student monitoring and drives instructional decision-making.*
- D. *Students are supported in making informed decisions about their short- and long-term plans.*
- E. *Students develop the skills and relationships necessary to lead healthy and productive lives.*
- F. *Students learn Twenty-first Century Skills, such as collaboration, problem-solving, and working in a virtual environment.*

Standard #6: Technical Infrastructure and Information Systems (Strategic Plan Goal #4 – Provide Optimal Learning Environments)

The budget will create and maintain the physical and digital infrastructure required to sustain the efficient operation of the school system. It will provide systems and services, including network systems, hardware, and software, that promote academic achievement, efficient administrative structures, and maximize school resources.

Guiding Principles

- A. *Productivity and learning are enhanced through the use of Twenty-first Century Tools.*
- B. *Enterprise systems promote effective and efficient use of resources across the division.*
- C. *Data are accurate, reliable, and secure.*
- D. *Information systems are scalable, replicable, and redundant.*

¹ The Developmental Assets are 40 common-sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. Grounded in extensive research in youth development, resiliency, and prevention, the Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.

FY 2013 BUDGET DIRECTION

The School Board establishes annual priorities to assist in keeping the Board's work focused, effective and aligned with our Strategic Plan goals. In addition, the Board provides direction to APS staff in development of the following year's budget. In preparation for the FY 2013 budget, the Board recognizes that APS priorities must be considered in the context of the needs of Arlington County as a whole and must be fiscally and environmentally sustainable. The Board's priorities for FY 2012 and budget direction for FY 2013 are as follows:

Student Achievement and Success

Consistent with the Strategic Plan goals to ensure a challenging and engaging education for all students, to eliminate achievement gaps, and to meet the needs of the whole child, the Board will focus on student achievement and success that lead to graduation and post-secondary educational opportunities. This will include:

- Review of efforts to increase enrollment in intensified, Advanced Placement, International Baccalaureate, and dual enrollment courses and reduce gaps in enrollment for these courses;
- Review of Strategic Plan indicator data, graduation rates, and drop-out rates with an emphasis on actions that can be taken to improve in these areas;
- Review of proposed indicators for the new Strategic Plan;
- Strengthening communication with families and the community so that they can be informed, engaged and active partners with APS; and
- Consideration of how instructional time (length of the school day, school calendar, use of teacher time, etc.) affects achievement and success.

Strategic Planning for Enrollment Growth

The Strategic Plan goal to provide optimal learning environments recognizes that such environments contribute to student achievement and success. In preparation for adoption of its Capital Improvement Plan in June, the Board will:

- Evaluate options to address enrollment growth estimated at five percent per year through 2016 using criteria established by the Board; and
- Consider class size, admissions policies, boundaries and other factors when reviewing options to increase APS capacity, while promoting student achievement and success.

Teacher and Staff Quality

For APS to provide a challenging and engaging education for all students, it must achieve the Strategic Plan goal to recruit, retain, and develop exemplary staff. The Board will:

- Consider professional learning and training, focused on student academic needs, development of instructional knowledge and practices, and succession planning;
- Consider efforts to recruit exemplary staff that better reflect the demographics of our student population;
- Consider adjustments to salary scales for employees to ensure competitiveness in recruitment and retention; and
- Revise the current teacher evaluation policy to be consistent with recently-enacted state law establishing new standards for teacher evaluation, and in particular that student achievement be considered in teacher evaluation.

Evaluation and Accountability

The Board is committed to continuous improvement in a cost-effective manner to assist in achieving each of our Strategic Plan goals and will:

- Review the status of evaluations involving math, English/language arts, world languages, the Office of Minority Achievement, ESOL/HILT, and services for students with special needs;
- Consider the Superintendent's proposed plan for Hoffman-Boston Elementary School; and
- Review reports on the progress of the State Efficiency Review, the evaluation of transportation, and the continuing work on process management and performance.

BUILDING THE FY 2013 BUDGET

Throughout the development of the School Board's Adopted Budget FY 2013, the focus was on the four areas in the School Board's Direction:

- Student Achievement and Student Success
- Strategic Planning
- Teacher and Staff Quality
- Evaluation and Accountability

Staff ensured that those items currently in the base budget focused on these areas, and the base budget was reviewed and modified to maintain current services and address the changes occurring at APS, specifically the rapidly growing student population.

In building the budget, anticipated changes in revenue and expenditures and the policies that govern them are taken into consideration. Over the last several years, APS has faced many fiscal challenges. In response, the division worked diligently to save where possible and reduce expenditures without jeopardizing the ability to meet the School Board's Strategic Plan goals. In taking the actions necessary to balance the budget during the last few years, only reductions resulting in minimal impact to classroom instruction were taken. As indicated below in the Revenue Section, savings from prior years provide funds to help offset the increasing expenditures in FY 2013. Even with increased revenue, real challenges remain in large part due to increasing student enrollment and also because expenditures that were deferred in prior years cannot continue to be deferred.

State funding assumptions included in the adopted budget are based on the General Assembly's adopted 2012-2014 biennial budget.

BUILDING THE BUDGET - REVENUE

<i>FY 2012 Adopted Budget – Revenue (All Funds)</i>	<i>\$475.1</i>
	(\$ in millions)
Less:	
– County Revenue – One-Time	\$(6.8)
– Other Federal	(0.2)
– APS Reserves Used in FY 2012	(6.5)
Plus:	
– APS Reserves from Prior Year Savings	\$8.0
– County – On-Going Funds	21.6
– County – One-Time Funds	6.9
– State	2.8
– Local	0.6
<i>School Board's Adopted Budget FY 2013</i>	<i>\$501.4*</i>
*Does not total due to rounding.	

BUILDING THE FY 2013 BUDGET

County Revenue – One-Time

\$(6.8)

One time revenue from local taxes available for FY 2012 is removed in FY 2013.

Federal Funds

\$(0.2)

The Grants and Restricted Programs Fund includes most of the programs funded with federal money. These resources are decreasing in FY 2013 and in some cases, the federal government has eliminated funding for entire programs. As a result of declining federal funds, APS will either modify programs or fund them locally.

APS Reserves Used in FY 2012

(6.5)

APS reserves that were used in FY 2012 to help offset VRS and other known increases in the budget such as debt service are removed in FY 2013 as they are a one-time revenue source.

APS Reserves from Prior Year Savings

\$8.0

When the School Board adopted the FY 2011 budget, funds were set aside to help offset anticipated increases in the required contribution to the Virginia Retirement System (VRS). Of the remaining VRS reserve funds, this budget will allocate \$6.0 million to partially offset the anticipated increase in VRS rates included in the Governor's proposed 2012-2014 budget. In addition, reserves were set aside to help offset anticipated increases in debt service and \$2.0 million is used in the FY 2013 budget.

County Revenue – On-Going

\$21.6

A revenue sharing agreement between the County and APS has been in place since FY 2002 and allows the Schools to share local tax revenues. Historically, the agreement has been a collaboration between the two governing Boards that served to provide the Schools and the County with a consistent and stable forecast of revenue for annual fiscal planning. The agreement has undergone several revisions. The first was in FY 2006 to reflect fluctuations in student enrollment. The method for adjusting the agreement for student growth was changed again in during the development of the FY 2011 budget. In FY 2012, the County elected to depart from the previous calculations and proposed an allocation of 46.1 percent of total local tax revenue to the Schools. The basis of this allocation was to equal to the percentage share of total local tax revenue the Schools received in FY 2011.

The Superintendent's Proposed Budget was developed based on a revenue sharing agreement in which the County committed to transfer 46.1 percent of local tax revenue and APS committed to make a good faith effort to develop a budget within the County's stated transfer. It was, however, also agreed that if the transfer was not adequate to meet the needs of the Schools, the School Board would request additional funding similar to other County agencies. During the budget approval process, the School Board requested and was granted additional funding, achieved through a tax increase. The County also received a tax increase that was not to be shared with the Schools. The net effect of the additional funding for Schools and the additional revenue for the County is the Schools receiving 45.8% of local tax revenue for FY 2013 rather than 46.1%.

County Revenue – One-Time

\$6.9

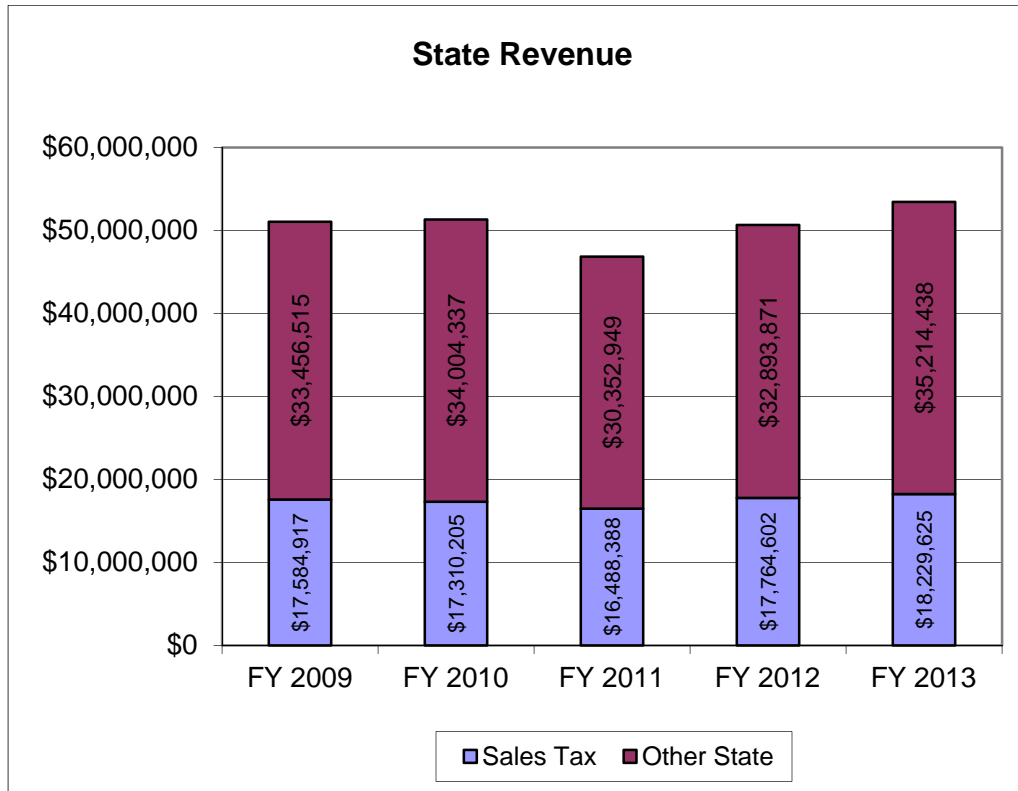
At the end of the calendar year when real estate taxes are collected, the County allocates APS' share of current year revenue; the County has advised that additional re-estimated revenue from local taxes from FY 2012 will be available for FY 2013. These funds will be used for one time expenditures in accordance with School Board policy.

BUILDING THE FY 2013 BUDGET

State Revenue

\$2.8

The General Assembly's adopted 2012-2014 biennium budget is the basis for state revenue projections; it is anticipated that state funding will increase by \$2.8 million compared to the FY 2012 Adopted Budget. This increase is largely due to the increase in Basic Aid generated by increased enrollment as well as increased contributions to the Virginia Retirement System as a result of an increase in the employer contribution rate.



Local Revenue from Fees, Charges and Local Grants

\$0.6

Revenues from fees and charges include funds paid directly to the school division by individuals or groups for various types of services or products received. This type of revenue provides support to the School Operating Fund, the Community Activities Fund, and Food and Nutrition Services. Additionally, local grants provide support to the Grants & Restricted Programs Fund.

The FY 2013 budget includes fee increases in several areas to reflect increased costs to provide the corresponding services. Fee increases are being implemented for pools (various), extended day (+3.5%), Montessori tuition (+4%) and building use (updated costs for custodians and other staff). The overall increase in local revenue from fees is due largely to the increase in revenue in the Montessori Program, the increase in fee revenue for the Aquatics program due to increased participation and an increase in grants funded by local sources.

BUILDING THE FY 2013 BUDGET

BUILDING THE BUDGET - EXPENDITURES

<i>FY 2012 Adopted Budget – Expenditures (All Funds)</i>	<i>\$475.1</i> (\$ in millions)
Less:	
– One Time Costs in FY 2012	\$(15.3)
– Baseline Savings/Reductions	(3.5)
Plus:	
– Maintain Current Services	\$8.5
– Enrollment and Capacity	9.8
– Salaries and Benefits	20.6
– Capacity Reserve	0.7
– Instructional Investments	5.4
<i>School Board’s Adopted Budget FY 2013</i>	<i>\$501.4*</i>
<i>*Does not total due to rounding.</i>	

The School Board’s Adopted FY 2013 Budget was built with the FY 2012 Adopted Budget as the beginning baseline. Within the available revenue, expenditure adjustments were made focusing on the Budget Direction from the School Board. Staff ensured that those items currently in the base budget focused on these areas, and the base budget was reviewed and modified to maintain current services and address the changes occurring at APS, specifically the rapidly growing student population.

One-Time Costs in FY 2012 ***\$(15.3)***

The following one-time costs budgeted in FY 2012 are removed from the baseline budget:

- Capital Reserve \$ (5.3)
- Purchase of Relocatables (2.1)
- VRS Reserve (1.8)
- One-time Bonus Payment (1.8)
- Professional Learning Day (1.3)
- Additional Buses (0.9)
- Arts Textbook Adoption (0.9)
- Planetarium Upgrade (0.2)
- Planning Design Funds for Capacity (1.0)

BUILDING THE FY 2013 BUDGET

Baseline Savings/Reductions

\$(3.5)

Each year staff reviews the baseline budget to determine where funds can be reduced. The baseline budget is reduced by the following:

- Change in salary base from adopted budget to current-and-on-board \$ (2.2)
- Contracts (0.9)
- Furniture and Equipment for Classrooms (0.2)
- Grant programs (0.1)
- Other (0.1)

Maintain Current Services

\$8.5

Additions are made to the budget to continue current services mostly based upon contractual obligations and prior commitments. These additions include:

- Debt service \$ 3.7
- Minor Construction/Major Maintenance (MC/MM) 1.4
- Facilities (utilities, leases, cleaning supplies) 1.4
- Technology 0.7
- Instructional Materials & Testing 0.6
- Yorktown (additional space) 0.2
- Reading Teachers 0.1
- Professional Development 0.1
- Other 0.3

Enrollment and Capacity

\$9.8

School Board Budget Direction → Strategic Planning for Enrollment Growth

Adjustments are made based on the projected change in enrollment. The Adopted Budget reflects an increase in enrollment over that which was projected for FY 2012. Last year's budget included funds and positions based on a projected FY 2012 enrollment of 22,245. On September 30, 2011, enrollment was actually 21,841. For FY 2013, enrollment is projected at 22,723. The projected increase in the pre-K-12 enrollment over that which was included in the FY 2012 Adopted Budget results in increased of \$6.9 million for staffing, materials, equipment and supplies and \$2.9 million for relocatables. The total cost for increased student enrollment is \$9.8 million.

Salaries and Benefits

\$20.6

School Board Budget Direction → Teacher and Staff Quality

Because teacher and staff quality is fundamental to student achievement and student success, funds are provided for a 2.68 percent compensation adjustment for all staff at a cost of \$8.3 million. This supports the School Board's goal to ensure we retain a quality work force as well as helps to mitigate the effect on employees of the VRS '5 for 5' swap. During the budget review and adoption process, the General Assembly made significant changes to VRS. Employees are now required to pay their 5% share, which APS had been paying on their behalf. To offset this change, the General Assembly required employers to provide a salary increase equal to the percentage employees would now have to pay. Therefore, APS was required to provide employees with a 5% salary increase, at a cost of \$14.7 million, to offset the 5% share they would now be paying. In addition, several VRS employer contribution rates increased, including retirement. The cost of the employer contribution rate increases is \$15.7 million which is partially offset by the \$12.5 million reduction of the 5% employee share no longer paid by APS.

BUILDING THE FY 2013 BUDGET

Funds are also provided in the amount of \$0.4 million to fully fund our annual commitments toward retirement and OPEB obligations. Health insurance accounts were decreased \$6.0 million based upon the claims experience in the past year as well as current and projected health benefit premiums. In total, these commitments require an increase of \$20.6 million in FY 2013.

Capacity Reserve

\$0.7

As a result of additional one-time County Transfer funding, the School Board has created a capital reserve totaling \$721,465 for anticipated capacity needs in FY 2014 and beyond.

INSTRUCTIONAL INVESTMENTS

\$4.2

School Board Direction – Student Achievement and Student Success

Textbook Adoption

\$800,000

New elementary science textbooks and materials are scheduled for adoption. This funding represents half the requirement and will mean that these textbooks will be phased in over two years. In addition to the partial adoption of elementary science texts, funding is also included for new economics and personal finance textbooks.

ESOL/HILT Teachers

\$578,991

Additional teachers were budgeted to serve students who require both special education and ESOL/HILT services.

Hoffman-Boston Proposal

\$400,000

In April 2011, the School Board directed staff to draft “a comprehensive plan to reinvigorate and/or redefine the instructional program at Hoffman Boston” to meet specified goals. After months of study and engagement with the faculty, families and school community, it was determined that a Science, Technology, Engineering and Mathematics (STEM) focus would meet the goals of raising student achievement and drawing new students to the school. A STEM focus will prepare students for college, build on the Edison Project at the school and reflects the desires of the community, parents and staff. In December 2011, the School Board voted to proceed with a STEM focus at Hoffman-Boston. In order to implement the new focus when school opens in the fall 2012, placeholder funding is included in this budget for:

- A 1.0 STEM Coordinator and a .5 Instructional Technology Coordinator (ITC); these positions will provide direct day-to-day support for the integration of STEM and the increased effective use of technology in instruction; they will participate with staff in initial professional development activities and provide on-going professional development support. In addition, funding is included for site visits, materials, technology tools and programmatic materials.
- Professional development that will include ten days of training opportunities for all K-5 teachers and specialists (5 days in the summer of 2012 and 5 days during the 2012-2013 school year);
- Enhanced technology tools for students and staff in the classroom; and,
- Purchase of programmatic materials, particularly in the area of engineering, and purchase of STEM materials for grades K-5.

BUILDING THE FY 2013 BUDGET

Funding is also provided in the budget to enhance technology at the school.

Two program implementation committees were formed to plan for the new focus. The Central Coordinating Committee will research best practices and collaborate with Science, Math, Technology and other core area departments to identify ways the STEM focus can be incorporated into Hoffman-Boston curriculum with attention to special education and second language learners. This committee will identify curriculum and instructional material requirements and will participate in the school wide staff development activities. The Site-Based STEM Staff Committee will participate and coordinate with the Central Coordinating Committee to ensure a successful implementation.

The STEM program at Hoffman-Boston supports the division strategic plan to ensure every child is challenged and engaged, eliminate the achievement gap, recruit, retain and develop high quality staff and meet the needs of the whole child.

Formative Assessment Technology \$361,562
To complete implementation of APS' Formative Assessment program, technology for student use is required. This funding will provide iPads or tablets at a ratio of 10 students per device to support formative assessment.

Instructional Computer Replacement \$360,000
To keep technology in schools current and in good working order, computers must be replaced on a regular basis. State grant funds will provide approximately \$830,000 in funding for computer purchases; this \$360,000 will allow APS to purchase the balance of computers needed to maintain a 4:1 ratio using a lease-purchase arrangement. The amount represents the first year's payment of a four year lease.

Secondary Language Program \$330,852
Enrollment in strategic languages continues to grow. Funding for 2.0 online teachers in Japanese and Chinese is included at a cost of \$165,426. At the middle and high school levels, currently there are 2.0 (full-time equivalent) Arabic teachers and this budget adds \$165,426 to increase the current allocation by another 2.0.

Planetarium \$135,207
Anticipating that the renovated planetarium will be used fulltime next year, staffing is increased from a 0.5 teacher to a 1.0 teacher; in addition \$93,850 is included to purchase digital programs and provide additional funding to support the program.

Arlington Mill Program Conversion to a School \$100,000
Funding to convert Arlington Mill from a program to high school requires additional staffing of 0.5 assistant principal, 0.5 bilingual resource assistant (HILT) and 0.2 FTE classroom teacher (HILT). Approximately \$15,000 is also budgeted for online course licenses and hourly funding.

BUILDING THE FY 2013 BUDGET

Dual Enrollment \$107,584

APS' dual enrollment program where high school students earn college credit at Northern Virginia Community College continues to grow. An increase of \$24,700 is included to support increased student enrollment for all high-school students in an after-school format for academic and Career and Technical courses. In addition, funding for summer NOVA dual enrollment is increased by \$82,884 (partially offset by an increase of \$10,000 in tuition revenue) to reflect student enrollment growth in this program.

Substance Abuse Counselor \$82,713

There are currently 2.5 certified substance abuse counselors (SAC) providing prevention and intervention support to the three comprehensive high schools and the alternative schools. Due to the increased number of students requiring assessment and support, an additional SAC position is required.

Data Warehouse \$80,000

It is expected that a data warehouse that provides a single longitudinal source of data for decision making and effective resource and effort allocations will be implemented in FY 2012. These funds will provide for the required annual maintenance fees and software modifications in FY 2013.

Even Start \$62,035

Beginning in FY 2013, APS will no longer receive federal grant funding to support the Even Start Program at Barcroft Elementary School. The superintendent is recommending that the program be redesigned changing the delivery of services. The redesigned program would be adjusted from a full day to a half day using the resources APS currently allocates to the program and adding some additional funds to increase staff by a .75 FTE.

Community Schools Coordinator – Carlin Springs \$60,655

Carlin Springs ES has had a Community Schools Program since 2004. The program was funded by federal 21st Century Community Learning Center grants through FY 2012 but the grant funding will not continue in FY 2013. Currently, APS funds half of the Community Schools Coordinator position and the grant has paid the balance. To enable the program to continue, APS will fund the .5 position that was previously grant funded and will budget for materials and hourly staff needed to maintain the program.

Assistive Technology \$50,000

Each year, the Office of Special Education receives an increasing number of requests for assistive technology devices. These devices can be critical to student success.

Instructional Technology Coordinator (ITC) - Stratford \$48,800

Presently, the Stratford Program does not have dedicated ITC support; instead, the ITC at H-B Woodlawn High School provides support on an as-needed basis. Due to increasing technology demands at Stratford and the increased use of assistive technology, a .5 ITC is included to ensure that the Stratford Program receives regular technology support.

BUILDING THE FY 2013 BUDGET

Exemplary Project

\$45,000

Taylor Elementary School has been planning an exemplary project for implementation in FY 2013; this provides placeholder funding pending approval of the completed plan.

Concussion Software

\$44,500

This funding will provide software to administer and monitor testing of student athletes at the high and middle school levels.

Minority Achievement Coordinator

\$41,357

Funding has been added for a 0.5 FTE elementary minority achievement coordinator to implement a pilot at the elementary level

Language Line Services

\$30,000

APS has contracted for a service that provides interpreters to assist with calls and visits from non-English speakers via telephone. This funding will enable schools and offices to readily assist parents and community members who do not speak English.

Consulting Fees–Planning Factors

\$30,000

Placeholder funding is provided to for hourly or consultant support in restructuring fees and reviewing APS' planning factors.

Out of School Time

\$27,000

APS and the County have partnered to coordinate and review the out of school activities available to the community. Prior to making changes to the current offerings, an assessment will be conducted to identify what is available for students outside of school hours and what the community and families would like to have available for young people. This funding represents half the cost of the assessment; Arlington County Government will provide the balance of the funding.

Contracted Services – Naviance

\$18,000

Currently, Naviance Success is used at the high school level; this funding will provide the resources to implement it at middle schools. Implementing Naviance Success at middle schools will provide greater continuity in the 4-6 year academic planning process and give students and their parents greater access to college and career information.

Testing Audit Team

\$10,000

The Virginia Department of Education has encouraged school divisions to put quality and security control measures in place during SOL test administrations. This funding will be used to form an hourly paid audit team to monitor schools during the spring SOL test administrations, to provide feedback to the schools on their methods and procedures and to evaluate each schools conformance to standard testing procedures.

BUILDING THE FY 2013 BUDGET

School Board Direction – Strategic Planning for Enrollment Growth

The Superintendent's Proposed budget included a proposal to increase class size by one at grades K-12 which would have saved \$4.2 million, partially offset by a class size reserve of \$1.0 million to ameliorate the impact of increasing class size. After deliberation, the School Board elected to not increase class size by one for FY 2013. In addition, as noted previously, the School Board added a capital reserve of \$721,465 for anticipated capacity needs in FY 2014 and beyond.

School Board Direction – Teacher and Staff Quality

Professional Learning \$227,000

A variety of instructional professional development initiatives are required to meet goals laid out for FY 2013. They include:

- A total of \$150,000 for two half-days or one full day for Professional Learning opportunities during the school year for teachers and assistants. APS believes that educators learn most effectively when they are provided adequate time during their work day to learn and collaborate together to accomplish a school's mission and goals. Recognizing that our instruction team needs time to collaborate, analyze, reflect, and act on new and ongoing initiatives as well as engage in data analysis to improve student achievement, the Superintendent recommended that the School Board fund two half-days or an additional day of professional learning in the FY 2013 budget. This job-embedded time will provide opportunities for professional learning that is needed to implement initiatives, reflect on student achievement data and respond with specific action plans. The evaluation of this opportunity confirmed that it was responsive to the need for additional professional learning opportunities for teachers and assistants that is articulated, aligned, and accessible.
- Funding for the University of Virginia Executive Leadership Cohort is included for Wakefield HS at a cost of \$42,000.
- Professional development to implement a restructured middle school program in FY 2014 is included at a total cost of \$35,000.

Succession Planning/Leadership Development \$75,000

This funding will enable APS to advance succession planning activities by providing access to the DuPont eLearning System so that employees may build their skills or obtain new skills and as a result, advance in their careers.

Consulting Fees \$31,925

Funding is required to engage an independent consultant to review and update APS' job specifications and job descriptions.

Substitute Teacher Assignment Notebook (STAN System) \$20,598

The STAN System software must be upgraded in FY 2013.

BUILDING THE FY 2013 BUDGET

School Board Direction – Evaluation and Accountability

STARS Upgrade \$1,100,000

After next year, APS' finance, payroll and HRIS system will no longer be supported by Oracle. Funding is provided to either provide for an upgrade to Oracle's release 12 with related implementation costs or to replace the current ERP with a "Tier 2" system. The costs and benefits of the two options will be thoroughly evaluated before a selection is made.

Transportation Efficiency Study Implementation \$150,000

As APS begins to implement the recommendations made in the transportation study, it is evident that the division will have to invest in a variety of resources (experts, consultants, software, etc.) to make the changes recommended by the consultant. If fully implemented, the recommendations of the study should result in significant cost avoidance if not savings.

School & Community Relations – Peak Democracy \$3,000

During the FY 2013 budget development, APS subscribed to Peak Democracy, an online forum, to gather community feedback on the budget and other matters. The County partnered with APS and this funding represents APS' share or half the cost of a one-year license.

SAVINGS, REDUCTIONS AND COST AVOIDANCE

In developing the FY 2013 Budget, it was clear that in order to meet the goals of the strategic plan and the division, a number of expenditures would have to be avoided. The savings and cost avoidance include the following:

- The Professional Learning Day held in FY 2012 was eliminated for FY 2013; in its place, there will be two half-days of professional learning that will occur during the regular school year at a savings of more than \$1 million.
- The Adult Education Program responsibilities were consolidated to include GED coordination.
- APS is actively engaged in Program Process Management in five areas.
- All service fees are under review.
- Energy savings continues to be an important focus of the division.
- Health insurance costs have been contained and reduced in FY 2013.
- There are no additional pre-K classrooms planned.
- No new non-school-based positions are funded in this budget.
- Grant funded programs that lost funding in FY 2013 are being reviewed and redesigned as needed.

BUILDING THE FY 2013 BUDGET

UNFUNDED ITEMS

\$9.3

In order to balance the FY 2013 budget within the revenue limits provided by the County and the reality of state and federal funding, several important initiatives were considered but could not be included for funding. These priorities include:

- Step Increase for all Employees \$ 6,300,000
- Expand FLES to Two Schools 1,048,000
- Textbook Adoption – Elementary Science Adoption 800,000
- Efficiency Review – Program Reorganization 300,000
- School-Based Technology 250,000
- Replace School Board Video Equipment 200,000
- Print Shop Equipment Upgrade 158,800
- HVAC Technicians (2.0 positions) 115,400
- Residency Verification Specialist (1.0 position) 85,300
- College B4 Sixth Program at MS Pilot 10,000

Should additional funding become available prior to the adoption of the approved budget, these unfunded items represent priorities that would have been included in the budget if funding allowed.

FY 2013 BUDGET DETAIL

FY 2013 SCHOOL BOARD'S ADOPTED BUDGET				
	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>	<u>Variance</u> <u>(Adopted to Adopted)</u>	
			<u>Amount</u>	<u>Percent</u>
REVENUE				
<i>County Funds</i>				
County Transfer	\$378,776,778	\$400,358,051	\$21,581,273	5.7%
County Transfer - Re-estimated (note 1)	\$6,790,625	\$6,938,050	\$147,425	2.2%
Sub Total	\$385,567,403	\$407,296,101	\$21,728,698	5.6%
<i>Other Revenue</i>				
Budget Savings	\$10,045,000	\$11,475,000	\$1,430,000	14.2%
State - Sales Tax	\$17,764,602	\$18,229,625	\$465,023	2.6%
State - Other	\$32,893,871	\$35,214,438	\$2,320,567	7.1%
Federal	\$13,195,761	\$12,987,901	(\$207,860)	-1.6%
Other Revenue	\$15,589,431	\$16,230,876	\$641,445	4.1%
Sub Total	\$89,488,665	\$94,137,840	\$4,649,175	5.2%
TOTAL REVENUE	\$475,056,068	\$501,433,941	\$26,377,873	5.6%
EXPENDITURES				
School Operating Fund (note 2)	\$383,470,117	\$409,865,446	\$26,395,329	6.9%
Community Activities	\$15,374,691	\$15,786,209	\$411,518	2.7%
Cafeteria Fund	\$6,512,508	\$6,943,476	\$430,968	6.6%
Capital Projects (note 3)	\$12,604,997	\$8,199,282	(\$4,405,715)	-35.0%
Comprehensive Services	\$3,650,000	\$3,650,000	\$0	0.0%
Grants & Restricted Programs	\$15,181,108	\$15,057,910	(\$123,198)	-0.8%
Debt Service	\$38,262,647	\$41,931,618	\$3,668,971	9.6%
TOTAL EXPENDITURES	\$475,056,068	\$501,433,941	\$26,377,873	5.6%
Reserve Fund (note 4)	\$20,650,000	\$18,612,239		
<p>Note 1: Re-estimated revenue from the County is additional local revenue available from the prior year for the budget year.</p> <p>Note 2: The School Operating Fund includes a \$1.8 million VRS Reserve in FY 2012.</p> <p>Note 3: The Capital Projects Fund includes Capital Reserves of \$5.3 million in FY 2012 and \$721,465 in FY 2013.</p> <p>Note 4: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2013, it includes the following Reserves: Undesignated (\$2.0M), Future Debt Service (\$5.025M), VRS (\$5.59M), Unfunded Liabilities (\$2.0M), and Capital (\$4.0M). The \$1.8M VRS Reserve in the FY 2012 budget will be added to the Reserve Fund balance in the FY 2012 close out.</p>				

ALL FUNDS BUDGET SUMMARY

The Arlington School Board budgets for its financial activity in eight different funds, all of which are governmental funds. Each fund is a self-balancing set of accounts reflecting the activities operated using that fund. Seven are shown here in addition to the reserve fund established in FY 2003. The eighth fund is the Bond Fund in which bond proceeds from bonds sold through a referendum every two years are tracked.

School Operating Fund accounts for the day to day operations of the school system.

Community Activities Fund accounts for the operation of joint community/school facilities and programs.

Food and Nutrition Services Fund accounts for the school food services program and is self supporting from the sale of lunches, catering fees and other sources.

Comprehensive Services Act Fund accounts for the special education services provided to Arlington students and their families under the state Comprehensive Services Act (CSA) legislation.

Capital Projects Fund accounts for both minor and major construction projects along with major maintenance.

Grants and Restricted Programs Fund accounts for the grant funds and restricted funds received from federal, state and local sources.

Debt Service Fund accounts for the principal and interest payments on obligated debts incurred for major school construction.

ALL FUNDS SUMMARY				
<u>Fund</u>	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>	<u>Comparison</u>	
			<u>Adopted to Proposed</u> <u>Amount</u>	<u>Percent</u>
School Operating Fund	\$383.5	\$409.9	\$26.4	6.9%
Community Activities Fund	\$15.4	\$15.8	\$0.4	2.7%
Food & Nutrition Services Fund	\$6.5	\$6.9	\$0.4	6.6%
Capital Projects Fund	\$12.6	\$8.2	(\$4.4)	-35.0%
Comprehensive Services Act Fund	\$3.7	\$3.7	\$0.0	0.0%
Grants & Restricted Programs Fund	\$15.2	\$15.1	(\$0.1)	-0.8%
Debt Service Fund	\$38.3	\$41.9	\$3.7	9.6%
Total All Funds	\$475.1	\$501.4	\$26.4	5.6%

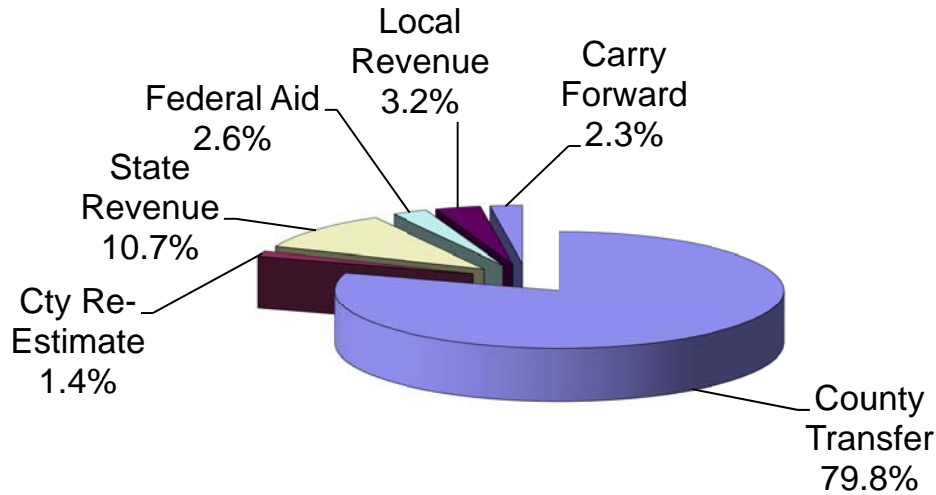
ALL FUNDS REVENUE SUMMARY

Arlington Public Schools receives revenues from four main sources – a transfer of funds from Arlington County government, state aid, fees and charges and federal grant funds.

In FY 2013, all sources of revenue for all funds are expected to increase \$26.4 million, or 5.6%, from the FY 2012 Adopted Budget. The primary source of revenue, the County Transfer, is projected to increase 5.7%. State revenue, another major funding source, in total is expected to increase 5.5%. These two funding sources provide 90.5% of all revenues projected for all funds in FY 2013.

ALL FUNDS REVENUE SUMMARY				
	<u>FY 2012</u>	<u>FY 2013</u>	Comparison	
	<u>Adopted</u>	<u>Adopted</u>	<u>Adopted to</u>	<u>Adopted</u>
			<u>Amount</u>	<u>Percent</u>
<u>Total Revenue All Funds</u>				
County Transfer	\$378.8	\$400.4	\$21.6	5.7%
County Transfer - Re-estimated	\$6.8	\$6.9	\$0.1	0.0%
State Aid	\$32.9	\$35.2	\$2.3	7.1%
State Sales Tax	\$17.8	\$18.2	\$0.5	2.6%
Federal Aid	\$13.2	\$13.0	(\$0.2)	-1.6%
Local Revenue	\$15.6	\$16.2	\$0.6	4.1%
Carry Forward/Budget Savings	\$10.0	\$11.5	\$1.4	14.2%
Total Revenue All Funds	\$475.1	\$501.4	\$26.4	5.6%

ALL FUNDS REVENUE SUMMARY



School Operating Fund

The School Operating Fund receives most of its support (85.2%) from the County Transfer. The remainder of the revenue comes from State Aid (7.5%), State Sales Tax (4.5%), local fees and charges (0.5%), and budget savings (2.3%).

Community Activities Fund

The Community Activities Fund receives less than half of its support from the County Transfer (48.5%). In addition, fees are received by the Extended Day program and for building rentals of the Gunston and Thomas Jefferson community centers. Local revenue generated by these fees account for the remaining 51.5% of the Community Activities Fund revenue.

Food and Nutrition Services Fund

The Food and Nutrition Services Fund is a self-supporting fund. Primary sources of revenue for the Food and Nutrition Services Fund are Federal (55.1%) and State (1.1%) funds as well as receipts from the sale of lunches and breakfasts and other programs (43.8%).

Capital Projects Fund

The Capital Projects Fund receives 100 percent of its funding from the County Transfer, comprising both on-going funds from local tax revenues (15.4%) and one-time funds from County re-estimated revenue (84.6%). Prior to FY 2011, this fund also received support from the school construction grants program from the State but this funding source was eliminated by the General Assembly.

Comprehensive Services Act Fund

The Comprehensive Services Act Fund is supported by County Transfer (63.2%) and State CSA funds (36.8%).

Grants and Restricted Programs Fund

The Grants and Restricted Programs Fund is supported by grants and awards from federal, state and local sources. All federal revenue is reported in both this fund and the Food and Nutrition Services Fund.

Debt Service

The Debt Service Fund is supported 100% by the County Transfer.

ALL FUNDS COUNTY TRANSFER SUMMARY

The Arlington Public Schools are fiscally dependent on Arlington County government, since the school system has no legal authority to raise taxes or issue debt. On the other hand, the County may not direct how the School Board spends its money. The school system receives the majority of its funding from the County as a transfer of funds.

The County Transfer increases 5.7% from the FY 2012 Adopted Budget to the School Board's Adopted Budget FY 2013.

COUNTY TRANSFER ALLOCATION SUMMARY				
	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>	Comparison	
			<u>Adopted to Adopted</u> <u>Amount</u>	<u>Percent</u>
County Transfer				
School Operating Fund	\$324,227,988	\$349,169,092	\$24,941,104	7.7%
Community Act Fund	\$7,408,123	\$7,663,609	\$255,486	3.4%
Capital Projects Fund	\$6,570,520	\$1,261,232	(\$5,309,288)	-80.8%
CSA Fund	\$2,307,500	\$2,307,500	\$0	0.0%
Debt Service Fund	\$38,262,647	\$39,956,618	\$1,693,971	4.4%
Total County Transfer	\$378,776,778	\$400,358,051	\$21,581,273	5.7%

ALL FUNDS EXPENDITURE SUMMARY

Salaries/Employee Benefits

Salaries include all current projected positions and funding for hourly or part-time staff. Fringe benefits are budgeted in the same cost center as the salaries with which they are associated. Some system-wide benefits are budgeted in the Personnel Services department.

Staff Development

Staff development includes funds for staff development system-wide as well as expenditures for substitute teachers contracted so that APS teachers may attend seminars, conferences, and other staff development activities.

Materials and Supplies

All expenditures for instructional materials, office and school supplies, textbooks, uniform costs and other operating supplies which are consumed or materially altered when used.

Contractual Services

All expenditures for services acquired or purchased from sources outside the school system (i.e., private vendors, public authorities or other governmental entities). Purchase of service must be on a fee basis or fixed time contract basis. Additionally, postage and utility accounts are included in this category.

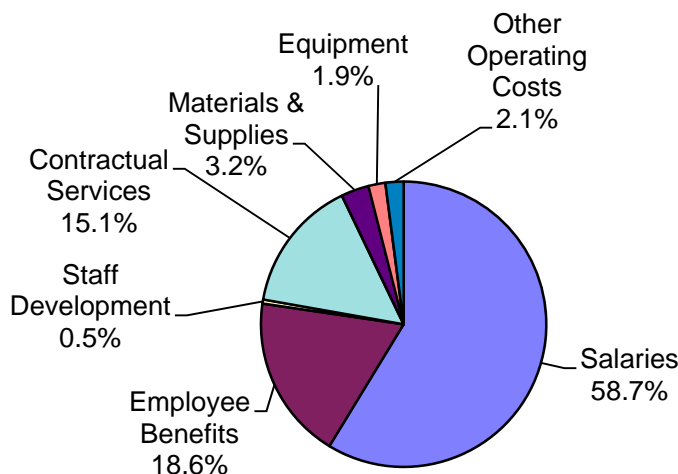
Equipment

All non-consumable items such as furniture new equipment, replacement equipment or additional equipment.

Other Operating Costs

This includes local travel, program costs, special events, printing and duplicating and any other costs that did not specifically fall into any other categories.

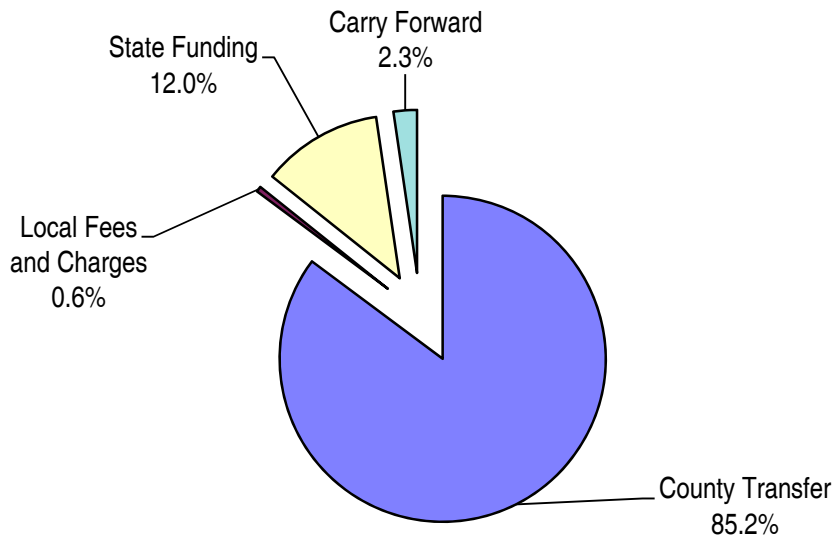
All Funds Expenditures



Category	Amount
Salaries	\$294,403,898
Employee Benefits	\$93,333,721
Staff Development	\$2,287,936
Contractual Services	\$75,673,800
Materials & Supplies	\$15,810,354
Equipment	\$9,632,426
Other Operating Costs	<u>\$10,291,805</u>
Total	\$501,433,941

SCHOOL OPERATING FUND SUMMARY

WHERE DOES THE MONEY COME FROM?



The County Transfer is the amount required from the County General fund.

State funding includes sales tax and state aid to education.

Local fees and charges include tuition, building rentals and other charges borne by the user.

Carry Forward includes funds budgeted in FY 2010 through FY 2012, but which will be carried forward for use in FY 2013.

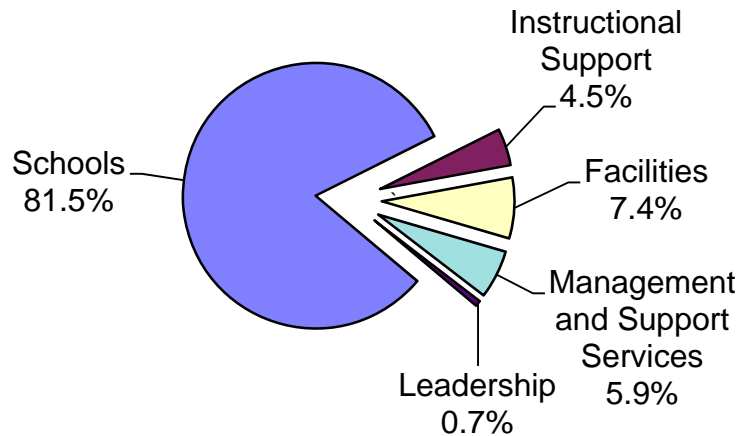
Schools include all school-based funding including those funds budgeted centrally but expended in the schools.

Instructional Support refers to the Department of Instruction, Student Services and Administrative Services.

Management/Support Services includes Finance & Management Services, Information Services, Personnel Services and School and Community Relations.

Facilities includes the Department of Facilities & Operations.

WHERE DOES THE MONEY GO?



Leadership includes the School Board Office, the Superintendent's Office, and Assistant Superintendents.

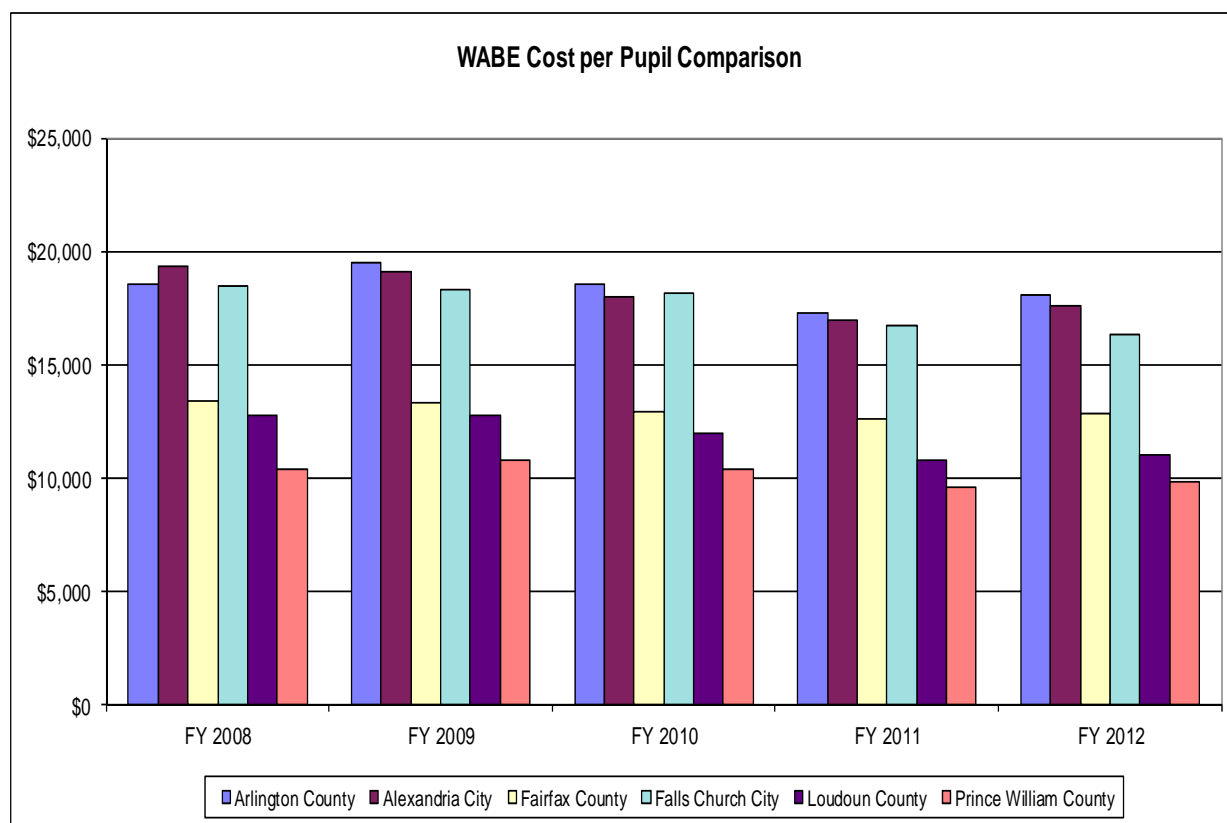
COST PER PUPIL

Cost per pupil information provides a measure of resource allocation based on student population. It is a useful tool for analyzing our expenditures over time and for comparing our expenditures to those of other school systems.

Arlington Public Schools uses the Washington Area Boards of Education (WABE) methodology to calculate the cost per pupil presented in the budget. The WABE calculation includes all students, including pre-K students, the School Operating Fund, entitlement grants, police services costs and the Major Maintenance/Minor Construction portion of the Capital Projects Fund. It excludes only the self-funded portion of the summer school and Adult Education program costs in the School Operating Fund. The chart below presents the cost per pupil as reported in the FY 2009 through FY 2013 budgets.

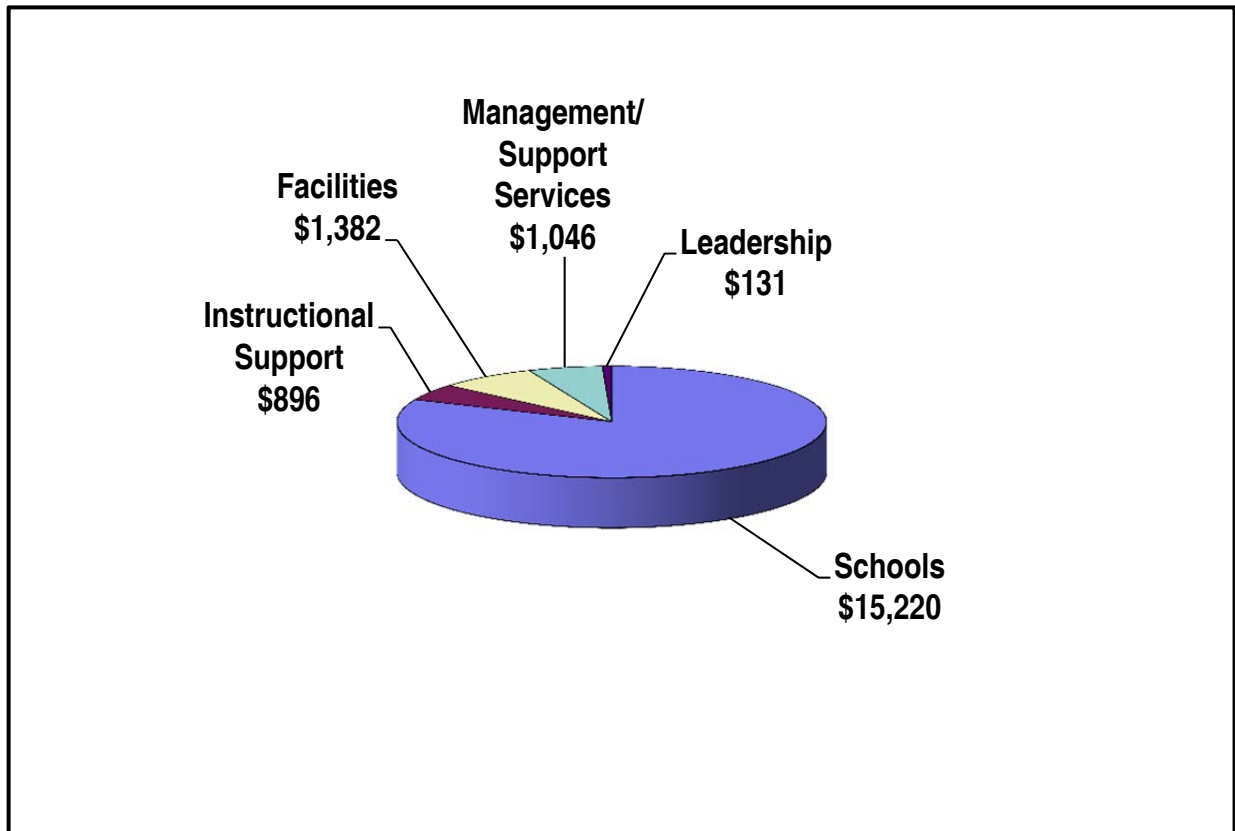
WABE METHOD				
FY 2009 Adopted	FY 2010 Adopted	FY 2011 Adopted	FY 2012 Adopted	FY 2013 Adopted
\$19,538	\$18,569	\$17,322	\$18,047	\$18,675

The graph below compares the cost per pupil for Arlington Public Schools with five other jurisdictions in the Northern Virginia area for the past five years. The FY 2013 WABE guide has not yet been published.



COST PER PUPIL

FY 2013 Cost per Pupil by Category



Facilities includes the Department of Facilities & Operations.

Instructional Support refers to the Departments of Instruction, Student Services, and Administrative Services.

Leadership includes the School Board Office, the Superintendent's Office, and the Assistant Superintendent positions.

Management/Support Services includes Finance & Management Services, Personnel Services, Information Services, and School & Community Relations.

Schools includes all school-based funding, including funds budgeted in central accounts and Grants & Restricted Programs but expended at the schools.

BUDGET FORECAST

A summary of the budget forecasts for FY 2014 through FY 2016 is shown below and is based on the School Board's Revised Adopted budget for FY 2013. Given the revenue and expenditure assumptions included in the forecast, it is clear APS will face significant financial challenges over the next three years. To balance each year's future budget, as required by law, APS staff will need to work with the School Board, County Board, and the community to determine an appropriate course of action.

These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 2,515 additional students projected to enroll in APS in FY14 through FY16. ***These forecasts are not intended to show the effects of any programmatic decisions that might be made in any of those years.***

Detail on the revenue and expenditure assumptions used can be found in the Information Section.

THREE YEAR BUDGET FORECAST

	FY 2013 SCHOOL BOARD'S REVISED ADOPTED		FY 2014 PROJECTED	FY 2015 PROJECTED	FY 2016 PROJECTED
	Funds	FTE	Funds	Funds	Funds
REVENUE					
Prior Year Budget - All Funds	\$475,056,068		\$501,433,941	\$503,630,911	\$519,001,974
Increase in County Revenue	\$21,581,273		\$12,010,742	\$12,371,064	\$12,742,196
County Re-estimated Revenue (one-time funds)	\$6,938,050		\$2,300,000	\$2,300,000	\$2,300,000
County Re-estimated Revenue (one-time funds) - Prior Year	(\$6,790,625)		(\$6,938,050)	(\$2,300,000)	(\$2,300,000)
Increase/(Decrease) in Local Revenue	\$641,445		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$2,785,590		\$1,099,278	\$0	\$0
Increase/(Decrease) in Federal Revenue	(\$207,860)		\$0	\$0	\$0
TOTAL REVENUE	\$500,003,941		\$510,205,911	\$516,301,974	\$532,044,170
Reserve to Offset Increases in FY 2012 Budget	(\$3,945,000)		\$0	\$0	\$0
Partial Use of VRS Reserve in Prior Year Budget	(\$2,600,000)		(\$6,000,000)	\$0	(\$3,700,000)
Partial Use of Reserve for Debt Service in Prior Year Budget	\$0		(\$1,975,000)	(\$1,400,000)	(\$400,000)
Partial Use of VRS Reserve in Current Year Budget	\$6,000,000		\$0	\$3,700,000	\$0
Partial Use of Reserve for Debt Service in Current Year Budget	\$1,975,000		\$1,400,000	\$400,000	\$1,100,000
TOTAL FUNDS AVAILABLE	\$501,433,941		\$503,630,911	\$519,001,974	\$529,044,170
EXPENDITURES					
Prior Year Budget - All Funds	\$475,056,068	3937.41	\$501,433,941	\$503,630,911	\$519,001,974
Salaries and Benefits Baseline Adjustments	(\$6,633,646)		(\$500,000)	\$6,800,000	(\$500,000)
Compensation	\$22,938,022		\$0	\$0	\$0
Enrollment	\$10,139,433	89.50	\$7,900,000	\$7,650,000	\$6,700,000
Baseline Savings	(\$7,884,029)	(4.75)	(\$833,883)	(\$70,000)	\$0
Contractual Obligations	\$5,017,527		\$1,880,046	\$1,871,615	\$2,937,195
Additional Funds for Baseline Services	\$3,810,759	8.00	\$769,359	\$455,684	\$577,049
Additional Costs for New Capacity	\$0		\$0	\$543,958	\$2,205,135
Projected Expenditures	\$502,444,134	4030.16	\$510,649,463	\$520,882,167	\$530,921,354
INSTRUCTIONAL INVESTMENTS	\$5,370,422	16.95	(\$816,487)	\$360,000	\$360,000
CAPITAL RESERVE/VRS RESERVE	(\$6,380,615)		(\$721,465)	\$0	\$0
TOTAL EXPENDITURES	\$501,433,941	4047.11	\$509,111,511	\$521,242,167	\$531,281,354
Surplus/(Shortfall)	\$0		(\$5,480,600)	(\$2,240,192)	(\$2,237,184)
POSSIBLE COMPENSATION ADJUSTMENTS					
Step increase			\$7,000,000	\$7,200,000	\$7,400,000
1% Compensation adjustment			\$3,400,000	\$3,600,000	\$3,900,000
TSA Match - return to 2.3% or \$840			\$3,500,000	\$3,500,000	\$3,500,000
Surplus/(Shortfall)			(\$19,380,600)	(\$16,540,192)	(\$17,037,184)

BUDGET FORECAST



ORGANIZATION SECTION

Administration

Organizational Chart

Mission, Vision, and Core Values

APS Overview

Strategic Planning

Achievement Measures

Budget Development Calendar

Budget Development Process

Financial Controls and Policies

ADMINISTRATION

SCHOOL BOARD MEMBERS

Abby Raphael

Chair

Emma Violand-Sanchez

Vice-Chair

Sally Baird

Member

Libby Garvey

Member

James Lander

Member

SENIOR STAFF

Dr. Patrick K. Murphy

Superintendent

Margaret Gilhooley

Interim Assistant Superintendent for Instruction

Dr. Julie Crawford

Interim Assistant Superintendent for Student Services

Dr. Betty E. Hobbs

Assistant Superintendent for Personnel

Deirdra McLaughlin

Assistant Superintendent for Finance & Management Services

Clarence E. Stukes

Assistant Superintendent for Facilities and Operations

Dr. Salah E. Khelfaoui

Assistant Superintendent for Information Services

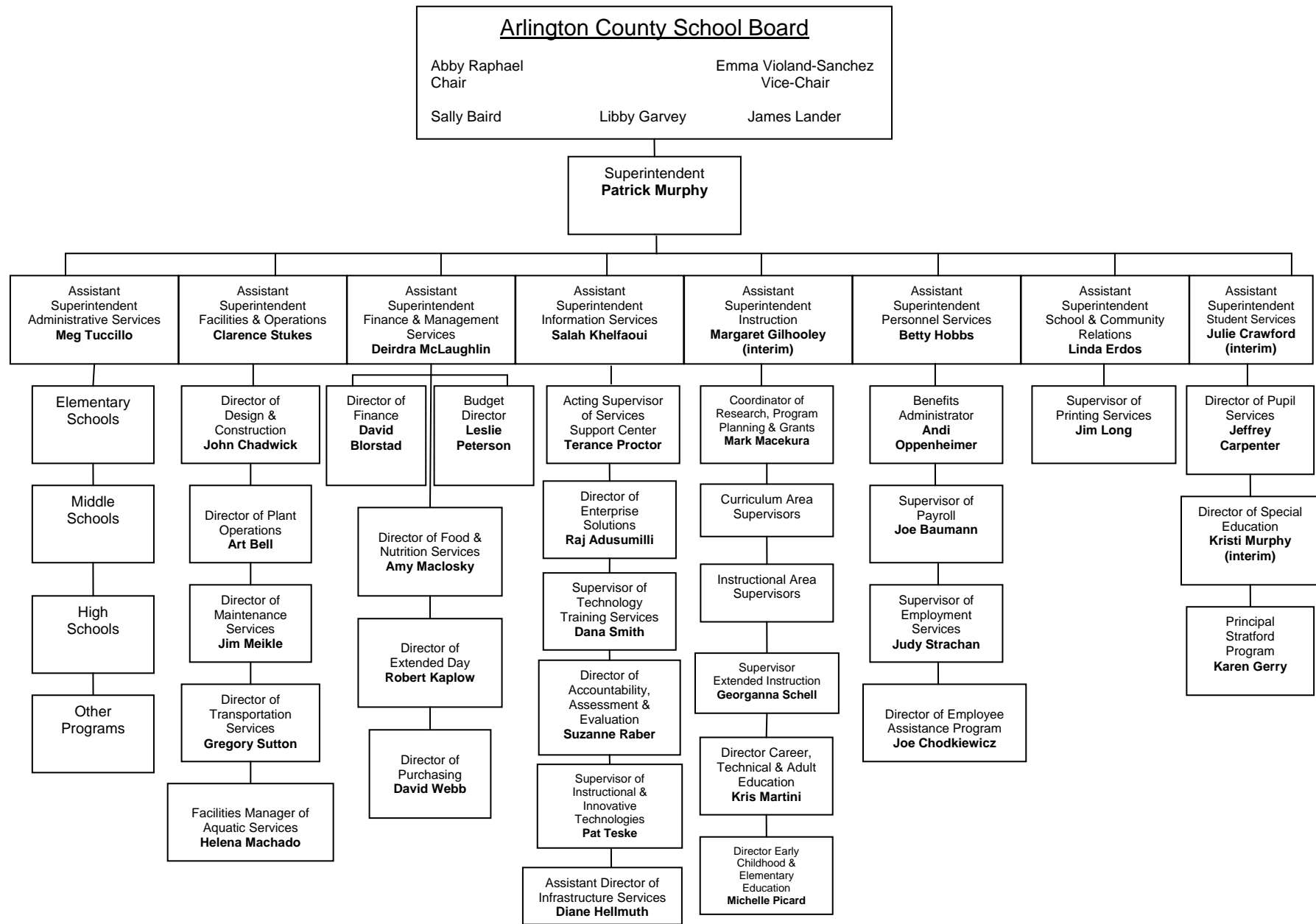
Meg Tuccillo

Assistant Superintendent for Administrative Services

Linda Erdos

Assistant Superintendent for School and Community Relations

ORGANIZATIONAL CHART



MISSION, VISION, AND CORE VALUES

Mission

Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.

Vision

Arlington Public Schools is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.

Core Values

Excellence

Arlington Public Schools fosters excellence in our students and staff.

Integrity

We expect our students and staff to act in an honest, ethical and respectful manner.

Diversity

We value all students, staff and families in our diverse, inclusive school community.

Collaboration

We support relationships among students, staff, families and the community that ensure effective communication and promote opportunities to benefit our students.

Accountability

We take responsibility for our progress through transparent evaluation of student success, staff quality and management of the community's resources.

Sustainability

We practice stewardship of economic and environmental resources, meeting our current needs without compromising the ability of future generations to meet their needs.

ARLINGTON PUBLIC SCHOOLS OVERVIEW

Students and Schools

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 21,841 pre-K through grade 12 students come from around the world and speak more than 98 languages. We operate more than 30 schools and programs designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern Virginia, directly across the Potomac River from Washington, D.C., and encompasses 25.8 square miles of land.

Academic Standards are high in Arlington's schools. Students consistently score well above state and national averages on standardized tests, including the SAT, which is taken by 73 percent of Arlington high school seniors as compared to 47 percent nationally. The Arlington average for combined verbal and math SAT scores in 2010-2011 was 1094. The average for the Commonwealth of Virginia was 1021 and the national average was 1011.

Arlington offers a wide array of individualized education programs for all students, from the gifted to students with severe disabilities. Computers are used as teaching tools and information sources, and all schools are linked to the Internet. The school system operates twenty-two elementary schools, five middle schools, three high schools, a secondary alternative school, a technical education and career center, two high school continuation programs and programs for special education students. The Clarendon Education Center, the Thurgood Marshall building, the main Arlington Education Center, and the Syphax Academic Center house a variety of administrative offices and specialized programs.

Arlington is the 14th largest of 132 school divisions in the Commonwealth of Virginia and neighboring jurisdictions include three of the five largest school divisions in the Commonwealth. From FY 2003 to FY 2006, enrollment in Arlington had declined 729 students or 3.8 percent. Since FY 2006, enrollment has increased 3,434 students or 18.7 percent and is projected to increase 857 students or 3.9 percent in FY 2013. From FY 2012 to FY 2017, enrollment is projected to increase 22.8 percent or 4,973 students.

Governance

The Arlington County public school system is directed by an elected five-member School Board. School Board members serve staggered four-year terms in a sequence similar to that of County Board members. The Superintendent of Schools is appointed by the School Board for a four-year term.

The School Board functions independently of the County Board but is required to prepare and submit an annual budget to the County Board for its consideration. The cost of operating the public schools is met with an appropriation and transfer by the County Board from the County's General Fund as well as aid from the State and from the Federal government. Because the School Board can neither levy taxes nor incur indebtedness under Virginia law, the local costs of the school system are provided by appropriation from the General Fund of the County. The funds necessary to construct school facilities are provided by capital appropriations from the General Fund of the County or by general obligation bonds approved by Arlington voters and issued by the County.

A revenue sharing agreement between the County and APS has been in place since FY 2002 and allows the Schools to share local tax revenues. Historically, the agreement has been a collaboration between the two governing Boards that served to provide the Schools and the County with a consistent and stable forecast of revenue for annual fiscal planning. The agreement has undergone several revisions. The first was in FY 2006 to reflect fluctuations in student enrollment. The method for adjusting the agreement for student growth was changed again in during the development of the FY 2011 budget. In FY 2012, the County elected to depart from the

ARLINGTON PUBLIC SCHOOLS OVERVIEW

previous calculations and proposed an allocation of 46.1 percent of total local tax revenue to the Schools. The basis of this allocation is equal to the percentage share of total local tax revenue the Schools received in FY 2011.

For FY 2013, the Superintendent's Proposed budget was developed based on a revenue sharing agreement in which the County committed to transfer 46.1 percent of local real estate revenue and APS committed to make a good faith effort to develop a budget within the County's stated transfer. It was, however, also agreed that if the transfer was not adequate to meet the needs of the Schools, the School Board would request additional funding similar to other County agencies, which it did during the budget approval process. The County provided the majority of the additional funding requested through a tax increase. In addition, the County approved a tax increase solely to be used by the County and not shared with the Schools. As a result, in the adopted budget, the Schools' share of local tax revenue is 45.8% rather than 46.1%.

The County transfer, along with Federal, State and other Local Revenues, funds all School expenditures including debt service.

Economic Overview and Outlook

Fiscal Year (FY) revenues reflect modest growth in the Northern Virginia economy. Arlington's proximity to the nation's capital, balanced economy, smart growth planning, and highly-educated workforce contribute to the County's steady emergence from the economic downturn. Northern Virginia's and Arlington's strong employment and improving real estate market is creating steady incremental growth in the County's major revenue streams. Arlington's calendar year (CY) 2012 real estate assessments are up 6.6 percent over CY 2011 levels, reflecting continued gains in commercial real estate values. Strong growth in the commercial sector is helping to bolster residential real estate assessments that are inching upward. CY 2012 commercial assessments increased 13.5 percent over CY 2011, in part a reflection of a stable supply and high demand for commercial property and continued low office vacancy rates over the past year. The residential property assessment base increased 0.7 percent. Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to grow 4.2 percent in the aggregate. Local fees and service charges are anticipated to increase 3.4 percent in the aggregate. Revenue from the Commonwealth is projected to decrease one percent in FY 2013, while revenues from the federal government are anticipated to decrease 5.6 percent, primarily due to reduced support for housing, health and human services, and BRAC efforts.

For the FY 2013 Budget, General Fund tax revenues are forecast to increase by 6.3 percent. This increase is driven by aggregate real estate assessment increases of 6.6 percent and approved \$0.013 increase to the real estate tax rate to \$0.958 per \$100 of assessed property value. As noted above, commercial assessments, which include apartments, increased 13.5 percent. Commercial real estate benefitted from high demand and the desire of developers to invest in this area. The residential assessment tax base, including condominiums, townhouses and detached homes, increased 0.7 percent from CY 2011. The average assessed value of a single-family residence increased from \$510,200 in CY 2011 to \$519,400, or 1.8 percent, in CY 2012.

Other taxes combined are forecast to increase 4.2 percent in FY 2013. Personal property tax (including business tangible tax) is expected to increase a modest five percent, reflecting an improvement in vehicle values over the past year and growing business tangible tax receipts. Sales tax (up 4.5%) and meals tax (up 9.0%) are budgeted to realize solid gains percent over FY 2012 adopted levels as consumer spending activity continues to strengthen. Business, Professional and Occupational License Tax is projected to increase a more modest three percent.

ARLINGTON PUBLIC SCHOOLS OVERVIEW

The State Legislature made few changes to its 2012-2013 biennial budget that positively impacted localities. A modest restoration of the state budget cut in Aid to Localities, which has been in place since FY 2008, will provide Arlington with approximately \$200,000 in reinstated funding.

The County's FY 2013 Budget reflects a CY 2012 real estate rate of \$0.971 per \$100 of assessed value, which includes the base rate of \$0.958 and county-wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth and the tax rate increase, the average homeowner will pay \$155 more in real estate taxes in CY 2012 than in CY 2011, an increase of three percent.

Once again, Arlington continues to outperform much of the region and the nation. Arlington's unemployment rate remains the lowest in the Commonwealth. The County's per capita income remains among the highest in the state. Home prices are on a positive trajectory and commercial real estate is experiencing double digit assessment increases for the second year in a row. Arlington is poised to begin FY 2013 with improved revenue streams, a growing real estate market, and low unemployment levels.

Arlington is one of approximately 39 counties in the United States to be awarded a triple Aaa/AAA/AAA credit rating. In May 2012, the three primary rating agencies all reaffirmed the highest credit rating attainable for jurisdictions. Fitch, Inc. (AAA), Moody's Investors Services (Aaa), and Standard & Poor's (AAA) ratings validate that Arlington's financial position is outstanding, and it reflects the continued growth of high-wage jobs in the technology, communications and financial services sectors and of high per capita retail sales.

Moody's did maintain a negative outlook on the County due to its indirect linkages to the weakened credit profile of the U.S. government. A total of 36 local governments remain on negative outlook based on Moody's action, including nine in Northern Virginia. In issuing the County's 2012 Refunding Bonds in January, no noticeable impact to pricing was observed related to the negative outlook. If the U.S. government's Aaa rating were placed under review or downgraded, then the ratings of municipal issuers with a negative outlook tied to the U.S. government would follow suit.

STRATEGIC PLANNING

Every six years Arlington Public Schools, under the guidance of the School Board, develops a new Strategic Plan that represents Arlington’s vision for education and plans for monitoring progress on goals. In June 2010, APS staff outlined an overall process for developing the 2011-17 Strategic Plan. Members of the Arlington community, including parents, residents, staff, and students assisted with the development of the new Strategic Plan. For more details on the strategic planning process, please see pages 12-13.

The 2011-2017 Strategic Plan was adopted by the School Board on September 22, 2011 and will guide the work of the Arlington Public Schools through 2017.

Goal One: Ensure that every student is challenged and engaged

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21st Century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

The most important components of a challenging and engaging education are:

- ◆ Early foundational skills of reading, writing, and mathematics;
- ◆ Science, technology, engineering, and advanced mathematics (STEM);
- ◆ Advanced communication techniques in reading, writing, speaking, and active listening; world language acquisition; technology; and the arts;
- ◆ Twenty-first century skills, best described as critical thinking skills in all subject areas, including problem-solving, decision-making, data analysis, negotiation, and research and information analysis to support life-long learning;
- ◆ Character development including ethics and ethical behavior and the ability to understand and work with people from different cultural and language backgrounds; and
- ◆ Life skills of teamwork and collaboration, time management, setting goals, community service, consumer and financial management, and appreciation of the fine and performing arts.

Strategies	Desired Outcomes	Data Sources
<p>A. Present high and clear expectations for all students and include a consistent guide for the evaluation of student work. Within this framework, APS ensures that a core set of standards-based concepts and competencies form the basis of what all students should learn.</p>	<ul style="list-style-type: none"> • Students master the foundational skills of reading, writing, and mathematics. • Students graduate on time and attain the highest level possible diploma. • Students achieve or exceed standards on competency and readiness assessments by grade level and subject area. 	<ul style="list-style-type: none"> • Phonological Awareness Literacy Screening (PALS) • SOLs (reading, writing, and mathematics) • ACCESS for ELLs • On-time graduation rates • Diploma types earned • Phonological Awareness Literacy Screening (PALS) • SOLs • Stanford10 in grades 4 and 6

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
	<ul style="list-style-type: none"> • Students master advanced communication skills of reading for understanding, writing, speaking, and active listening (English). • Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening. • Students appreciate the arts through participation in APS-sponsored arts opportunities. • Students become physically fit through participation in school-sponsored physical fitness activities. • Students successfully complete “higher level” courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification, and dual-enrolled courses). • Students succeed in alternative programs who may not have otherwise achieved success. • Schools increase student participation in the SATs and student performance on the PSATs and SATs. 	<ul style="list-style-type: none"> • Performance in AP, IB and dual enrollment courses • Successful completion of two years of a World Language by the end of Grade 8. • Language proficiency assessments in reading, writing, speaking, and listening (e.g., Aprenda, NOELLA, SOPA, STAMP) • Student and parent Site-Based and Community Satisfaction Surveys • Student participation in High School and Middle School sports and intramural sports • Student and parent Site-Based and Community Satisfaction Surveys • Successful completion of Intensified, AP, IB, STEM, dual-enrolled courses) • Successful completion of Algebra I by Grade 8 • Successful completion of Algebra II by Grade 11 • Successful completion of High School credit-bearing courses by the end of Grade 8 • Graduation rates and diploma types for students in alternative programs • SAT participation rates • Mean SAT and PSAT critical reading, mathematics, and writing scores

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
<p>B. Create engaging and motivating educational program choices that prepare students to achieve college and career aspirations. These choices provide opportunities to: (1) explore, discover, and optimize their individual strengths; (2) recognize and help them overcome their weaknesses; and (3) be evaluated and benchmarked against the best educational systems nationally and internationally.</p>	<ul style="list-style-type: none"> • Students apply critical thinking, problem-solving skills, and creativity in all subject areas. • Students use technology effectively. • Students participate in internships. • Students participate in outdoor and/or indoor experiential learning. 	<ul style="list-style-type: none"> • Performance on International Baccalaureate (IB) exams • International benchmark tests, e.g., Career Work Readiness Assessment (CWRA) , Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) <i>(Implementation and sampling plan to be determined)</i> • Performance on technology-enhanced SOL test items <i>(implementation to be determined)</i> • CTE industry certifications • Internship participation • Student participation in programs that focus on indoor and/or outdoor experiential learning (e.g., elementary exemplary projects, high school clubs and service organizations)
<p>C. Create an environment where all students feel challenged, supported, and accepted as they learn. Such an environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning.</p>	<ul style="list-style-type: none"> • Students are passionate about learning and feel that their coursework is challenging. • Students demonstrate ethical behavior. • Students understand and work with people from different cultural and language backgrounds. • Students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts. 	<ul style="list-style-type: none"> • Assets, Site-Based and Community Satisfaction Surveys

STRATEGIC PLANNING

Goal Two: Eliminate achievement gaps

All Arlington Public Schools students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

The most important components in eliminating achievement gaps are:

- ◆ All stakeholders have high expectations for students—the School Board, administration, teaching and support staff, parents, and students.
- ◆ Students are provided clear and challenging learning targets.
- ◆ Students engage in a variety of opportunities to demonstrate their levels of understanding.
- ◆ Students take part in effective and dynamic classroom instruction that is differentiated according to their particular academic needs, interests, and learning preferences.
- ◆ Staff and students understand and respect the cultures, norms, beliefs, ideas, and feelings of others.
- ◆ Parents and guardians are informed, supported, and encouraged to be effective partners in their children’s education.
- ◆ The responsibility for eliminating achievement gaps is shared with schools, parents, and the larger community. APS actively collaborates with parents and the community to meet the needs of all students.

Strategies	Desired Outcomes	Data Sources
<p>A. <i>Provide equitable educational opportunities</i> with clear and meaningful learning targets. APS presents students with clear explanations of what they are expected to know and demonstrate in class, and target instruction to areas of need as identified through assessment practices.</p>	<ul style="list-style-type: none"> • Students are prepared for success at the next grade or subject level. • Students in all identified groups make expected academic progress, eliminating the need for remediation. • Students are provided appropriate program/service options to support their learning. 	<ul style="list-style-type: none"> • Enrollment in pre-K • Student mastery by grade level, subject area, and identified groups on: <ul style="list-style-type: none"> ✓ Common benchmark formative assessments ✓ SOL tests • Online 4- and 6-year student Academic Plans approved by counselor and parent • Special education enrollment by subgroup • Gifted services enrollment by subgroup • ESOL program placements and English language proficiency levels (ACCESS for ELLs)

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
<p>B. <i>Provide effective and dynamic classroom instruction.</i> Student instruction is responsive to individual academic needs, interests, and learning preferences, as evidenced by student data and supported by ongoing staff training. Classroom instruction is characterized by high expectations; clear and consistent learning targets; and a variety of opportunities to demonstrate levels of understanding. It is differentiated to particular academic needs, interests, and learning preferences, and includes experiential education.</p>	<ul style="list-style-type: none"> • Students engage in high quality classroom interactions. • Students are passionate about learning and feel that their coursework is challenging. • Students graduate and attain Advanced Study or Advanced Technical diplomas. 	<ul style="list-style-type: none"> • Data from CLASS Observation Tool used in program evaluations • Student Site-Based and Community Satisfaction Surveys • On-time graduation rates • Diploma types earned
<p>C. <i>Provide necessary and appropriate support for all students and all identified groups.</i> Diagnostic and instructional activities as well as achievement growth data are aimed at early detection of learning gaps so that interventions can be prescribed to prevent gaps from increasing and to close those that exist.</p>	<ul style="list-style-type: none"> • Students achieve at the level of their peers, irrespective of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be predictors of success. • Students meet academic progress goals. 	<ul style="list-style-type: none"> • Student enrollment and achievement disaggregated by race/ethnicity and special service populations (economically disadvantaged, limited English proficient, students with disabilities) • Common benchmark formative assessments • Dropout rate
<p>D. <i>Provide a culturally-competent classroom, school, and community environment.</i> Students understand and respect the interrelationships, norms, beliefs, histories, and ideas of other countries and cultures of the world.</p>	<ul style="list-style-type: none"> • Students experience culturally competent practices implemented by APS staff. • Students experience high quality classroom interactions. 	<ul style="list-style-type: none"> • Student Site-Based and Community Satisfaction Surveys • Data from CLASS Observation Tool used in program evaluations

STRATEGIC PLANNING

Goal Three: Recruit, retain, and develop high quality staff

Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.

The most important functions that APS will perform to recruit, retain, and develop high quality staff are:

- ◆ Attracting and hiring highly qualified candidates to enhance its effective and diverse staff and meet all student needs;
- ◆ Motivating and developing highly qualified staff members in ways that make them feel supported, valued, productive, and successful;
- ◆ Applying systems and practices for recruitment, retention, assessment, and evaluation; compensation and benefits; and learning and development that strengthen the ability to hire and retain a highly qualified, diverse staff; and
- ◆ Providing professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

Strategies	Desired Outcomes	Data Sources
<p>A. Strengthen recruitment and retention. APS attracts and hires highly qualified candidates for each position and then develops a working environment that motivates, competitively compensates, and retains them.</p>	<ul style="list-style-type: none"> • APS hires highly qualified new employees. • APS attracts a diverse staff applicant pool reflecting, to the extent possible, the diversity of the student body. • APS offers salaries and compensation packages that are competitive with neighboring local school districts. • To promote career advancement, APS identifies and develops internal candidates to fill higher level positions. 	<ul style="list-style-type: none"> • Annual report on qualifications of new employees • State Instructional Personnel and Licensure (IPAL) Verification Report • VDOE Instructional Assistant Audit (Title I) • Annual report on diversity of applicant pool and diversity of new staff hired • Annual report comparing salaries and compensation in APS and other local districts • Identification of potential successors for administrative and teaching positions

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
	<ul style="list-style-type: none"> • APS staff members feel included, respected and supported so that they can be productive and successful. • The APS work environment promotes employee well-being, satisfaction and positive morale. 	<ul style="list-style-type: none"> • Staff Site-Based and Community Satisfaction Surveys • Satisfaction survey for all employee groups (<i>to be developed</i>)
<p>B. <i>Strengthen professional development and evaluation.</i> APS has a systematic process in place to identify, organize, share, adapt, and use data, information, knowledge, and best practices that exist among professional and support staff members to improve processes and outcomes.</p>	<ul style="list-style-type: none"> • APS provides professional development that supports both student needs and ongoing individual or group improvement goals. • Staff evaluations employ established district performance standards. • Teacher and principal evaluations include student achievement as an important component. • Professional development activities align with district continuous improvement efforts. • APS employs a systemic process to enhance knowledge management activities among staff. 	<ul style="list-style-type: none"> • Compliance review of professional development plans and activities • Survey of professional development participants (<i>to be developed</i>) • Additional data sources that reflect impact of professional development (<i>to be developed</i>) • Compliance review of staff evaluations • Compliance review of teacher and principal evaluations • Compliance review of professional development activities • Staff participation in knowledge management activities (e.g., sharing best practices)

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
<p>C. <i>Strengthen professional learning communities.</i> Instructional staff members are given opportunities to work as colleagues and participate in professional learning communities to reflect critically on the teaching process; the thinking, actions, and achievement of students; subject content and structure; and to grow professionally through dialogue, inquiry, and action research.</p>	<ul style="list-style-type: none"> • APS establishes professional learning communities as part of a continuous improvement culture of professional practice. • Instructional staff members participate in professional learning communities. • Instructional staff members are satisfied with their professional learning community experience. 	<ul style="list-style-type: none"> • Number of professional learning communities established • Number and frequency of staff participating in professional learning communities • Staff satisfaction survey regarding professional learning (<i>to be developed</i>)

STRATEGIC PLANNING

Goal Four: Provide Optimal Learning Environments

Arlington Public Schools provides the necessary resources and facilities to sustain excellence.

The most important actions of APS to create optimal learning environments are to:

- ◆ Manage resources efficiently and effectively to enhance teaching and learning;
- ◆ Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- ◆ Create vital and engaging, technology-rich learning environments;
- ◆ Manage the effects of growth to ensure that all students, teachers, and staff have access to quality facilities, resources, and instructional programs;
- ◆ Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- ◆ Feature flexible designs that allow students, teachers, and other staff to re-configure spaces with minimal cost to meet the needs of specific populations; and
- ◆ Include environmental stewardship in decision-making, by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and sustainable.

Strategies	Desired Outcomes	Data Sources
<p>A. <i>Align resources to achieve student learning expectations.</i> APS ensures that its resources are aligned and funded to support student achievement. There is a balance between resources and program demands.</p>	<ul style="list-style-type: none"> • APS designs, develops, and maintains facilities to provide optimal and safe learning environments, meeting or exceeding school facilities standards. • Transportation supports student learning and co-curricular activities. • The APS Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements. • APS obtains community and business support through available grant money and other resources. 	<ul style="list-style-type: none"> • Monthly plant operations and annual maintenance safety inspections and reports that check facilities against APS specifications and industry standards for high performance schools • Annual state school safety audits • Site-Based and Community Satisfaction Surveys • Biennial review of CIP and Arlington Facilities and Student Accommodation Plan (AFSAP) • Grants APS receives that support strategic initiatives

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
<p>B. Provide an infrastructure for learning. APS makes available to students an infrastructure for learning regardless of their location or the time of day. It supports access to information, as well as access to participation in online learning communities. It enables seamless integration of in- and out-of-school learning.</p>	<ul style="list-style-type: none"> • APS utilizes state-of-the-art technology that creates engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disabilities. • Students and parents are satisfied with the APS learning infrastructure. • APS employs technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices. 	<ul style="list-style-type: none"> • APS technology against industry standards such as those established by the Information Technology Infrastructure Library (ITIL) • Student and parent Site-Based and Community Satisfaction Surveys • Feedback from teacher and employee advisory groups (e.g., CPST-Collaborative Professional Strategies Team; TCI-Teachers' Council on Instruction)
<p>C. Improve productivity and manage costs. APS plans, manages, monitors, and reports spending to provide decision makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.</p>	<ul style="list-style-type: none"> • APS aligns needs and resources. • APS monitors spending throughout the year and provides reports to decision makers and the community. 	<ul style="list-style-type: none"> • Financial forecasts and enrollment projections • Annual audit • Quarterly spending reports
<p>D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Staff members identify and report ways to increase energy efficiency of facilities and support programs. These reports include comparability data so that senior leaders can evaluate the energy efficiency of district facilities and programs against other sites and identify practices to improve energy efficiency.</p>	<ul style="list-style-type: none"> • Students and parents report that learning environments are safe and conducive to learning. • APS practices environmental stewardship and reduces energy usage and greenhouse gas emissions by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and “green”. • APS optimizes learning opportunities by providing energy-efficient facilities and engaging students in what it means to be responsible stewards of the environment. 	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys • APS annual facility energy report card, demonstrating practices, materials, and services that meet or exceed industry environmental standards • APS annual tonnage reports for all recyclable materials • Student and parent Site-Based and Community Satisfaction Surveys

STRATEGIC PLANNING

Goal Five: Meet the needs of the whole child

Arlington Public Schools will nurture students’ intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

The most important functions to strengthen support services include:

- ◆ Promoting the development of internal and external assets in students;
- ◆ Developing dynamic partnerships between parents and schools, including the implementation of parent education and training to cultivate their involvement;
- ◆ Incorporating comprehensive physical, mental health, and wellness services;
- ◆ Implementing and enforcing the anti-bullying policy and procedures system-wide; and
- ◆ Maintaining internet safety and social media policies and procedures, and expanding opportunities to ensure that students have knowledge of and practice accepted norms, rules, and laws of being a responsible technology user.

Strategies	Desired Outcomes	Data Sources
<p>A. <i>Increase developmental assets in students.</i> External and internal developmental assets enhance all children, allowing them to thrive in their health, safety, relationships, long-term development, and academic pursuits.</p>	<ul style="list-style-type: none"> • APS provides students with supports and opportunities to develop assets that encourage them to become healthy, caring, and responsible adults. • APS provides students with health and wellness information, practices and opportunities necessary to develop lifelong healthy habits, including opportunities for physical activity and healthy food choices. • APS assures that school environments are safe from bullying. 	<ul style="list-style-type: none"> • Assets Survey • Suspensions due to violations of the district’s alcohol and substance abuse policy • Student-reported incidences of alcohol and substance abuse (Youth Risk Behavior Survey) • Second Chance program data • Student survey of co-curricular activities, including physical activities <i>(to be developed)</i> • Student and parent Site-Based and Community Satisfaction Surveys • Assets Survey • Physical fitness score card • Student reports of being bullied at school during the past year • Student Site-Based and Community Satisfaction Surveys, and Youth Risk

STRATEGIC PLANNING

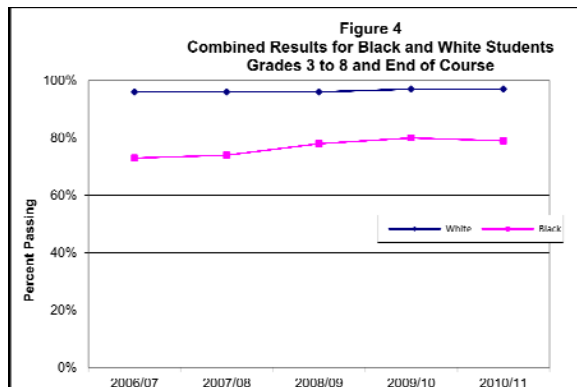
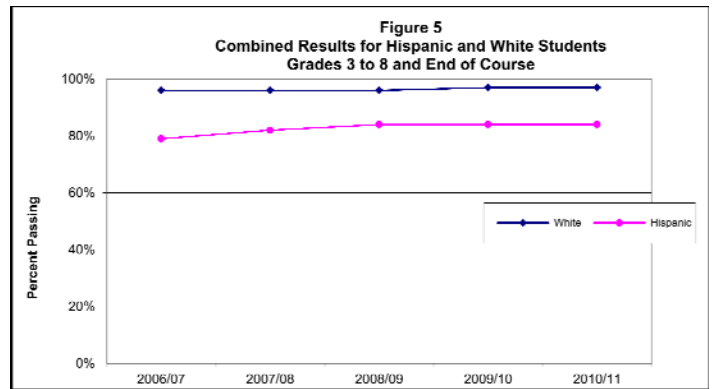
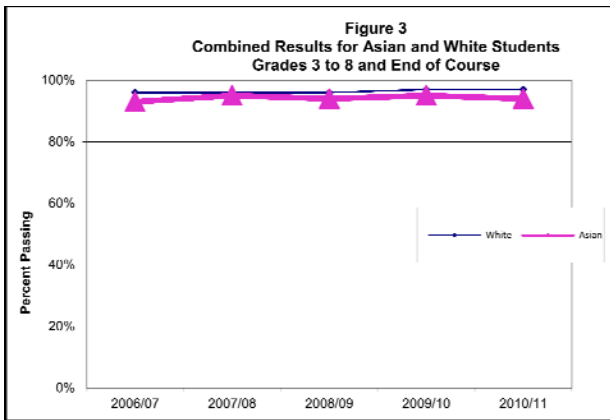
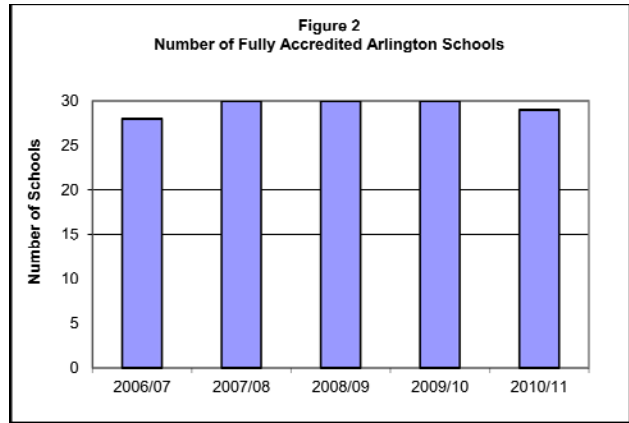
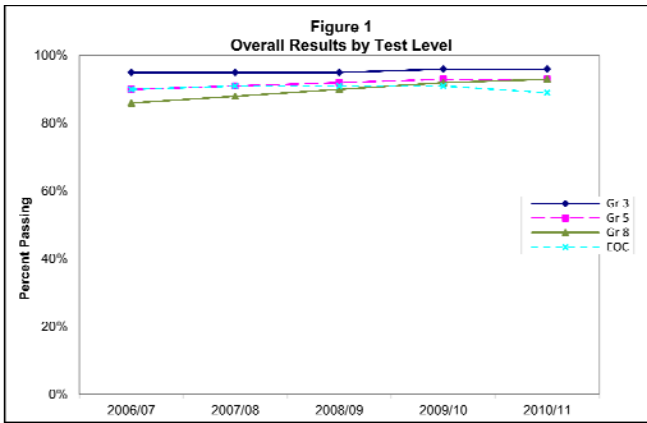
Strategies	Desired Outcomes	Data Sources
	<ul style="list-style-type: none"> • APS provides counseling services that are responsive to the needs of students and assist in their academic, personal-social, and career development. • All APS graduates are prepared to pursue post-secondary education and employment. 	<p>Behavior Survey</p> <ul style="list-style-type: none"> • Student satisfaction with counseling services (e.g., Senior Survey and student Site-Based and Community Satisfaction Surveys, including items at all school levels—elementary, middle, high) • Post-secondary plans from Senior Survey • College completion rates (4-6 years after graduation from National Student Clearinghouse) • Alumni surveys (<i>to be developed</i>)
<p>B. <i>Strengthen family involvement.</i> APS encourages family involvement and feedback systemically, at all levels of school and district operations, including policy and governance deliberations. Parents are given opportunities to promote the educational, social, and emotional growth of their children. Information and learning events are designed for parents and include strategies developed to reach out and assist them in advocacy and support of their children’s education and growth.</p>	<ul style="list-style-type: none"> • The APS Parent Academy provides training and information that addresses the educational, social, and emotional needs of children. • APS provides clear, proactive communication and conducts effective outreach with families. • APS provides comprehensive family involvement opportunities that align with the national PTA family involvement standards. • All schools are welcoming to our diverse families and provide varied opportunities for engaging parents as partners. 	<ul style="list-style-type: none"> • Satisfaction survey of participants in Parent Academy classes and events (<i>to be developed</i>) • School and Community Relations survey (<i>to be developed</i>) • Parent Site-Based and Community Satisfaction Surveys (include items aligned with national PTA family involvement standards) • Parent Site-Based and Community Satisfaction Surveys

STRATEGIC PLANNING

Strategies	Desired Outcomes	Data Sources
<p>C. <i>Strengthen parent, student, staff, and community partnerships.</i> Parent, student, staff, and community members are active partners in district programs and governance. Partnership opportunities expand the ability of stakeholders to actively participate in the education of students, to help students effectively navigate the educational system, and to provide support for every student to learn and succeed.</p>	<ul style="list-style-type: none"> • APS expands its capacity to develop and manage highly effective and sustainable partnerships. • APS expands and strengthens partnerships with business, county, and community agencies, and recruits volunteers to provide support services responsive to the needs of all students. 	<ul style="list-style-type: none"> • Number and type (resource, service, strategic) of active partnerships established with the district • Number of sustained partnerships (three or more consecutive years of continuing collaboration with the district) • Survey aimed at partner, student, staff, and community satisfaction with the partnership experience (<i>to be developed</i>)
<p>D. <i>Promote, support, and expect strong relationships with students and parents,</i> making them feel respected and appreciated.</p>	<ul style="list-style-type: none"> • Staff members promote high quality classroom interactions. • Students, parents, and staff experience culturally competent practices. • Every staff member strives to have a positive relationship with every student. 	<ul style="list-style-type: none"> • Data from CLASS Observation Tool used in program evaluations • Site-Based and Community Satisfaction Surveys • Student and staff Site-Based and Community Satisfaction Surveys

ACHIEVEMENT MEASURES

The following charts demonstrate the steady increase in the level of achievement by Arlington Public School students on the Virginia Standards of Learning (SOL) assessments taken between 2007 and 2011 as well as the progress made towards eliminating the achievement gap. Overall improvement on the Virginia State Standards of Learning assessments on four different levels (Grade 3, Grade 5, Grade 8 and End-of-Course (EOC)) are displayed in Figure 1. Figure 2 shows the increase in the number of Arlington Schools that are fully accredited according to state standards. Advances made in eliminating the achievement gap between Asian and white students (Figure 3), between black and white students (Figure 4), and between Hispanic and white students (Figure 5) are also presented.



ACHIEVEMENT MEASURES



A Summary of 2010-11 Results on the 2005 to 2011 Strategic Plan Indicators

The 2005 to 2011 Strategic Plan was adopted by the School Board in June 2005. It outlines major objectives for the Arlington Public Schools for the six years covered by the plan. The Strategic Plan process was designed to result in clear direction for the school system that focuses on improved student learning for all students. For each goal of the plan, the School Board has defined specific objectives, indicators, and targets or benchmarks to measure progress over each of the 6 years. This summary provides selected findings from the results presented for 2010-11.

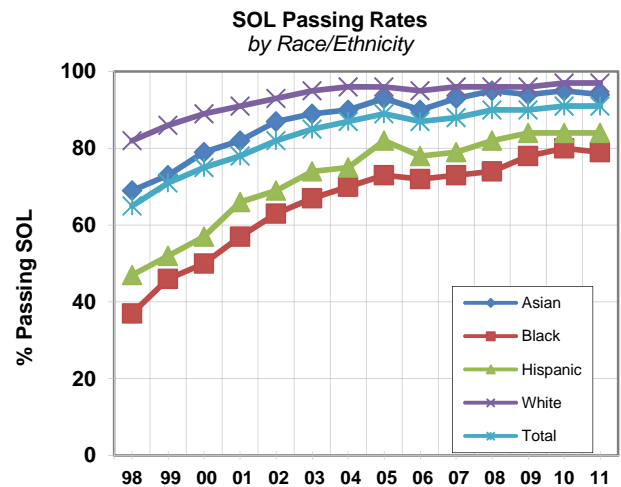
Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

Passing Rates on Standards of Learning (SOL) Tests

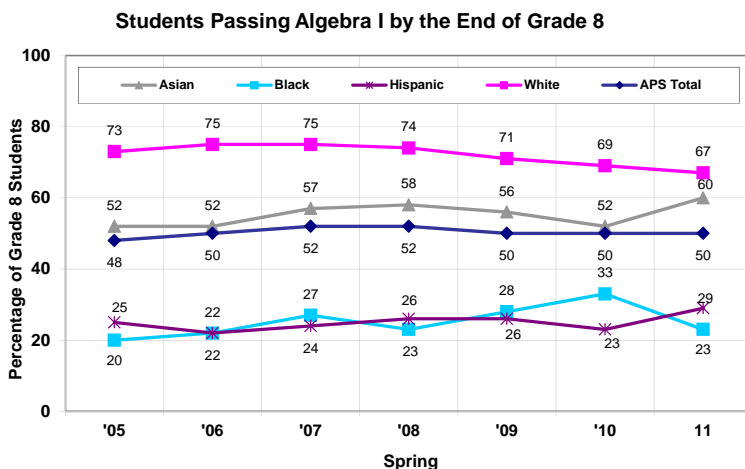
	Year	Asian	Black	Hispanic	White	Total
% Passed	11	94	79	84	97	91
	10	95	80	84	97	91
	09	94	78	84	96	90
	08	95	74	82	96	90
	07	93	73	79	96	88
	06	90	72	78	95	87
	05	93	73	82	96	89
	04	90	70	75	96	87
	03	89	67	74	95	85
	02	87	63	69	93	82
	01	82	57	66	91	78
	00	79	50	57	89	75
99	73	46	52	86	71	
98	69	37	47	82	65	
% Point Gap	11	3	18	13		
	10	2	17	13		
	09	2	18	12		
	08	1	22	14		
	07	3	23	17		
	06	5	23	17		
	05	3	23	14		
	04	6	26	21		
	03	6	28	21		
	02	6	30	24		
	01	9	34	25		
	00	10	39	32		
99	13	40	34			
98	13	45	35			

In Spring 2011, APS administered more than 42,000 SOL assessments on 33 different tests to students across grades 3 through 12.

- The overall passing rate remains high at 91%.
- The passing rate was 90% or higher on 19 out of the 33 tests.



Students Passing Algebra I by the End of Grade 8 with a C or Higher



Algebra I is an advanced course when taken by middle school students. Most students who take the course earn a grade of C or higher.

In 2010-11, half of the students leaving middle school successfully completed Algebra 1, maintaining the same level for 3 consecutive years. In the last year, the successful completion rate

- declined for Black and White students.
- increased among Asian and Hispanic students.

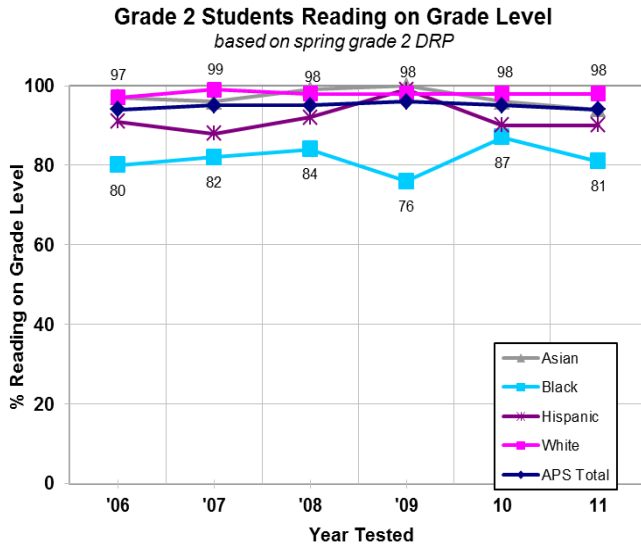
ACHIEVEMENT MEASURES

Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

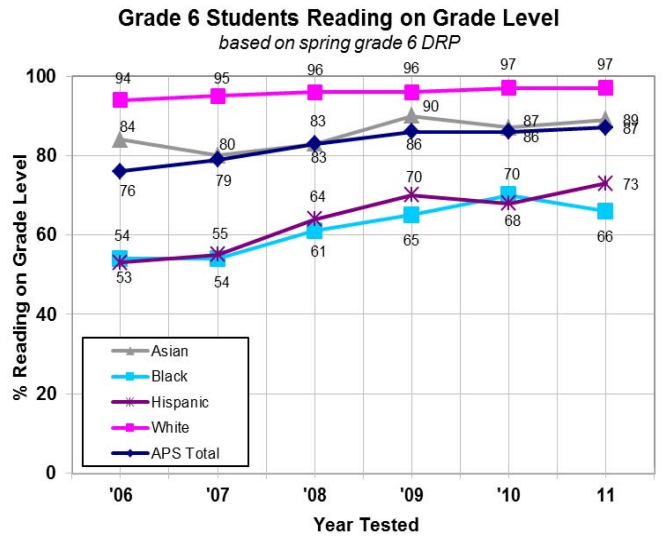
Students Reading on Grade Level

Based on results from the Grade 2 Spring and Grade 6 Fall Degrees of Reading Power (DRP) Test.

Grade 2



Grade 6



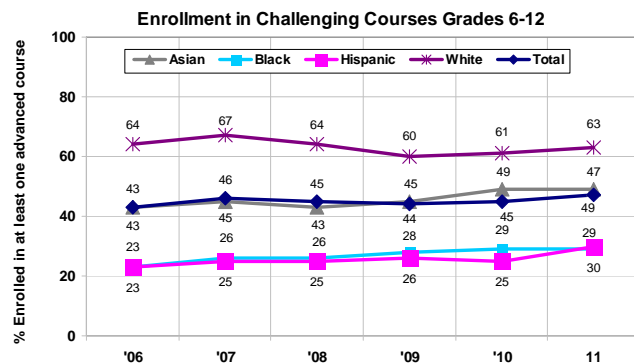
- Since 2005-06, approximately 95% of the students tested in Grade 2 were reading on grade level at the end of the year.
- Scores for all groups remained at about the same level in 2011 except Black students whose performance decreased from 2010 to 2011.

- Overall, 87% of Grade 6 students were reading on grade level in 2011, up from 76% in 2006. All groups have improved.
- Over the past five years, the gaps between Black and White students and Hispanic and White students narrowed.

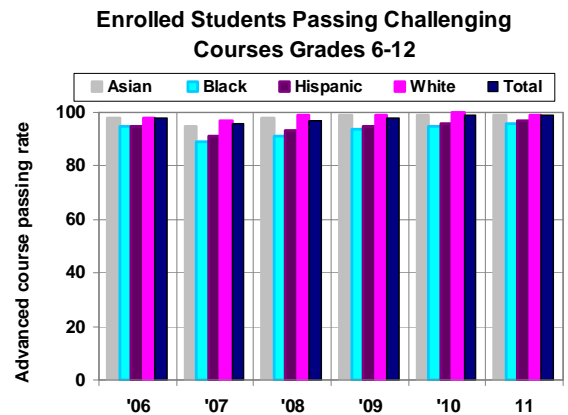
Students in Grades 6-12 Enrolled in at Least One Advanced Course and Advanced Course Passing Rates

Advanced courses are rigorous and include: Advanced Placement (AP) and International Baccalaureate (IB) courses along with all courses identified as intensified. In addition, Algebra I and Geometry I are considered advanced when taken by students in middle school.

Advanced Course – Enrollment



Advanced Course – Passing Rate



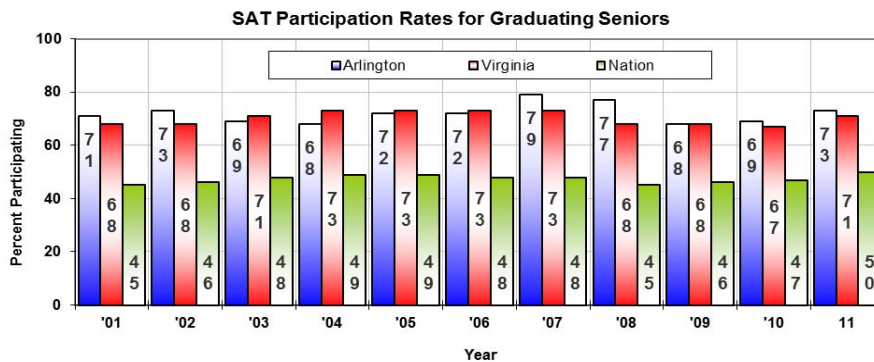
During 2010-11, 47% of all students in grades 6-12 were enrolled in at least one advanced course. Over the last five years, the gap in advanced course enrollment has decreased slightly for Black and Hispanic students, when compared to White students. *Note: For this indicator, students are counted only once, regardless of how many advanced courses they took.*

Among the students enrolled in advanced courses during 2010-11, 99% earned passing grades. Course passing rates ranged from 96% for Black students to 99% for White students. *Note: For this indicator, student grades are counted for each advanced course they were enrolled in.*

ACHIEVEMENT MEASURES

Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

SAT Participation Rate and Average Scores



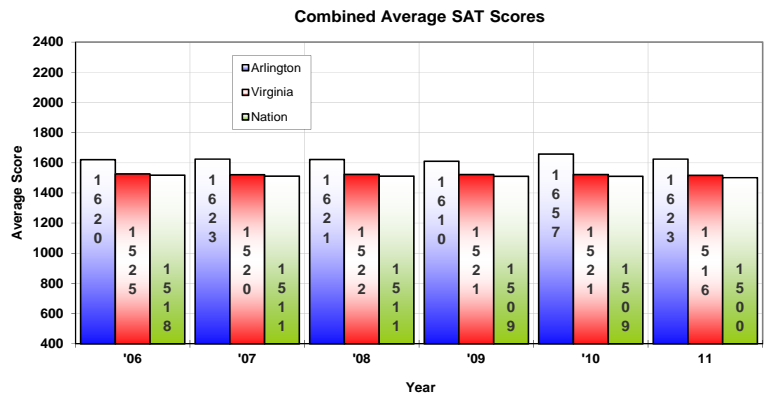
In 2011, SAT participation rates by graduating seniors were:

- 73% for Arlington graduates,
- 71% for Virginia graduates, and
- 50% for U.S. graduates.

Arlington's SAT participation rate has ranged from 68% to 79% over the last ten years.

In 2006 the SAT added a writing assessment. From 2006 to 2011 Arlington's combined scores exceeded:

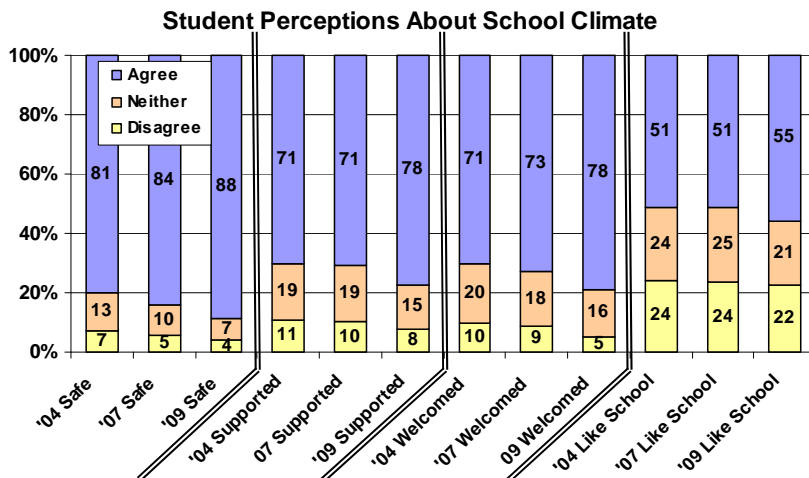
- the combined scores for Virginia by an average of 105 points.
- the combined scores for the U.S. by an average of 116 points.



From 2006 to 2011, Arlington's combined scores ranged from 1610 to 1657. In 2011, the combined score was 1623, returning to the levels observed prior to 2010.

Goal 3: Responsive Education

Students Perceptions about School Climate



Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school. Student responses to the most recent Community Satisfaction Survey (2009) indicate the following:

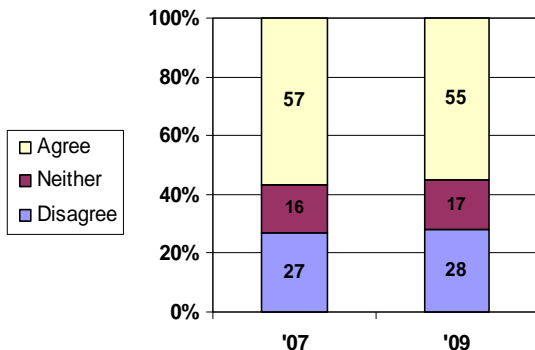
- 88% of students reported feeling safe at school, up from 81% in 2004.
- 78% of students reported feeling supported in school, no change from 2004.
- 78% of students reported feeling welcomed in school, up from 71%, in 2004.
- 55% of students reported they like school, an increase from 51% in 2004 and 2007.

ACHIEVEMENT MEASURES

Goal 3: Responsive Education

Students Reporting at Least One Positive Adult Relationship at School

Students reporting "there is at least one adult in the school with whom I can talk about almost anything."*



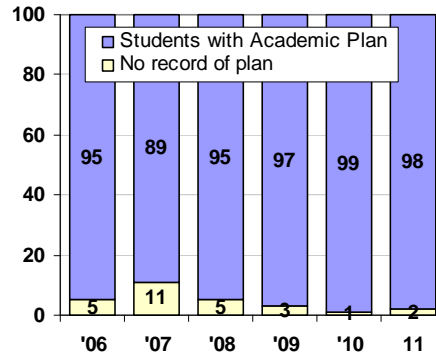
*In 2007, the question was worded "there is at least one adult in the school I can talk with about anything."

Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.

- During 2007, 57% of students surveyed reported having at least one positive adult relationship at school
- The proportion of students reporting a positive relationship decreased to 55% in 2009.

Students in Grades 7-12 with an Academic Plan

Students with an Academic Plan



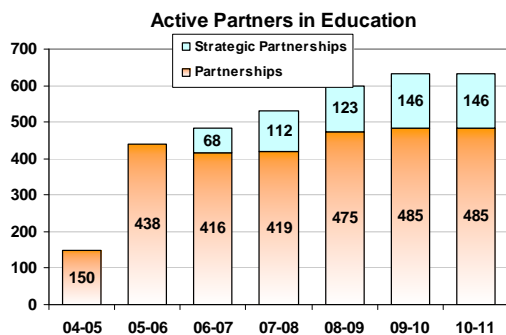
Every student in grades 7-12 should have an academic plan that reflects his or her talents, skills, abilities and challenges. Students, counselors and parents develop the plan in grade 7 to chart the sequence of courses that the student will take throughout their secondary school experience. Students and counselors meet annually to monitor progress and make needed adjustments.

At the end of 2011, 98% of the students in grades 7-12 had an academic plan.

Goal 4: Effective Relationships

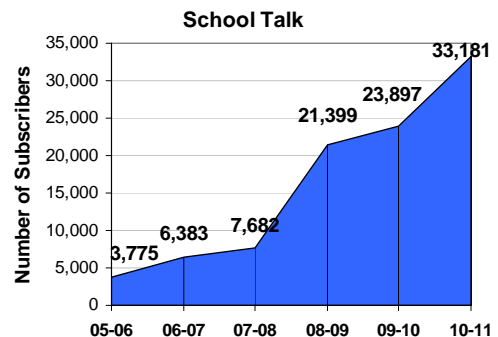
Active Partners in Education

Partners are volunteers associated with a particular business or organization. Strategic partnerships were established in 2006-07, as a signed agreement defining goals and outcomes that support the APS strategic plan and the partner's organizational goals. The number of partnerships continues to increase annually. In its initial year, 14% of the partnerships were identified as strategic, and the proportion has increased to 23% in 2010-11.



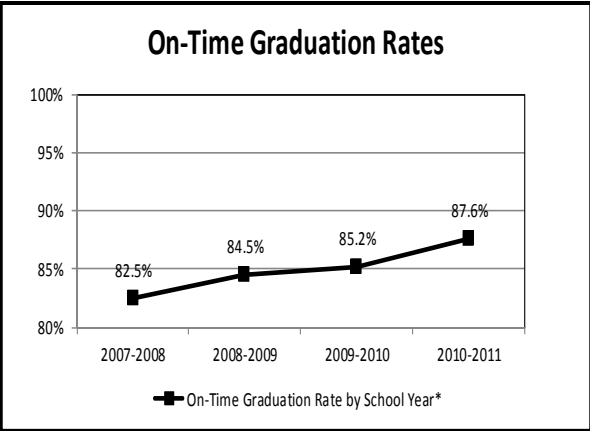
Number of School Talk subscribers

Parents and community members are encouraged to sign up for APS School Talk, a free e-mail service for those interested in receiving information from the school system. In addition to emergency announcements, subscribers can request news from specific schools, news releases, School Board updates, and information about Adult Education and Summer School. Starting in 2008-09 all APS parents and staff were automatically enrolled in School Talk.

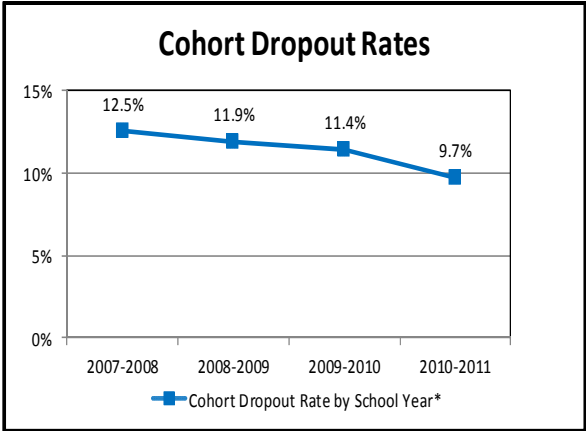


ACHIEVEMENT MEASURES

The On-Time Graduation Rates and Cohort Dropout Rates for the past four years are shown below.



*The On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.



*The Cohort Dropout Rate is the percentage of students who have not earned a Board of Education-approved diploma, GED or Certificate of Completion and are no longer in school, within four years of entering high school for the first time.

BUDGET DEVELOPMENT CALENDAR

<p>1 4 28</p>	<p><u>July</u> Consent Item – Budget Development Calendar - FY 2013 Budget and FY 2013 - FY 2018 CIP HOLIDAY School Board/Senior Staff retreat</p>
<p>11 17-18 24</p>	<p><u>August</u> Board Information Item – FY 2013 Budget Framework Administrative Conference MC/MM request package sent to principals and program managers</p>
<p>5 6 8 12 19</p>	<p><u>September</u> HOLIDAY First Day of School Board Action Item – FY 2013 Budget Framework Budget Kick-off packages sent to principals and program managers Completed MC/MM request forms submitted to Facilities</p>
<p>5 7 10 19 21</p>	<p><u>October</u> September 30 enrollment data sent to Facilities Baseline budget adjustments from program managers due to Senior Staff HOLIDAY Enrollment projections due to Finance Baseline budget adjustments from principal groups and Senior Staff due to Finance</p>
<p>2 4 5 8 10 10 11 15 15 15 16 24-25 29</p>	<p><u>November</u> Community Forum on Budget Board Information Item – FY 2011 Final Fiscal Status Report Community Forum on Budget Senior Staff reviews enrollment and staffing Budget notebooks to Senior Staff Enrollment and staffing sent to principals HOLIDAY Senior Staff reviews draft FY 2013 MC/MM budget Board Action Item – FY 2011 Final Fiscal Status Report Board Information Item – FY 2013 - FY 2018 CIP Framework Senior Staff budget worksheets due to Finance HOLIDAY Baseline expenditures, preliminary revenue estimates, tiered rankings, and general issues reviewed with Senior Staff</p>

BUDGET DEVELOPMENT CALENDAR

<p>1 6 6-9 7 12 12 16 23-26 30</p>	<p><u>December</u> Board Action Item – FY 2013 - FY 2018 CIP Framework Community budget feedback form opens Senior Staff budget review (cont'd) Senior Staff reviews Community budget survey results Preliminary review of FY 2013 proposed budget (including MC/MM) with Administrative Council (a.m.) Senior Staff budget review (p.m.) Community budget feedback form closes HOLIDAY HOLIDAY</p>
<p>2 13 16 18</p>	<p><u>January</u> HOLIDAY – New Year’s Day <i>observed</i> Revised FY 2013 revenue estimate from County (tentative) HOLIDAY Senior Staff budget review</p>
<p>3 10 15 20 23 23 28</p>	<p><u>February</u> January 29 enrollment data sent to Facilities Enrollment projections sent to Principals Enrollment projections due to Finance HOLIDAY Board presentation – Superintendent’s Proposed FY 2013 Budget Budget Work Session #1 following Board meeting Budget Work Session #2</p>
<p>6 6 7 8 9 13 15 20 22 22 29</p>	<p><u>March</u> School Board presentation of APS budget to Civic Federation (tentative) Senior Staff reviews enrollment and staffing Budget Work Session #3 – Employee Concerns Public Hearing on Budget Enrollment and staffing sent to principals Meeting with BAC, FAC, ACI Chairs/Budget Work Session #4 Budget Work Session #5 Public Hearing on County Budget Board Action Item – School Board’s Proposed FY 2013 Budget Public Hearing on Tax Rate School Board presentation of APS budget to County Board</p>
<p>2-6 12 24 26</p>	<p><u>April</u> Spring Break Public Hearing on Budget County Board adoption of FY 2013 County Budget Board Action Item - School Board's Adopted FY 2013 Budget</p>

BUDGET DEVELOPMENT CALENDAR

	<u>May</u>
10	Board Information Item – Superintendent’s Proposed FY 2013 – FY 2018 CIP
15	CIP Work Session #1
22	CIP Work Session #2
24	CIP Public Hearing
28	HOLIDAY
	<u>June</u>
5	CIP Work Session #3
7	Board Information Item - School Board’s Adopted FY 2013 – FY 2018 CIP
12	CIP Work Session #4 (if needed)
19	Board Action Item – School Board’s Adopted FY 2013 – FY 2018 CIP
TBD	County Board adopts FY 2013 – FY 2018 CIP

BUDGET DEVELOPMENT PROCESS

Arlington Public Schools Budget Process and Procedures

The budget process for Arlington Public Schools spans thirteen months, from process review and policy guidance through distribution of the adopted budget documents. The process and procedures followed during the budget process are briefly described below.

Budget Policy Guidance and Process Evaluation

June - September

Budget development for the next budget cycle begins with a debriefing in June on the most recently completed budget process. Staff evaluates the budget process and recommendations to improve the process/procedures for the next year are reviewed and approved by the Superintendent and Senior Staff. The Budget Advisory Council provides a written report to the School Board that may raise issues and concerns about the budget and/or budget process as well.

The Superintendent and Senior Staff meet with the School Board later in June, and receive policy direction from the Board on a number of areas including initial school system priorities for the upcoming year and budget policy guidance to meet the priorities. Budget process changes requiring School Board approval are discussed at this time. Budget process changes are incorporated into the budget work plan and calendar for the coming year. The budget calendar is formally adopted by the School Board at the organizational School Board meeting in July. During this period, the School Board receives comments and input on the budget process and the next year's priorities from the public and from representatives from a number of constituent groups including the Advisory Council on Instruction, County Council of PTAs, the School Leadership Group, the Civic Federation and the Budget Advisory Council.

The County generally provides preliminary forecasts of local tax revenue for the next fiscal year in August, eleven months prior to the fiscal year in question. This preliminary forecast assumes the current tax rate and is based primarily on trend analysis of actual revenues from previous fiscal years and any known economic or demographic information. In September, the School Board approves a budget framework that focuses on the school system goals and priorities that are to be considered in budget development for the upcoming fiscal year.

Budget Development

September - March

Once budget policy guidance, budget strategy and budget development process changes are incorporated into the budget work plan and calendar for the coming year, staff then begin development of the baseline budget.

Staff makes a number of assumptions in developing the APS baseline budget. In general, baseline budget assumptions address:

- projected vacancy savings resulting from position lapse and employee turnover;
- known or preliminary adjustments to fringe benefit rates based on the most current information from Social Security, VRS, health plan administrators, and County staff;
- starting salary levels for vacant budgeted positions based on an analysis of recent starting salary trends (currently 90% of the account average);
- application of planning factors for school-based budgets to maintain the current level of service in the schools;
- the number of positions required to staff the schools based on projected student enrollment; and
- known or anticipated one-time purchases.

BUDGET DEVELOPMENT PROCESS

Budget staff incorporates the salary, fringe benefits and position assumptions into an automated salary calculation report that projects the personnel costs for the next budget year. Personnel costs (salary and fringe benefits) comprise nearly 90% of the School Operating Fund budget. The salary amounts are then incorporated into the baseline budget estimates.

Baseline budget estimates historically do not include funds for a cost of living adjustment, as this is addressed later in the budget process. Historically, the estimates have included salary (step) increases for eligible employees. However, over the past several years, because of the economic situation facing the County, a decision was made on a case-by-case basis whether or not to include salary (step) increases in the baseline budget estimates. The increases are offset by budgeted savings from position lapse and employee turnover. In the APS budget, these savings accrue centrally.

After the previous fiscal year is closed, normally by late September or October, a final accounting of actual locally generated tax revenues is known. At that time, any revenue in excess of the projected amount is shared between the Schools and the County in accordance with the revenue sharing agreement. The School Board makes decisions regarding the use of this “one-time” revenue and the County appropriates the funds as requested. The County updates their preliminary revenue forecast throughout the fall with a “best guess” estimate in December based on known changes in real estate assessments. The final development of the County and Schools budget is based on the estimate of revenues provided in the first week of January. In October staff makes preliminary estimates of the amount anticipated to be available in the current year to carry forward and projects revenue from local fees and charges. Early information from the State regarding sales tax and state aid amounts, if available, is incorporated into the revenue summary. State aid figures are updated again in the spring reflecting the final actions of the General Assembly.

Baseline expenditure budgets, which are developed centrally by Budget staff, are forwarded to program managers (support department budgets) and principals (school budgets) for their review in October and November respectively. Approved changes resulting from their review are incorporated. Program managers and principals may submit budget requests for new resources. These requests may include changes to planning factors that generate school budget estimates. Budget requests, including proposed planning factor changes, are reviewed by Budget staff for fiscal impact and evaluated during the Superintendent/Senior Staff review of the budget.

Throughout the fall and early winter, a number of meetings were held with both staff and community members. At these meetings, suggestions on how to address the budget challenges were solicited, specifically suggestions on efficiencies the school division could undertake. A list of strategies and initiatives for budget savings was generated from these meetings and posted on line. Also posted on line were periodic budget updates. In December, a budget survey for parents, community members, and staff members was developed and administered with the results posted online.

The baseline budget and supporting analytical materials are reviewed by the Superintendent and Senior Staff during a budget review period in December, and decisions are made regarding system-wide programs and priorities. As part of the Superintendent’s review, significant budget issues are presented to the Administrative Council - the Schools’ senior leadership group consisting of principals, department heads and program managers - for its review and recommendations. The Budget Advisory Council makes recommendations on policies and practices related to the presentation and preparation of the operating budget as well. The Superintendent’s

BUDGET DEVELOPMENT PROCESS

Proposed Budget is prepared by Budget staff in December and January and presented to the School Board and the public at a School Board meeting in February.

Budget Review and Adoption

March - June

After the Superintendent's Proposed Budget is presented to the School Board and the public, the School Board holds a number of work sessions to review the budget and a public hearing to provide an opportunity for public comment. The Budget Advisory Council advises the School Board on the degree to which the Superintendent's Proposed Budget supports best fiscal practices and the School Board's priorities and assists in educating the community about the content of the budget and the budget process. While the Superintendent's Proposed Budget is under review, staff responds to budget-related questions posed by the School Board to assist with their review of the budget. Budget staff also meets with, as requested, and responds to questions posed by the School Board's Budget Advisory Council, the County Council of PTAs Budget Committee, the County Fiscal Affairs Advisory Committee's Schools Sub-Committee, and the Civic Federation's Schools Committee.

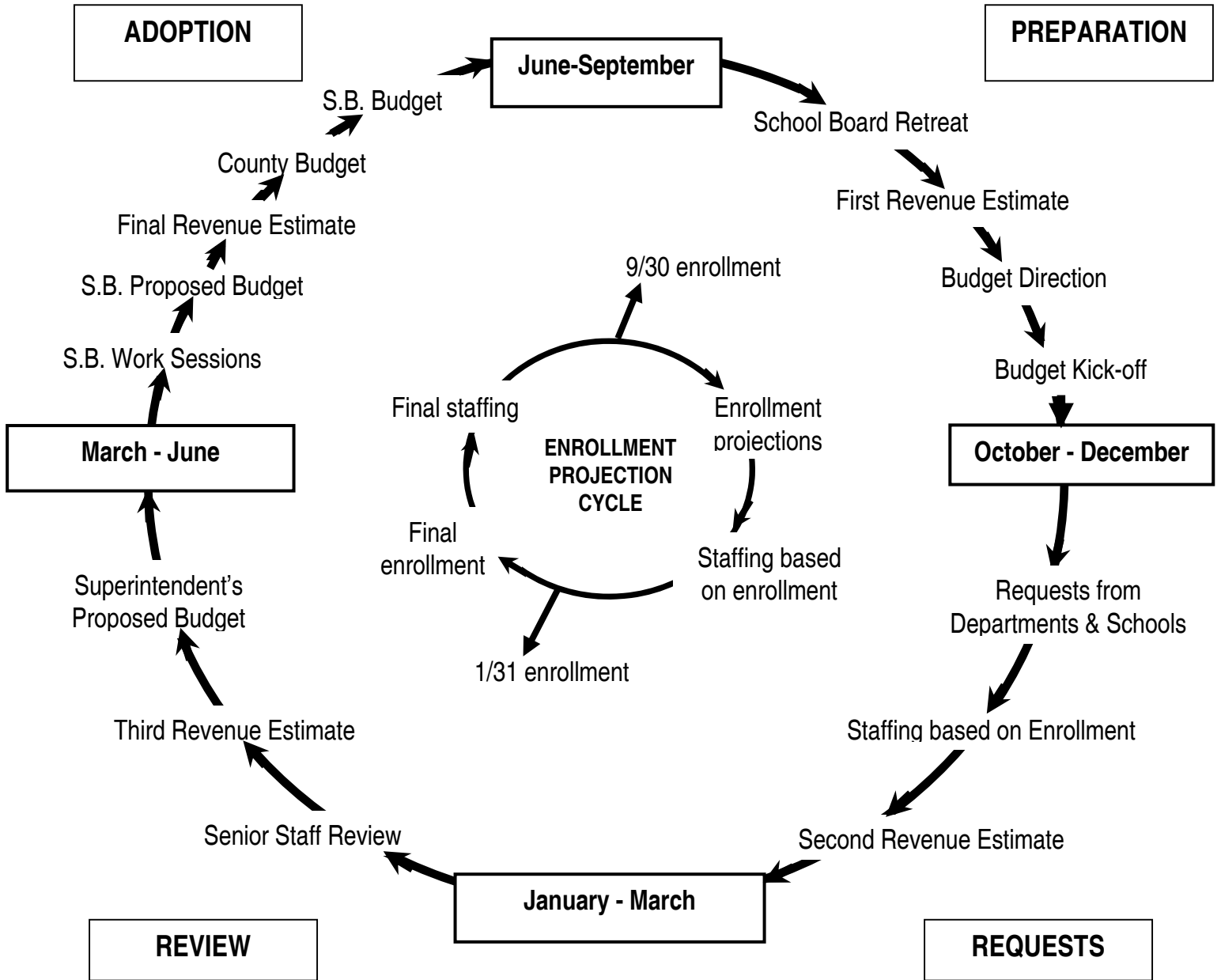
In mid-February, spring enrollment projections are released and school staffing is recalculated. The revised projections are the basis of the School Board's Proposed Budget. State funding estimates are updated in March based on the actions of the General Assembly, and incorporated into the School Board's Proposed Budget. Upon adoption, the School Board's Proposed Budget is forwarded to the County Board for its review and consideration. The School Board meets with the County Board to present the School Board's Proposed Budget, and to address any questions raised by the County Board. The County Board advertises the tax rate soon after the School Board adopts its Proposed Budget and sets the tax rate when the County adopts its final budget (generally in mid-April). After the County Board adoption, including the General Fund appropriation to the Schools, the School Board makes final adjustments and adopts the School Board's Adopted Budget generally at the end of April/beginning of May. Budget staff then prepares and distributes the adopted budget document.

Arlington Public Schools Capital Improvement Plan Development Process

Every two years Arlington Public Schools (APS) develops a six-year Capital Improvement Plan (CIP) to address future facility needs. The CIP responds to requirements for new facilities, additions and renewals of existing schools, and other student accommodation needs as set forth in the Arlington Facilities and Student Accommodation Plan (AFSAP). In addition to major construction projects, the CIP also addresses minor construction and major maintenance needs. The CIP serves as a project planning and financial planning document for the six-year period.

Staff develops the CIP on a two-year cycle. During the first year of the cycle (also known as the "off year"), no changes are made to the prior year's CIP. Instead, staff studies various programs, space needs, and policies to substantiate and update the projects for inclusion in the next year's CIP. The second year of the cycle (also known as the "on year") corresponds with the year in which a bond referendum is held. During the second year of the cycle, project scopes and estimates are revised as necessary based on the findings from the staff studies and based on current construction market conditions. The CIP is proposed in the second year of the two-year CIP development cycle for major construction projects and, as such, contains project scopes, schedules and cost estimates received since the prior adopted CIP.

BUDGET DEVELOPMENT PROCESS



FINANCIAL CONTROLS AND POLICIES

The Finance Department has the responsibility for the fiscal operations of the school division including budget development and management, maintenance of the accounting system, payment of invoices, and receipt and posting of revenues. The Director of Finance with the direction of the Assistant Superintendent of Finance and Management Services is responsible for the financial functions required for the school division.

The budgeting and accounting systems of Arlington Public Schools are organized and operated on the basis of self-balancing accounts, which comprise its assets, liabilities and fund balances, revenues and expenditures as appropriate. School division resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The funds are as follows:

The **School Operating Fund** is the largest fund in the school system and accounts for the day to day operations of APS. It includes the funding for all of the schools and the departments that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and any carry forward from the prior fiscal year.

The **Community Activities Fund** provides support for the operation of joint community/school facilities and programs. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund. Revenue for the Community Activities Fund comes from the County Transfer and local revenue, which represents fees and charges for some of the programs in this fund.

The **Capital Projects Fund** accounts for the capital projects that are funded on a "pay as you go" basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board's direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects. The Capital Projects Fund is supported by the County Transfer and re-estimated County revenue.

The **Food and Nutrition Services Fund** accounts for the school food services program and is responsible for the school breakfast program, the school lunch program, breakfast and lunch programs for summer school and summer camps, lunch programs at several child care centers, the A La Carte programs in the schools, limited vending machine operations, lunch programs at New Directions, the Family Center, and some pre-K programs, as well as catering for special school functions. The Food and Nutrition Services Fund is a self-supporting fund.

The **Grants and Restricted Programs Fund** represents funding received by Arlington Public Schools through fees, grants and awards. The Grants and Restricted Programs Fund is further broken down by source of funds: Federal, State, Local/County, and Combined. Within each of these sources are three categories: Entitlements, Discretionary, and Adult Education Grants. Entitlements are funds that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in the calculation of the APS cost per pupil. Discretionary funds are funds for which Arlington Public Schools applies and is awarded on a discretionary basis by the provider.

FINANCIAL CONTROLS AND POLICIES

The **Comprehensive Services Act (CSA) Fund** accounts for those expenditures outlined in the legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services and their related funding to better meet the needs of children with emotional and behavioral problems and their families, youth at risk of an out-of-the-home placement, youth referred by the schools who are in need of services which are not provided by the schools, youth placed in foster care, and youth who may be referred by the Juvenile Court. Both State funds and the County Transfer support this fund.

The **Debt Service Fund** accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer fully supports this fund.

The **Bond Fund** accounts for the bonds sold through referenda every two years for the purpose of school construction and renovations. The Bond Fund is accounted for separately from the annual budget process since the County appropriates bond proceeds to Arlington Public Schools only after each bond sale.

EXPENDITURE CONTROL AND APPROVALS

Budget Management

Budget administration and management is the process of monitoring revenues and expenditures throughout the fiscal year. Revenues are monitored to ensure that anticipated receipts are posted and to make adjustments in the revenue accounts when either the revenue budget or the actual receipts do not agree. Expenditures are monitored to ensure that they do not exceed authorized amounts and that they are expended for intended, appropriate and legal purposes. Monitoring of both revenues and expenditures on summary levels is a continuous activity of the Finance Department.

Revenues

The school division receives revenues from federal, state and county sources as well as from fees and tuition payments for some specific programs such as summer school, adult education, and extended day. Revenue estimates for the fiscal year are completed through cooperation of the Finance Department and appropriate department personnel. Grant programs are responsible for estimating fiscal year grant amounts for anticipated revenues and expenditures.

Most federal and state revenues are received via electronic transfers, the county fund transfer is posted monthly by the county, and other revenues are received by cash, check or credit card and are posted on a daily basis by Finance. After recording all receipts, they are forwarded to the County's finance department for posting and deposit. Reconciliation of revenue receipts with the County's financial reporting system is done on a monthly basis, and any required adjustments are completed.

Expenditures

The annual appropriated budget is integrated into the automated accounting system at the beginning of each year. Each program manager or principal is responsible for operating within the limits of the annual appropriated budget for their department or school. Expenditures, encumbrances and budget amounts are controlled at the cost center or school level within the program by the automated accounting system which

FINANCIAL CONTROLS AND POLICIES

prevents a department or school from overspending its budget by prohibiting a purchasing or payment transaction from being entered when the total budgeted appropriation amount has been obligated.

Certain portions of the budget are administered centrally. All full-time salary accounts and employee benefit accounts are the responsibility of the Finance Department. Debt service and lease accounts are also the responsibility of Finance.

Program managers are authorized to approve expenditure of funds within their respective department, office, or school, provided the funds are used in accordance with APS' purchasing procedures and legal requirements. Administrative regulations require that, prior to processing, all purchase orders be verified for the availability of funds and proper account codes. The Purchasing Department ensures that all orders are in compliance with legal purchasing regulations and approves all bid awards and contracts. The Finance Department and program managers monitor comparisons between budget and actual expenditures to maintain cost control and ensure against overspending.

Encumbrance Control

Another important component of APS' financial control and reporting system is the encumbrance of funds. All expenditures require that an appropriation of funds be made prior to authorization. Once an obligation is made to expend funds, the amount of the obligation is encumbered. Encumbrances are an obligation in the form of purchase orders, contracts, or salary commitments chargeable to appropriations. The purpose of encumbering funds is to ensure that funds remain available and obligations are recognized as soon as the financial commitment is made. The encumbrance process is an important control measure to prevent the inadvertent over-expenditure of budget appropriations due to lack of information about future commitments. For budgetary purposes, appropriations lapse at the end of the fiscal year and outstanding encumbrances at year-end must be re-appropriated into the next fiscal year.

Budget Transfers between Accounts

The budget is a spending plan based on a series of assumptions and estimates. Typically, during the course of the year, adjustments are made between various budget accounts to cover higher than expected costs or to provide for unanticipated expenses. School principals and program managers have flexibility to reallocate funds within their school or program to support specific needs.

Transfers between functions within a responsible program or school must be approved by the Finance Department. Amendments, changes, or transfers at the legal level or individual fund level require the specific approval of the School Board.

Financial Information and Reporting

The Finance Department prepares midyear and end of fiscal year reports for the School Board on the status of all revenue and expenditure accounts. These accounts are reevaluated based on current projections and revised accordingly by the School Board.

In addition, as a component unit of the County, APS participates in the county audit process and prepares the Schools section of the County's Comprehensive Annual Financial Report (CAFR). The CAFR reports the results of all funds under County authorization, including its component units. The combined financial statements of APS are

FINANCIAL CONTROLS AND POLICIES

prepared in conformity with generally accepted accounting principles (GAAP) applicable to government units. For FY 2010, the CAFR received an unqualified or “clean” audit opinion, the highest opinion possible, which indicates strong fiscal management and internal controls, indicates adherence to GASB and GAAP standards, and indicates good record-keeping and documentation of transactions.

The school division also prepares the Annual School Report for the Virginia Department of Education. APS is considered to be a component unit of Arlington County.

SIGNIFICANT FINANCIAL MANAGEMENT AND ACCOUNTING POLICIES

Financial Management Policies

The following is a summary of School Board Policies related to financial management:

Budget Framework

The School Board’s framework for the operating budget and capital budget work plans are grounded in the School Board’s Strategic Plan goals and the six-year Capital Improvement Plan (CIP). Both guide development of a strategic plan resource allocation for a designated period of time. The School Board provides budget framework to the Superintendent each year prior to the development of the next fiscal year’s budget. In those years where a CIP is developed, the School Board will also provide direction to the Superintendent on the development of the CIP.

Budget Development

Arlington Public Schools prepares and estimates the amount of money deemed necessary during the next fiscal year for the support of the public schools and the school division. This information is provided in the form of an annual budget approved by the School Board and submitted to the Arlington County Board on or before April 1. The schedule for budget development will provide sufficient time for review and analysis by both staff and public groups.

Capital Improvement Plan Development

Arlington Public Schools develops a six-year Capital Improvement Plan (CIP) using a two-year development cycle. During the first year, the Superintendent will provide information and report on capital related issues and studies as directed by the School Board. The School Board uses the results of these studies, along with other information, including debt analysis and the prioritization of the identified projects, to determine future facility improvements and student accommodation needs.

Revenue Sharing

The Arlington County School Board and the Arlington County Board maintain a revenue sharing agreement that provides the allocation of adjusted net local County tax revenue between the County and the Schools. This transfer, along with Federal, State and other Local Revenues, funds all School expenditures including debt service. Non-local School revenues do not alter the allocation. All increases or decrease in local tax revenues will be allocated or absorbed at the same percentage rate. This agreement operates on an annual basis, automatically renewed until either the School Board or the County Board takes action to the contrary.

FINANCIAL CONTROLS AND POLICIES

Additional County Revenue

Based on the revenue sharing agreement, Arlington Public Schools may receive additional local tax revenue from the County upon close out of the fiscal year. Upon approval by the School Board and re-appropriation by the County Board, these funds may be used to:

- Establish or maintain a contingency or reserve fund
- Fund one-time (non-recurring) expenditures including existing or planned capital projects. Any recommended use of current revenues will address the following:
 - Unanticipated critical needs
 - Additional funds necessary for an existing approved project
 - Projects planned in the out-years of the Capital Improvement Plan
 - Timing of the project(s) and the availability of current revenues
 - Project size/cost and the availability of current revenues
 - Alternative sources of funding
 - Other possible uses of the funds
- Jump start a program for which future funds are committed

Reserve Policy

The Arlington Public Schools Reserve Fund is a set-aside account that may only be used with direct School Board approval. The Board may consider the Superintendent's request to use these funds when there is a serious shortfall in available resources such as:

- Flat or reduced growth in locally generated tax revenue for an upcoming year;
- Reductions in expected current federal or state revenue; or
- Planned expenditures that exceed budget by extraordinary amounts due to factors beyond the school system's control (e.g. rapidly escalating health insurance costs or utility costs).

Requests for use of the reserve fund must be accompanied by a report detailing all efforts made by staff to meet the need within operating budget resources. As part of the budget process, the School Board will receive an annual status report on the reserve fund.

Periodic Reporting

The Finance office prepares midyear and end of fiscal year reports for the School Board on the status of all revenue and expenditure accounts. These revenue and expenditure accounts are reevaluated based on current projections and revised accordingly for approval by the School Board.

Budget Savings

Arlington Public Schools may have savings derived from funds not encumbered or spent by the end of the fiscal year (June 30). Upon approval by the School Board and re-appropriation by the County Board, savings can be:

- Set aside and used as carry-forward in an upcoming fiscal year budget
- Used to purchase items not included in the current budget but planned to be included in the upcoming budget

FINANCIAL CONTROLS AND POLICIES

- Used to fund existing or planned capital projects. Any recommended use of current revenues will address the following:
 - Unanticipated critical needs
 - Additional funds necessary for an existing approved project
 - Projects planned in the out-years of the Capital Improvement Plan
 - Timing of the project(s) and the availability of current revenues
 - Project size/cost and the availability of current revenues
 - Alternative sources of funding
 - Other possible uses of the funds
- Used to fund unanticipated critical needs or mandates
- Used to supplement or create a reserve

Debt Management Policy

Because the school division does not have the authority to incur long-term debt, the County of Arlington, Virginia is responsible for the issuance and maintenance of debt for APS. Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes. Although the County is responsible for the issuance and maintenance of debt for the school division, the School Board oversees the management of School debt service to balance operating and capital needs and to ensure compliance with County debt policies. Arlington County's debt capacity is maintained within the following primary goals:

- The ratio of Debt Service to General Expenditures should not exceed 10%
- The ratio of Tax-Supported General Obligation & Subject to Appropriation Financing to Market Value should not exceed 4%
- The ratio of Tax-Supported General Obligation Debt to Per Capita Income should not exceed 6%
- Debt service growth over the six-year projection should not exceed the average ten-year historical revenue growth

Accounting Policies

The following is a summary of APS' significant accounting policies:

Basis of Presentation – Fund Accounting

APS accounts are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Governmental resources are allocated and accounted for in the individual funds based on the purposes for which they are to be spent and the means by which spending activities are controlled.

FINANCIAL CONTROLS AND POLICIES

Basis of Accounting

All governmental and agency funds follow the modified accrual basis of accounting. Under this method, revenues are recognized when they become measurable and available. APS' primary sources of funding are funds appropriated by other governmental units; accordingly, most revenues are considered to be available at the time they are appropriated or otherwise measurable. Governmental fund expenditures generally are recognized under the modified accrual basis of accounting when the liability is incurred. APS uses the modified accrual basis when budgeting for governmental funds. All proprietary and trust funds follow the accrual basis of accounting. Under this method, revenues are recognized when earned and expenses are recognized when goods and services are received.

The accounting and reporting treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and liabilities generally are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

All proprietary funds and trust funds are accounted for on a flow of economic resources measurement focus. With this measurement focus, all assets and liabilities associated with the operation of these funds are included on the balance sheet. Proprietary fund equity (i.e. net total assets) is segregated into contributed capital and retained earnings components. Proprietary fund-type operating statements present increases and decreases in net total assets.

In accordance with Governmental Accounting Board (GASB) Statement No. 20, APS has elected to follow GASB statements issued after November 30, 1989, rather than the Financial Accounting Standards Board (FASB) Statements, in accounting for proprietary funds.

Budgetary Basis

Budgets are adopted on a basis consistent with generally accepted accounting principles; APS uses the modified accrual basis in budgeting for governmental funds. Annual appropriated budgets are adopted for all funds except the Bond Fund. Projects funded by bonds are budgeted on a project-by-project basis. All appropriations are legally controlled at the fund level. Additionally, a six-year Capital Improvement Plan is adopted. APS presents an annual balanced budget where revenues match expenditures. In addition to being balanced as a whole, the budget is also balanced at the fund level. For example, revenues budgeted for the Community Activities Fund match the expenditures budgeted for that fund.

Relationship between Accounting and Budgeting

Arlington Public Schools uses the modified accrual basis for financial reporting and for preparing the budget document. The timeframe is the same for the budget period as for the financial reporting period. APS uses a fiscal year that runs from July 1 to June 30. The budget document contains the same funds as the financial reports.

Equity in Pooled Cash and Investments

Cash on deposit with Arlington County represents the majority of APS' available cash within the County's cash and investment pool. To optimize investment returns, APS' funds are invested together with all other County-pooled funds, which are fully insured or collateralized.

FINANCIAL CONTROLS AND POLICIES

Interfund Receivables and Payables

During the course of operations, numerous transactions occur between individual funds, and between the primary government, for goods provided and services rendered. These receivables and payables are classified as “Due from/to Other Funds” on the Schools’ balance sheet.

Inventories

Inventories are valued at cost, which approximates market value, using the first-in first-out method in the School Cafeteria Fund. Inventories are accounted for using the purchase method.

Compensated Absences

APS employees, excluding teachers, are granted vacation leave based upon length of employment. Teachers do not earn vacation leave but instead earn personal leave. A total of 40 days of vacation may be carried over from one year to the next. APS does not place a limit on the accumulation of sick leave, which is paid only at retirement at a rate of 50%. Accumulated vested compensated absences are recorded as an expense and liability as the benefits accrue to employees.

Grant Revenue

Revenue from federal, state and other grants for funding specific program expenditures, is recognized at the time that the specific expenditures are incurred. Revenue from general purpose grants is recognized in the period to which the grant applies.

Debt Service

The School Board is obligated to repay all principal and interest on any debt incurred by the County on APS’ behalf. General obligation bonds of the County of Arlington fund school construction programs. Information on general obligation bonds can be found in the county’s Comprehensive Annual Financial Report and the Debt Service Fund section of the budget.

Retirement Plans

APS employees participate in public employee retirement systems administered by the State of Virginia or Arlington County. These plans are the Virginia Retirement System and the Arlington County Employee Supplemental Retirement System.

FINANCIAL SECTION

All Funds Summary

Revenue Assumptions

Revenue History

Expenditure Assumptions

Expenditure History

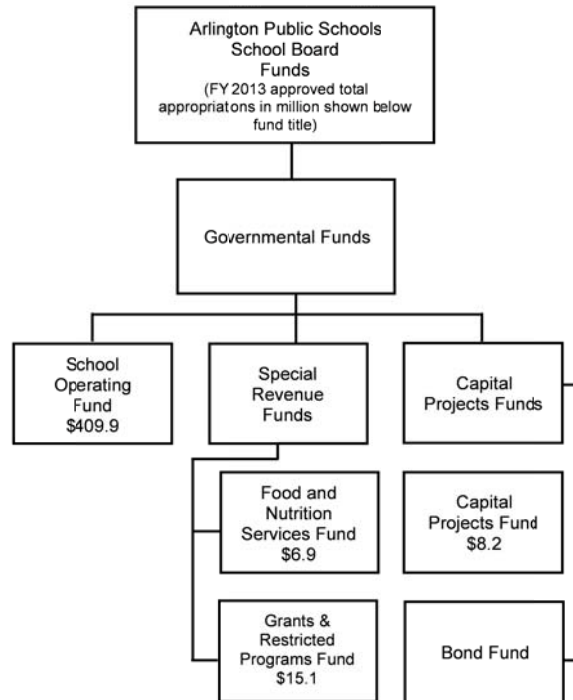
FY 2013 – FY 2022 Capital Improvement Plan

Debt Service

ALL FUNDS SUMMARY

The Arlington Public Schools budget includes eight different funds: the School Operating Fund, Community Activities Fund, Capital Projects Fund, Debt Service Fund, Food and Nutrition Services Fund, Comprehensive Services Act Fund, and Grants & Restricted Programs Fund which are appropriated annually by the County Board. The Bond Fund is accounted for separately and the County appropriates the funds only when the bonds are sold.

At the end of each fiscal year, the County maintains any fund balance and the entire amount is re-appropriated to the Schools by fund in the next fiscal year. The detail below provides the FY 2011 Actual, FY 2012 Adopted and FY 2013 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



ALL FUNDS SUMMARY

	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted		
Revenue					
County Transfer	\$357,818,929	\$378,776,778	\$400,358,051		
County Re-Estimate	\$0	\$6,790,625	\$6,938,050		
State	\$48,609,574	\$50,658,473	\$53,444,063		
Local	\$20,777,854	\$15,589,431	\$16,230,876		
Federal	\$18,367,298	\$13,195,761	\$12,987,901		
Carry Forward	\$0	\$10,045,000	\$11,475,000		
TOTAL	\$445,573,655	\$475,056,068	\$501,433,941		
	FY 2011 Actual	FY 2012 Positions	FY 2012 Adopted	FY 2013 Positions	FY 2013 Adopted
Expenditures					
Salaries (includes hourly)	\$265,122,281		\$274,178,132		\$294,379,677
Employee Benefits	\$69,514,327		\$89,722,780		\$93,375,764
Staff Development	\$1,325,167		\$2,009,147		\$2,287,936
Contractual Services	\$63,677,062		\$70,960,276		\$75,673,800
Materials & Supplies	\$12,486,994		\$14,568,842		\$15,810,354
Equipment	\$8,328,369		\$7,939,252		\$9,632,426
Other Operating Costs	\$1,493,768		\$15,677,638		\$10,273,983
TOTAL	\$421,947,967	3,937.41	\$475,056,068	4,047.11	\$501,433,941

ALL FUNDS SUMMARY

School Operating Fund – The School Operating Fund is the largest fund in the school system and accounts for the day to day operations of APS. It includes the funding for all of the schools (22 elementary, 9 secondary, and 5 other school programs) and the departments (School Board Office, Superintendent's Office, Department of Instruction, Administrative Services, Student Services, Finance & Management Services, School and Community Relations, Personnel Services, Facilities & Operations, and Information Services) that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and any carry forward from the prior fiscal year.

SCHOOL OPERATING FUND SUMMARY

	FY 2011 Actual		FY 2012 Adopted		FY 2013 Adopted
Revenue					
County Transfer	\$311,244,937		\$324,227,988		\$349,169,092
County Re-Estimate	\$0		\$756,148		\$0
State	\$42,974,862		\$46,246,289		\$49,012,662
Local	\$7,120,099		\$2,194,692		\$2,183,692
Carry Forward	\$0		\$10,045,000		\$9,500,000
Federal	<u>\$9,000</u>		<u>\$0</u>		<u>\$0</u>
TOTAL	\$361,348,898		\$383,470,117		\$409,865,446
	FY 2011 Actual	FY 2012 Positions	FY 2012 Adopted	FY 2013 Positions	FY 2013 Adopted
Expenditures					
Salaries (<i>includes hourly</i>)	\$239,644,021		\$251,953,192		\$271,948,137
Employee Benefits	\$62,397,409		\$83,387,369		\$86,724,608
Staff Development	\$1,108,317		\$1,738,229		\$2,063,714
Contractual Services	\$19,562,481		\$21,729,923		\$23,889,310
Materials & Supplies	\$7,274,038		\$9,535,114		\$9,622,965
Equipment	\$5,441,839		\$6,109,764		\$7,232,102
Other Operating Costs	<u>\$1,004,685</u>		<u>\$9,016,526</u>		<u>\$8,384,610</u>
TOTAL	\$336,432,791	3,614.16	\$383,470,117	3,726.61	\$409,865,446

ALL FUNDS SUMMARY

Community Activities Fund – The Community Activities Fund provides support for the operation of joint community/school facilities and programs. These include the Humanities Project, the Planetarium, Alternatives for Parenting Teens, Extended Day, Swimming Pools, the Career Center, and Drew, Carver, Gunston and Thomas Jefferson Community Centers. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund.

Revenue for the Community Activities Fund comes from the County Transfer and Local Revenue, which represents fees and charges for some of the programs in this fund.

COMMUNITY ACTIVITIES FUND SUMMARY					
	FY 2011		FY 2012		FY 2013
	<u>Actual</u>		<u>Adopted</u>		<u>Adopted</u>
Revenue					
County Transfer	\$5,575,855		\$7,408,123		\$7,663,609
Local	<u>\$7,893,257</u>		<u>\$7,966,568</u>		<u>\$8,122,600</u>
Total	\$13,469,112		\$15,374,691		\$15,786,209
	FY 2011	FY 2012	FY 2012	FY 2013	FY 2013
	<u>Actual</u>	<u>Positions</u>	<u>Adopted</u>	<u>Positions</u>	<u>Adopted</u>
Expenditures					
Salaries (<i>includes hourly</i>)	\$8,389,167		\$9,212,763		\$9,338,564
Employee Benefits	\$2,052,612		\$2,395,644		\$2,572,126
Staff Development	\$14,030		\$120,436		\$74,907
Contractual Services	\$1,613,307		\$2,012,251		\$2,222,785
Materials & Supplies	\$889,326		\$870,868		\$1,017,148
Equipment	\$100,549		\$87,330		\$87,330
Other Operating Costs	<u>\$434,109</u>		<u>\$675,399</u>		<u>\$473,349</u>
Total	\$13,493,100	107.00	\$15,374,691	108.50	\$15,786,209

ALL FUNDS SUMMARY

Capital Projects Fund – The Capital Projects Fund accounts for the capital projects that are funded on a "pay as you go" basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board’s direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects.

The Capital Projects Fund is supported by the County Transfer and re-estimated County revenue.

CAPITAL PROJECTS FUND SUMMARY

	FY 2011 <u>Actual</u>		FY 2012 <u>Adopted</u>		FY 2013 <u>Adopted</u>
Revenue					
County Transfer	\$5,702,479		\$6,570,520		\$1,261,232
County Re-Estimate	\$0		\$6,034,477		\$6,938,050
Federal	\$0		\$0		\$0
State	\$0		\$0		\$0
Local Receipts	\$0		\$0		\$0
Total	\$5,702,479		\$12,604,997		\$8,199,282
	FY 2011 <u>Actual</u>	FY 2012 <u>Positions</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Positions</u>	FY 2013 <u>Adopted</u>
Expenditures					
Salaries <i>(includes hourly)</i>	\$516,643		\$556,495		\$652,487
Employee Benefits	\$137,825		\$187,283		\$222,020
Staff Development	\$394		\$0		\$0
Contractual Services	\$4,901,466		\$4,994,151		\$3,670,800
Materials &Supplies	\$400,984		\$755,000		\$1,451,525
Equipment	\$1,200,708		\$500,000		\$1,245,375
Other Operating Costs	<u>(\$215,001)</u>		<u>\$5,612,068</u>		<u>\$957,075</u>
Total	\$6,943,019	7.25	\$12,604,997	7.25	\$8,199,282

ALL FUNDS SUMMARY

Food and Nutrition Services Fund – The Food and Nutrition Services Fund accounts for the school food services program. The Food and Nutrition Services Fund is responsible for the school breakfast program, the school lunch program, breakfast and lunch programs for summer school and summer camps, lunch programs at several child care centers, the A La Carte programs in the schools, limited vending machine operations, lunch programs at New Directions, the Family Center, and some pre-K programs, as well as catering for special school functions.

The Food and Nutrition Services Fund is a self-supporting fund.

FOOD AND NUTRITION SERVICES FUND SUMMARY

	FY 2011 Actual		FY 2012 Adopted		FY 2013 Adopted
Revenue					
County Transfer	\$0		\$0		\$0
Carry Forward	\$0		\$0		\$0
Local	\$3,112,134		\$2,981,449		\$3,041,385
State	\$77,901		\$75,886		\$74,091
Federal	<u>\$3,670,527</u>		<u>\$3,455,173</u>		<u>\$3,828,000</u>
Total	\$6,860,562		\$6,512,508		\$6,943,476
Expenditures					
Salaries (<i>includes hourly</i>)	\$2,439,306		\$2,361,573		\$2,428,296
Employee Benefits	\$799,053		\$804,612		\$933,060
Staff Development	\$1,505		\$6,700		\$6,700
Contractual Services	\$20,901		\$1,200		\$1,700
Materials & Supplies	\$3,295,452		\$2,959,909		\$3,274,400
Equipment	\$112,107		\$190,000		\$24,000
Other Operating Costs	<u>\$10,765</u>		<u>\$188,514</u>		<u>\$275,320</u>
Total	\$6,679,089	6.00	\$6,512,508	6.00	\$6,943,476

ALL FUNDS SUMMARY

Grants and Restricted Programs Fund – The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards. The Grants and Restricted Programs Fund is further broken down by source of funds: Federal, State, Local/County, and Combined. Within each of these sources are three categories: Entitlements, Discretionary, and Adult Education Grants. Entitlements are funds that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in the calculation of the APS cost per pupil. Discretionary funds are funds for which Arlington Public Schools applies and is awarded on a discretionary basis by the provider.

GRANTS & RESTRICTED FUND SUMMARY

	FY 2011 <u>Actual</u>		FY 2012 <u>Adopted</u>		FY 2013 <u>Adopted</u>
Revenue					
Local	\$2,652,364		\$2,446,722		\$2,883,199
State	\$3,707,750		\$2,993,798		\$3,014,810
Federal	<u>\$14,687,771</u>		<u>\$9,740,588</u>		<u>\$9,159,901</u>
Total	\$21,047,885		\$15,181,108		\$15,057,910
	FY 2011 <u>Actual</u>	FY 2012 <u>Positions</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Positions</u>	FY 2013 <u>Adopted</u>
Expenditures					
Salaries (<i>includes hourly</i>)	\$14,133,144		\$10,094,109		\$10,012,193
Employee Benefits	\$4,127,428		\$2,947,872		\$2,923,950
Staff Development	\$201,315		\$143,782		\$142,615
Contractual Services	\$434,188		\$310,104		\$307,587
Materials & Supplies	\$627,194		\$447,951		\$444,316
Equipment	\$1,473,166		\$1,052,158		\$1,043,619
Other Operating Costs	<u>\$259,210</u>		<u>\$185,131</u>		<u>\$183,629</u>
Total	\$21,255,644	203.00	\$15,181,108	198.75	\$15,057,910

ALL FUNDS SUMMARY

Comprehensive Services Act (CSA) Fund – The Comprehensive Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia’s state and local services and their related funding to better meet the needs of children with emotional and behavioral problems and their families, youth at risk of an out-of-the-home placement, youth referred by the schools who are in need of services which are not provided by the schools, youth placed in foster care, and youth who may be referred by the Juvenile Court.

Both State funds and the County Transfer support this fund.

COMPREHENSIVE SERVICES FUND SUMMARY

	FY 2011 <u>Actual</u>		FY 2012 <u>Adopted</u>		FY 2013 <u>Adopted</u>
Revenue					
County Transfer	\$2,057,605		\$2,307,500		\$2,307,500
State	<u>\$1,849,061</u>		<u>\$1,342,500</u>		<u>\$1,342,500</u>
Total	\$3,906,666		\$3,650,000		\$3,650,000
	FY 2011 <u>Actual</u>	FY 2012 <u>Positions</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Positions</u>	FY 2013 <u>Adopted</u>
Expenditures					
Contractual Services	<u>\$3,906,666</u>		<u>\$3,650,000</u>		<u>\$3,650,000</u>
Total	\$3,906,666	0.00	\$3,650,000	0.00	\$3,650,000

ALL FUNDS SUMMARY

Debt Service Fund – The Debt Service Fund accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer provides most of the support for this fund which is also supported by debt service reserves created from carry forward from prior fiscal years.

DEBT SERVICE FUND SUMMARY

	FY 2011 <u>Actual</u>		FY 2012 <u>Adopted</u>		FY 2013 <u>Adopted</u>
Revenue					
County Transfer	\$33,238,053		\$38,262,647		\$39,956,618
Carry Forward	<u>\$0</u>		<u>\$0</u>		<u>\$1,975,000</u>
Total	\$33,238,053		\$38,262,647		\$41,931,618
	FY 2011 <u>Actual</u>	FY 2012 <u>Positions</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Positions</u>	FY 2013 <u>Adopted</u>
Expenditures					
Contractual Services	<u>\$33,238,053</u>		<u>\$38,262,647</u>		<u>\$41,931,618</u>
Total	\$33,238,053	0.00	\$38,262,647	0.00	\$41,931,618

Bond Fund – The Bond Fund accounts for the bonds sold through referenda every two years for the purpose of school construction and renovations. The Bond Fund is accounted for separately from the annual budget process since the County appropriates bond proceeds to Arlington Public Schools only after each bond sale.

ALL FUNDS SUMMARY

SUMMARY FUND STATEMENT

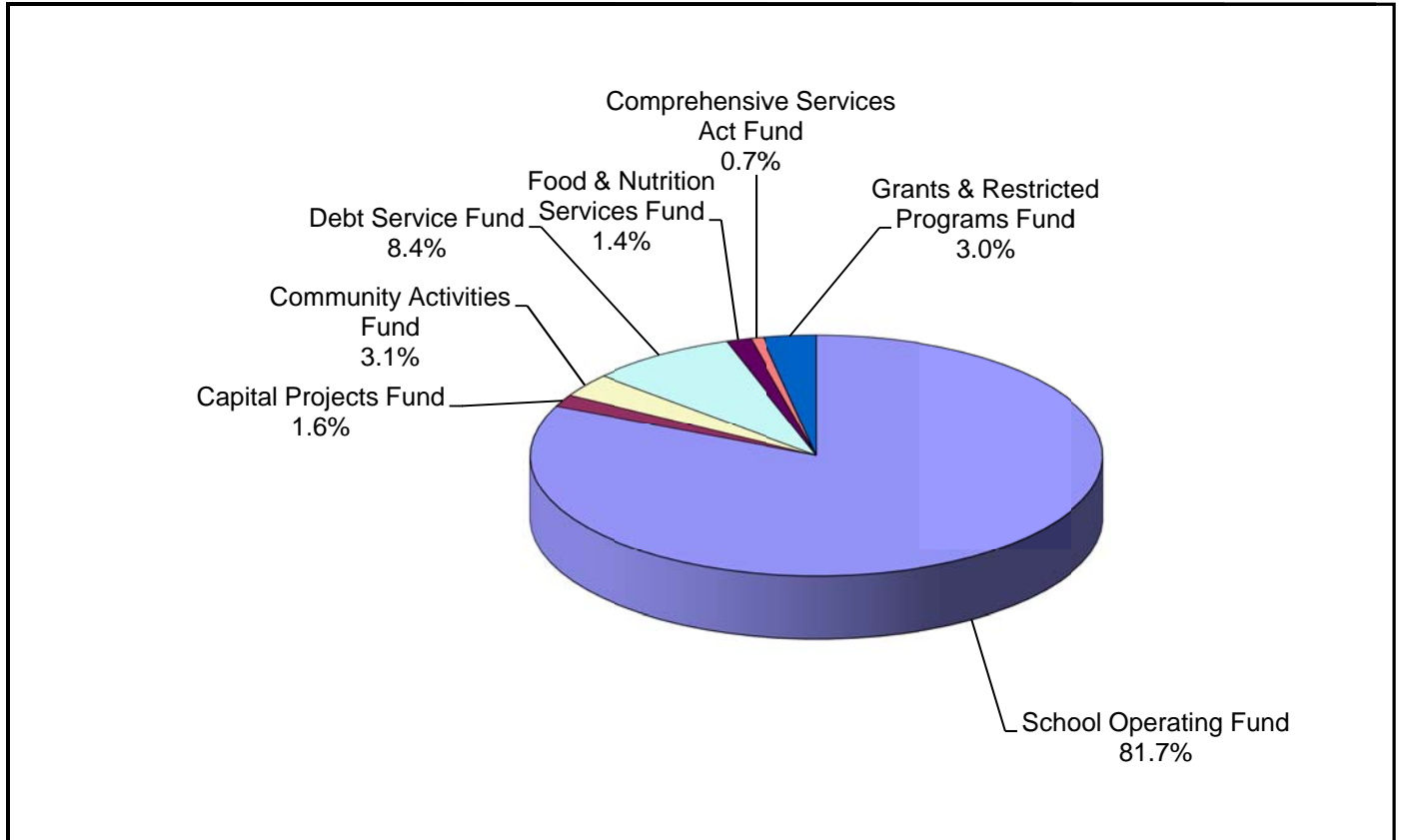
	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Estimate	FY 2013 Adopted	Change FY12-FY13	% Chge
School Operating Fund							
Beginning Balance	\$7,690,894	\$6,757,543	\$5,596,528	\$35,186,306	\$32,963,314	(\$2,222,992)	N/A
Revenue	\$344,797,626	\$338,713,063	\$361,348,898	\$363,188,227	\$409,865,446	\$46,677,219	12.9%
Expenditures	\$345,730,977	\$339,874,078	\$331,759,120	\$365,411,219	\$409,865,446	\$44,454,227	12.2%
Ending Fund Balance*	\$6,757,543	\$5,596,528	\$35,186,306	\$32,963,314	\$32,963,314	\$0	N/A
Community Activities Fund							
Beginning Balance	\$48,953	\$80,059	\$98,824	\$74,836	\$133,812	\$58,976	N/A
Revenue	\$13,735,356	\$13,749,405	\$13,469,113	\$14,363,062	\$15,786,209	\$1,423,147	9.9%
Expenditures	\$13,704,250	\$13,730,640	\$13,493,101	\$14,304,086	\$15,786,209	\$1,482,123	10.4%
Ending Fund Balance	\$80,059	\$98,824	\$74,836	\$133,812	\$133,812	\$0	N/A
Capital Projects Fund							
Beginning Balance	\$6,988,715	\$3,639,133	\$3,631,588	\$2,394,846	\$2,325,075	(\$69,771)	N/A
Revenue	\$5,917,622	\$12,249,817	\$5,702,479	\$7,667,642	\$8,199,282	\$531,640	6.9%
Expenditures	\$9,267,204	\$12,257,362	\$6,939,221	\$7,737,413	\$8,199,282	\$461,869	6.0%
Ending Fund Balance	\$3,639,133	\$3,631,588	\$2,394,846	\$2,325,075	\$2,325,075	\$0	N/A
Cafeteria Fund							
Beginning Balance	\$112,196	\$7,459	\$275,972	\$457,445	\$615,796	\$158,351	N/A
Revenue	\$6,291,632	\$6,370,099	\$6,860,562	\$7,378,105	\$6,943,476	(\$434,629)	-5.9%
Expenditures	\$6,396,369	\$6,101,586	\$6,679,089	\$7,219,754	\$6,943,476	(\$276,278)	-3.8%
Ending Fund Balance	\$7,459	\$275,972	\$457,445	\$615,796	\$615,796	\$0	N/A
Grants & Restricted Programs Fund							
Beginning Balance	\$1,656,103	\$1,605,753	\$2,012,234	\$2,200,295	\$2,511,827	\$311,532	N/A
Revenue	\$14,956,544	\$16,493,130	\$21,047,885	\$17,209,480	\$15,057,910	(\$2,151,570)	-12.5%
Expenditures	\$15,006,894	\$16,086,649	\$20,859,824	\$16,897,948	\$15,057,910	(\$1,840,038)	-10.9%
Ending Fund Balance	\$1,605,753	\$2,012,234	\$2,200,295	\$2,511,827	\$2,511,827	\$0	N/A
Comprehensive Services Fund							
Beginning Balance	\$0	\$0	\$0	\$0	\$0	\$0	N/A
Revenue	\$3,191,707	\$3,802,578	\$3,906,666	\$4,303,336	\$3,650,000	(\$653,336)	-15.2%
Expenditures	\$3,191,707	\$3,802,578	\$3,906,666	\$4,303,336	\$3,650,000	(\$653,336)	-15.2%
Ending Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	N/A
Debt Service Fund							
Beginning Balance	\$0	\$0	\$0	\$0	\$0	\$0	N/A
Revenue	\$32,097,012	\$31,431,220	\$33,238,053	\$34,826,307	\$41,931,618	\$7,105,311	20.4%
Expenditures	\$32,097,012	\$31,431,220	\$33,238,053	\$34,826,307	\$41,931,618	\$7,105,311	20.4%
Ending Fund Balance	\$0	\$0	\$0	\$0	\$0	\$0	N/A
All Funds							
Beginning Balance	\$16,496,861	\$12,089,947	\$11,615,146	\$40,313,728	\$38,549,824	(\$1,763,904)	N/A
Revenue	\$420,987,499	\$422,809,312	\$445,573,656	\$448,936,159	\$501,433,941	\$52,497,782	11.7%
Expenditures	\$425,394,413	\$423,284,113	\$416,875,074	\$450,700,063	\$501,433,941	\$50,733,878	11.3%
Ending Fund Balance*	\$12,089,947	\$11,615,146	\$40,313,728	\$38,549,824	\$38,549,824	\$0	N/A

* FY 2011 Actual Fund Balance includes Reserve for Encumbrances (\$3.6M) and Reserved Fund Balance (\$27.4M). This does not include the Undesignated Reserve of \$2 million.

Note: State law requires all unexpended funds in all Funds except the Cafeteria Fund revert back to the County at fiscal year end. However, Arlington County re-appropriates those funds to the Schools each year.

ALL FUNDS SUMMARY

FY 2013 Adopted Budget by Fund



FY 2013 REVENUE ASSUMPTIONS

Revenue Assumptions

LOCAL

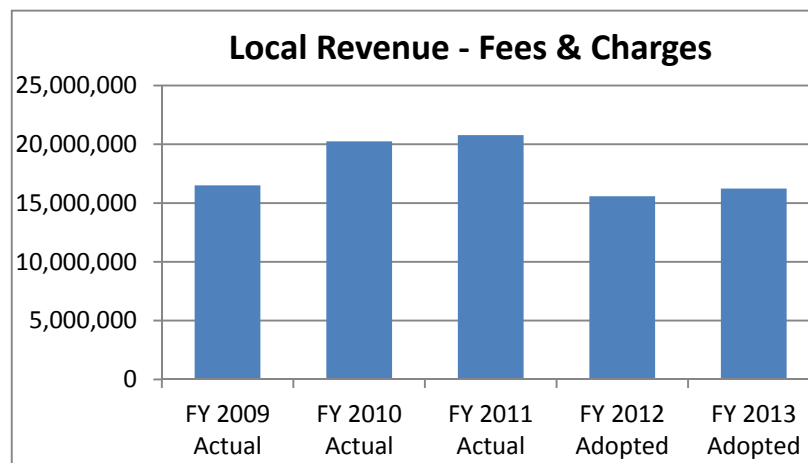
Beginning Balance/Carry Forward - \$11,475,000

The FY 2013 Adopted Budget includes \$11,475,000 carry forward funds. The School Board placed funds from FY 2010 and FY 2011 into reserve to help offset future debt service, future increases in Virginia Retirement System payments, capital needs, and unfunded liabilities such as the Net OPEB Obligation and separation pay. The FY 2013 budget uses \$8.5 million of these reserves, which currently total \$26.6 million. In addition, \$3.5 million in carry forward is anticipated from FY 2012.

Fees and Charges - \$16,230,876

Revenues from fees and charges include funds paid directly to the school division by individuals or groups for various types of services or products received. Fees and charges furnish revenue to the School Operating Fund, the Community Activities Fund and the Food and Nutrition Services Fund and provide \$16,230,876 or 3.2% of the total revenue for all funds.

Fees for services related to enrollment (before and after school care in the Extended Day program, school breakfast and lunches in the Food and Nutrition Services Fund, tuition revenues for Montessori, Summer School, etc.) are determined by looking at total enrollment projections for FY 2013 and projecting the number of students who will take advantage of those services. Additionally, the costs of the services are projected to determine an increase in specific fees, if necessary. Fees for building rentals, musical instrument rentals, athletic events, sale of obsolete equipment, etc., are determined by reviewing the actual revenues received for the past five years for these products or services and then projecting the amounts that will be received in the next fiscal year. Any changes in policy that might impact fees are also reviewed. As a result of reviewing historical fee receipts, baseline fee revenue for FY 2013 was increased \$641,445.



FY 2013 REVENUE ASSUMPTIONS

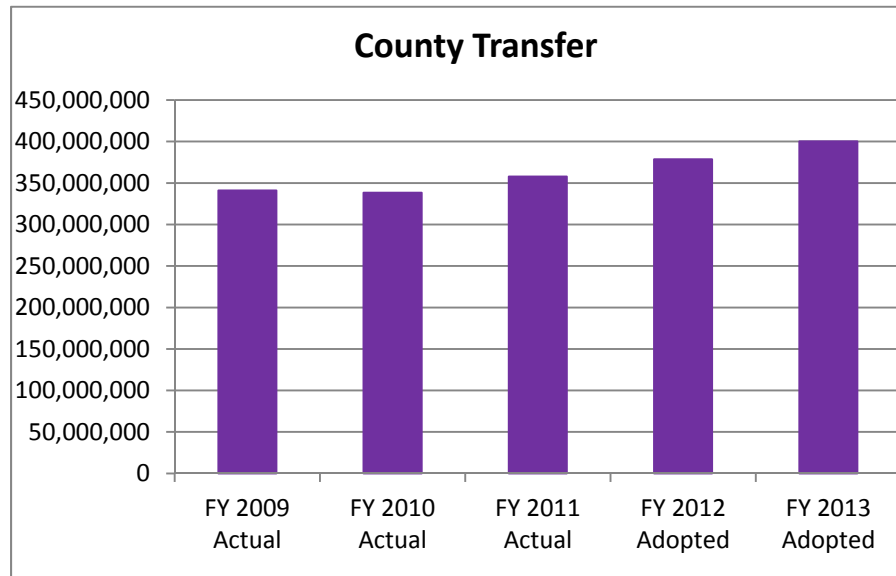
Revenue Assumptions

LOCAL

County Transfer/Revenue Sharing - \$400,358,051

The County Transfer totals \$400.4 million or 79.8% of the total revenue for all funds, an increase of \$26.3 million or 6.9% from the FY 2012 Adopted Budget. The County Transfer comprises \$400.4 million in on-going revenue. A revenue sharing agreement between the County and the Schools has been in place since FY 2002 and allows the Schools to share local tax revenues. The Superintendent's Proposed budget was developed based on a revenue sharing agreement in which the County committed to transfer 46.1% of local tax revenue. As a result of a tax increase for the County not shared with the Schools, the final County transfer to the Schools in the School Board's Revised Adopted budget is 45.8% of local tax revenue.

Within the recommended transfer amount, the Schools fund expenditures in the School Operating Fund, the Community Activities Fund, the Food and Nutrition Services Fund, the CSA Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2013, the County Transfer for the School Operating Fund increases \$24.9 million or 7.7% from the FY 2012 Adopted Budget. When compared with the FY 2012 Adopted Budget, County funding is projected to increase for the Debt Service Fund (\$1.7 million) and the Community Activities Fund (\$255,486) but decrease for the Capital Projects Fund (\$5.4 million).



FY 2013 REVENUE ASSUMPTIONS

Revenue Assumptions

LOCAL (cont'd)

Re-Estimated Revenue - \$6,938,050

Additional re-estimated revenue from FY 2012 will be available for FY 2013. The County estimates the Schools will receive \$6,938,050 in additional revenue. These funds are budgeted as revenue in the Capital Projects Fund and will be used for one-time expenditures arising from the need to address infrastructure needs related to capacity as a result of increasing enrollment. Per School Board policy, re-estimated revenue may be used to establish or maintain a reserve fund, for one-time expenditures, or to accelerate funding for previously-planned expenditures.

STATE

State revenue provides \$53.4 million or 10.7% of the total revenue for all funds, a \$2.8 million increase from the FY 2012 Adopted budget. The State revenue in the FY 2013 School Board's Revised Adopted Budget is taken from the General Assembly's 2012-2014 biennial budget as adopted on May 14, 2012. In addition to State Sales Tax Revenue, there are four types of support under State Aid to Education: Standards of Quality; Incentive Programs; Categorical Programs; and Lottery Funded Programs. In addition to the funds provided by the General Assembly, state funding of \$1.3 million is received in the Comprehensive Services Act Fund.

State Aid to Education: Standards of Quality - \$28,526,637

The State Standards of Quality (SOQ) prescribe the minimum foundation program that all public schools in Virginia must provide. Funding for the SOQ is provided for basic education, some vocational and special education support, education for limited English proficient students, support for at-risk students and gifted students, textbook funding, and reimbursement of employee benefits.

The General Assembly is responsible for determining how state funds are distributed to school divisions. It apportions the cost of funding the SOQ between the state and local governments, adjusted for each locality by an equalization formula, also known as the Local Composite Index (LCI), the state's measure of local "ability to pay." Localities with lower LCI's receive more state funding than those with higher LCI's. Arlington's LCI of 0.8000 means that the state will only pay 20% of the cost of funding the SOQ because Arlington is calculated to have the "ability to pay" 80% of the cost of funding the SOQ.

FY 2013 REVENUE ASSUMPTIONS

Revenue Assumptions

STATE (cont'd)

State Aid to Education: Incentive Programs - \$1,299,682

Incentive programs provide funding above the SOQ funding for specific needs provided the school division certifies it meets the specific requirements for each of the programs. The Superintendent must provide certifications to the state each year in order to receive these funds. The only incentive program remaining prior to FY 2012 was the Technology-VPSA grant. For FY 2013, funding for EpiPen Grants and Additional Assistance with Retirement, Inflation, and Preschool Costs was also provided.

State Aid to Education: Categorical Programs - \$301,650

Categorical program funding is allocated to meet the needs of special populations or programs typically required by state or federal law or regulation, such as special education, foster care, adult education, and school nutrition. State aid is derived from state enrollment projections and formulas modified to reflect the school division's most current enrollment estimates.

State Aid to Education: Lottery Funded Programs - \$3,735,485

Accounts previously funded by the general fund in the Standards, of Quality, incentive, categorical, and school facilities programs areas are now funded entirely by Lottery proceeds. These accounts are: Foster Care, English as a Second Language, At-Risk, K-3 Primary Class Size Reduction, Virginia Preschool Initiative (VPI), Early Reading Intervention, SOL Algebra Readiness, ISAEP, Career and Technical Education, and Mentor Teacher Program. Textbooks are now 24% funded by Lottery funds; the remaining 76% is still funded by SOQ funds. For FY 2013, the VPI funding in the General Assembly's adopted budget is projected to be \$1,611,000. However, APS can only access \$1,521,000 of these funds because the number of students we can educate is limited by the number of classes we offer.

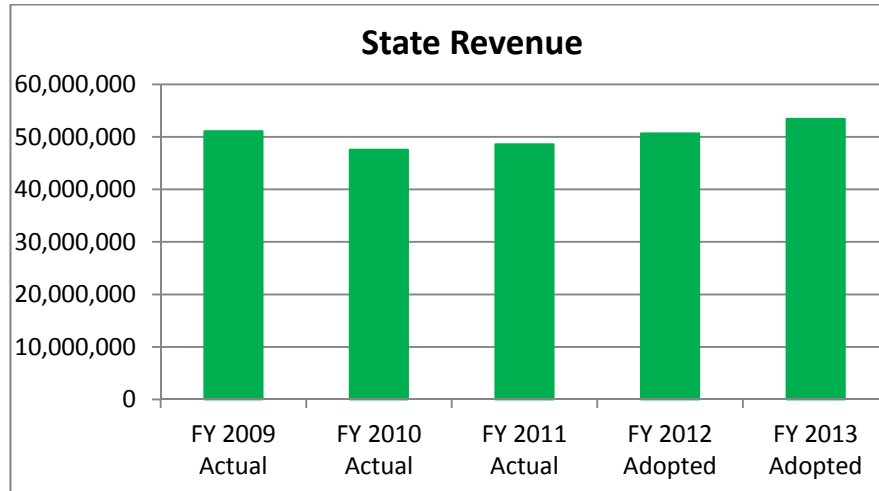
State Sales Tax - \$18,229,625

A portion of the local sales tax is collected on a statewide basis and allocated back to individual school divisions based upon the number of school age children in the Triennial Census. State sales tax projections are also provided by the State and are modified to reflect historical trends and an analysis of current economic conditions. The Governor's budget includes an increase of \$0.5 million in sales tax revenue for APS in FY 2013.

FY 2013 REVENUE ASSUMPTIONS

Revenue Assumptions

FEDERAL



RESERVES

Federal revenue - \$12,987,901

Federal revenue is budgeted in the Food and Nutrition Services Fund and the Grants & Restricted Programs Fund. Federal revenue totals \$13.0 million for FY 2013, a decrease of \$0.2 million or -1.58% from FY 2012 Adopted. No federal revenue is budgeted in the School Operating Fund. Federal revenue includes funds for the Individuals with Disabilities Education Improvement Act (IDEA), NCLB funding, and other grants. Federal revenue projections for the Grants and Restricted Programs Fund and the Food and Nutrition Services Fund are based on current federal legislation.

The County maintains a reserve of 5% of the General Fund. Funds necessary to meet the requirement of maintaining this reserve are taken out of the local tax revenues prior to their being shared with the Schools. Additionally, the Schools have \$2.0 million in an undesignated reserve fund that may only be used upon School Board direction.

In addition, during FY 2010 and FY 2011, the School Board created additional reserves from both greater than anticipated revenue as well as expenditure savings, of which \$6.545 million were used in the FY 2012 adopted budget primarily to help offset known increases in debt service and VRS rates. These reserves total \$24,587,239 and are distributed as follows:

- Reserve for Unfunded Liabilities - \$2,000,000
- Reserve for Future Debt Service - \$7,000,000
- Capital Reserve - \$4,000,000
- VRS Reserve - \$11,587,239

FY 2013 REVENUE ASSUMPTIONS

Revenue Assumptions

RESERVES (cont'd)

During the FY 2012 budget adoption process, as a result of additional one-time County Transfer funding, the School Board created a capital reserve totaling \$5.3 million for anticipated capacity needs in FY 2013 and beyond. In addition, as a result of a decrease in the proposed VRS contribution rate, \$1.8 million was placed in the VRS reserve. These funds will become part of the reserve balance during FY 2012 close out.

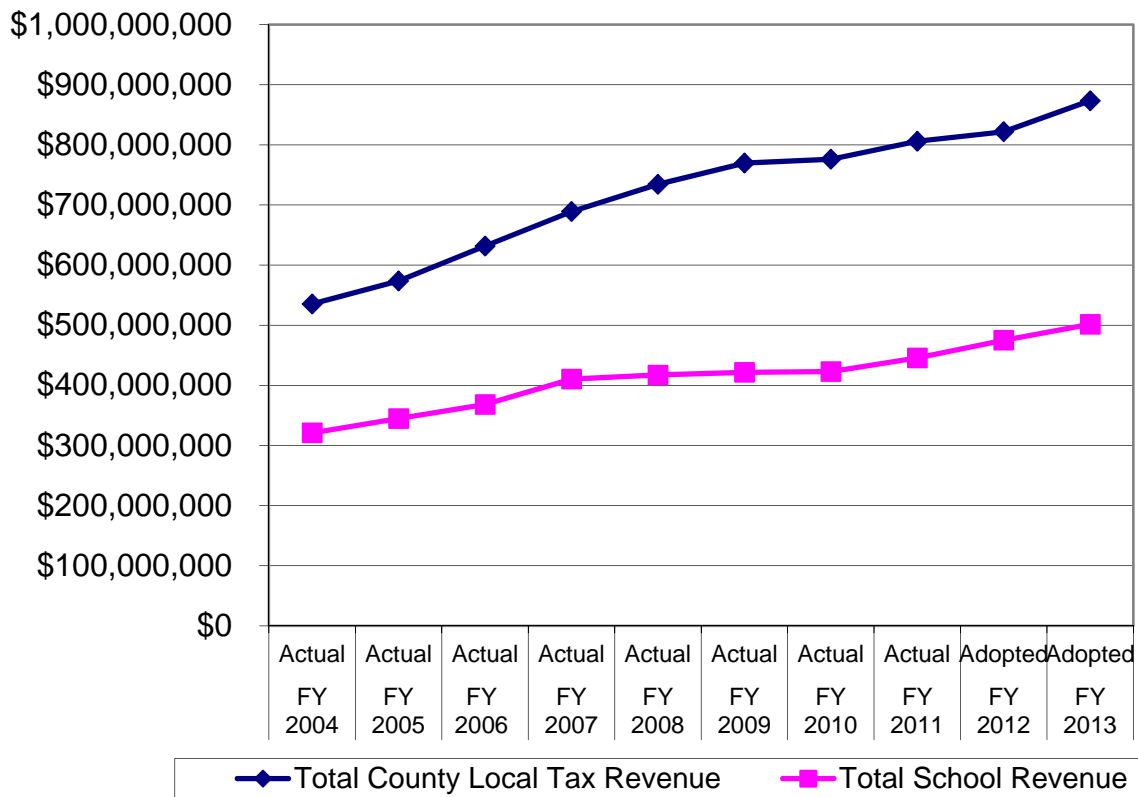
During the FY 2011 close out, as a result of greater than anticipated revenue as well as expenditure savings, the School Board created a health insurance reserve of \$1 million in order to smooth the costs and premiums paid by APS and its employees which can vary significantly from year to year and provided additional funds to the capital reserve of \$13,378,214. These funds will also become part of the reserve balance during FY 2012 close out.

The FY 2013 budget uses \$1,975,000 of the Reserve for Future Debt Service and \$6,000,000 of the VRS Reserve to partially offset increases in those areas.

REVENUE HISTORY

In FY 2013, 79.8% of the total revenue to the Schools comes from the County in the form of County Transfer. A revenue sharing agreement between the County and the Schools has been in place since FY 2002 and allows the Schools to share local tax revenues. The Superintendent's Proposed budget was built based on a 46.1% share of local tax revenue. The County adopted a tax increase that was not shared with the Schools which resulted in Schools receiving 45.8% of local tax revenue in the School Board's Revised Adopted budget. In FY 2013, the Schools will receive \$400.4 million of on-going local tax revenue plus an additional \$6.9 million in one-time local tax revenue. The remaining revenue is received from the State and from local fees and charges. The graph below shows the County's total local tax revenue and the Schools' total revenue from FY 2004 Actual to FY 2013 Adopted.

Revenue History



FY 2013 EXPENDITURE ASSUMPTIONS

Expenditure Assumptions

SALARIES

Salary calculations are automated and based on current salaries which results in a savings of \$2,152,242. For FY 2013, the salary calculation program budgets 90.0% of the account average for all vacant positions. The budget includes a 2.68% compensation adjustment for eligible employees plus a 5% compensation increase resulting from the VRS '5 for 5' swap passed by the General Assembly. Funding for these increases totals \$22.9 million. In FY 2013, salaries and the associated benefits account for 77.3% of the total budget.

EMPLOYEE BENEFITS

Retirement & Life Insurance

The County retirement rate remains at 18.8% for FY 2013. The budget is adjusted to reflect a 5.33 percentage point increase in the Virginia Retirement System (VRS) retirement rate for professional personnel, a 2.31 percentage point increase in the VRS retirement rate for non-professional personnel, a 0.91 percentage point increase in the Group Life Insurance rate and a 0.5 percentage point increase in the Retiree Health Care Credit, as adopted by the General Assembly in the 2012-2014 biennial budget. In addition, the General Assembly adopted a measure that now requires employees to pay their 5% share. As a result, all of the changes outlined above are netted against the FY12 rate, which includes the 5% employee share, to arrive at the FY14 rate. The net changes in VRS rates are outlined below.

Change in Virginia Retirement System (VRS) Rates			
	FY12 Adopted	FY13 Adopted	Change
Retirement - Professional	11.33%	11.66%	0.33%
Retirement - Non-professional	11.28%	8.59%	-2.69%
Group Life Insurance	0.28%	1.19%	0.91%
Retiree Health Care Credit	0.60%	1.10%	0.50%

Adjustments to these benefits rates combined with the increase resulting from increased enrollment results in a net increase of \$6.6 million for FY 2013.

Health Insurance

Based on the claims experience over the past two years as well as current and projected health benefit premiums, staff estimates a net decrease of \$6 million in the employer contribution for health insurance in FY 2013.

In addition, APS funds the accrued obligation for future retiree health insurance. In order to fully fund the estimated Annual OPEB Cost of \$11.3 million for FY 2013, additional funding of \$400,000 has been added to the OPEB Reserve. APS currently has an unfunded OPEB obligation of \$99 million and a Net OPEB Obligation of \$16.2 million.

FY 2013 EXPENDITURE ASSUMPTIONS

Expenditure Assumptions

EMPLOYEE BENEFITS *(cont'd)*

Defined Contribution Match

For FY 2013, the defined contribution match remains at 0.4% of salary or \$240 per year, whichever is greater.

Other Benefits

Funding for all other benefits is adjusted based on salary projections and on expenditure history.

ENROLLMENT and CAPACITY NEEDS

Adjustments in expenditures are made based on the change in projected enrollment from one budget year to the next. The FY 2013 Adopted Budget reflects an increase in enrollment over that which was projected for FY 2012. The FY 2012 budget included funds and positions based on a projected enrollment of 22,245 students. On September 30, 2011, actual enrollment was 21,845 students. For FY 2013, the projected enrollment is 22,723 students. This represents an increase of 478 students from the FY 2012 **projected** enrollment of 22,245 students, upon which the FY 2012 Adopted Budget was built, and results in an increase of \$6.9 million, based on changes in positions and materials and supplies allocations generated by the planning factors currently in place. In addition, as a result of the increased enrollment, funding totaling \$2.9 million is provided for relocatables, including furniture and technology.

STAFFING

School budgets are developed by applying approved staffing standards (planning factors) and per pupil cost factors for materials, supplies and equipment to the projected student enrollment. School staffing and operating costs are calculated in the fall for the Superintendent's Proposed Budget and are recalculated in the spring based on revised enrollment projections for the School Board's Adopted budget. This results in an entire recalculation from the bottom-up of the staffing and operating needs for each school based on the projected pre-K and K-12 enrollments for each budget cycle.

LEASES UTILITIES MANDATES

The costs associated with mandated services and multi-year commitments (leases, contract services, etc.) are included in the baseline budget. Costs for utilities are adjusted based on current rates and are revised to incorporate anticipated usage, space increases/decreases, and usage at locations under construction.

FY 2013 EXPENDITURE ASSUMPTIONS

Expenditure Assumptions

CAPITAL PROJECTS

Funds for all capital projects are included in the Capital Projects Fund and the Bond Fund.

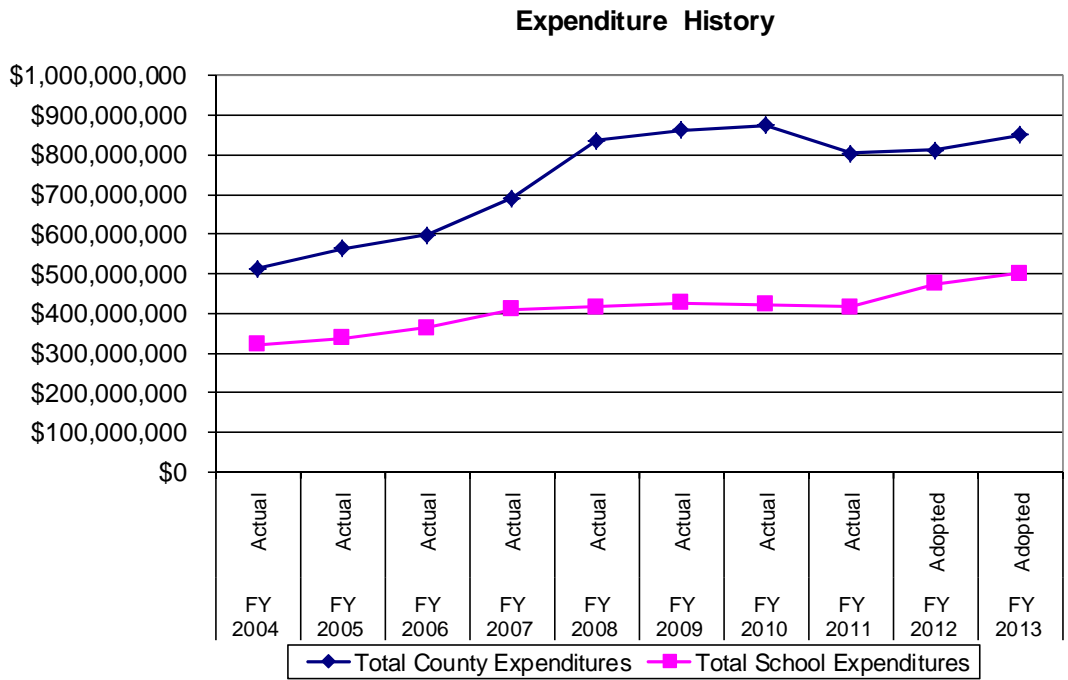
In light of the capacity pressures brought about by increasing enrollment, the FY 2013 Capital Projects Fund budget was increased by \$2.0 million to fund additional relocatables to provide added capacity at various schools as well as to provide additional funds for Minor Construction/Major Maintenance (MC/MM) projects across the district. In addition, salaries and benefits are adjusted to reflect the 2.68% compensation adjustment, the 5% compensation increase resulting from the VRS '5 for 5' swap, as well as changes in benefit rates for FY 2013.

DEBT SERVICE

Debt Service increases by \$3,668,971 to account for the principal and interest payments on bonds previously sold for construction projects and for those to be sold in summer 2012 to fund the continuing reconstruction of Yorktown and Wakefield High Schools and to fund HVAC and roofing projects at various schools.

EXPENDITURE HISTORY

The graph below shows total expenditures for Arlington County and Arlington Public Schools from FY 2004 Actual to FY 2013 Adopted.



CAPITAL IMPROVEMENT PLAN

ARLINGTON SCHOOL BOARD'S ADOPTED FY 2013 - FY 2022 CAPITAL IMPROVEMENT PLAN

Meeting capital needs is critical to the success of any school division. Building, renovating, adding to or improving school buildings is a lengthy process. Typically, school construction takes years – it begins with identifying the needs of the division and is followed by obtaining bond authority from the citizens, and only then does the actual design and construction work begin. Because of the time required for construction and the importance of having the instructional space needed to educate the community's students, the capital improvement plan is one of the most important activities a school division undertakes.

Arlington Public Schools (APS) develops a multi-year Capital Improvement Plan (CIP) every two years. In the past, each CIP planned the coming six years, but this one will plan for the next ten years. The planning horizon for the CIP spans fiscal years FY 2013 through FY 2022. The driving element of this CIP is student enrollment growth and student needs. This focus emerged from both the biannual Arlington Facilities and Student Accommodation Plan (AFSAP) and community input over the last year. This plan is intended to provide for the needs of Arlington's school-age population by building new schools, putting additions on existing schools and renewing or upgrading older schools.



Every CIP includes two broad categories of projects: major construction and minor construction/major maintenance (MC/MM). Major construction projects include new buildings, additions, and renovations; minor construction/major maintenance projects primarily consist of HVAC, roofing, and infrastructure projects. Independent of the category, all CIP projects have a useful life of twenty years or more. Most CIP projects are funded by general obligation bonds but, as is often the case, this CIP also proposes allocation of current revenues set aside in reserve for capital projects.

In 14 out of the last 18 years, APS has experienced student enrollment growth.

CHANGES IN THE FY 2013 – FY 2022 CIP

This CIP is different from earlier CIPs in three important ways:

1. There is a shift in the types of projects funded. The focus of this CIP is to provide additional capacity to accommodate student growth in contrast with the last several CIPs which provided for replacing and renovating existing facilities.

CAPITAL IMPROVEMENT PLAN

2. This CIP was developed using an entirely new planning process which is explained in detail in section IV. This process systematically evaluated various options against a set of values identified at the start of the process. The criteria for evaluating options was developed by the School Board and applied to the various possible options. The result is a CIP that is based on a very deliberate and objective analysis that involved the entire school community.
3. This CIP is the first ten-year CIP developed by APS.

Over the last 16 years, with the support of the larger Arlington community, APS has successfully renovated and rebuilt 27 schools. While not the focus of this CIP, it is anticipated that renovation and/or replacement of buildings will continue to be an important goal of future Capital Improvement Plans. This plan, like previous plans, provides for significant capital maintenance.

This year's CIP, however, is squarely focused on achieving greater instructional capacity throughout the system. Arlington's Public Schools' enrollment has grown steadily. Over the last five years – from FY 2007 to FY 2012 – APS has enrolled nearly 3,400 more students, an overall increase of more than 18 percent. Moreover, the rate of growth is at its highest level in decades. By the 2012-2013 school year, APS is expected to reach capacity at the elementary level. The entire system is projected to be over capacity by the 2013-14 school year. Section III details how student enrollment is changing and the trends that underlie the projections in this CIP.

At the School Board's regular meeting on December 15, 2011, the framework for this CIP was adopted. The guidance covered the first six years of what later was changed to a ten-year plan. This CIP incorporates the Board's direction throughout the period.

The Superintendent's Proposed FY 2013 – FY 2022 CIP will incorporate the following:

CAPITAL INVESTMENT

In order to provide safe, adequate, and functional learning environments, it is important to provide capital funding for APS facilities. In anticipation of CIP development, APS engaged in a Capacity Planning Process to explore options to provide adequate space to meet enrollment. At the conclusion of that process, staff developed specific proposals for addressing capacity needs.

Major Capital Projects

APS considered the following in developing a strategic capacity plan:

- Options for renovations and additions to existing schools;
- Potential sites for new schools and other facilities;
- Opportunities to construct schools and other facilities as part of larger developments in Arlington County;
- Reprogramming and intensifying the use of existing spaces, where feasible; and
- Continuing the use of relocatables.

Major Maintenance

- Identify major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems, detailed any additional funding needed above that identified in the MC/MM fund, and furnished options for providing additional funding.

CAPITAL IMPROVEMENT PLAN

FINANCE

The financial management of capital investments is an integral part of the overall management of all APS finances. The FY 2013 – 2022 CIP considered capital expenditures in the context of APS budget priorities and the Strategic Plan goals. The CIP:

- Provides an analysis of debt capacity under various funding scenarios to determine APS' ability to fund future construction projects;
- Assesses potential for capital funding from alternative sources such as public/private partnerships and higher education partnerships optimizing the value of existing assets; and
- Ensures continuation of the capital reserve.

DEMOGRAPHICS

The APS student population is projected to continue to grow. This growth will impact all areas of the county. In order to plan for these changes, the CIP:

- Evaluates enrollment projections to determine the need for future capacity.

ENERGY & ENVIRONMENT

APS has made it a priority to use new green technology in the development of its facilities not only to protect the environment but also to reap the economic benefit of using less energy. In the development of new facilities the CIP:

- Outlines the importance of developing projects that are sensitive to environmental concerns while taking advantage of the economic savings related to new green technology.

The Arlington Public Schools FY 2013 – FY 2022 Capital Improvement Plan (CIP) will ensure that APS continues to provide high-quality, safe, efficient and environmentally friendly facilities for the current and projected enrollment and work force.

INCREASING STUDENT ENROLLMENT

This CIP is targeted at meeting the challenge of more students with very limited capacity in our school buildings. This and the following sections provide both the rationale for the enrollment projections and describe the process APS engaged in to ensure there is adequate classroom space for students.

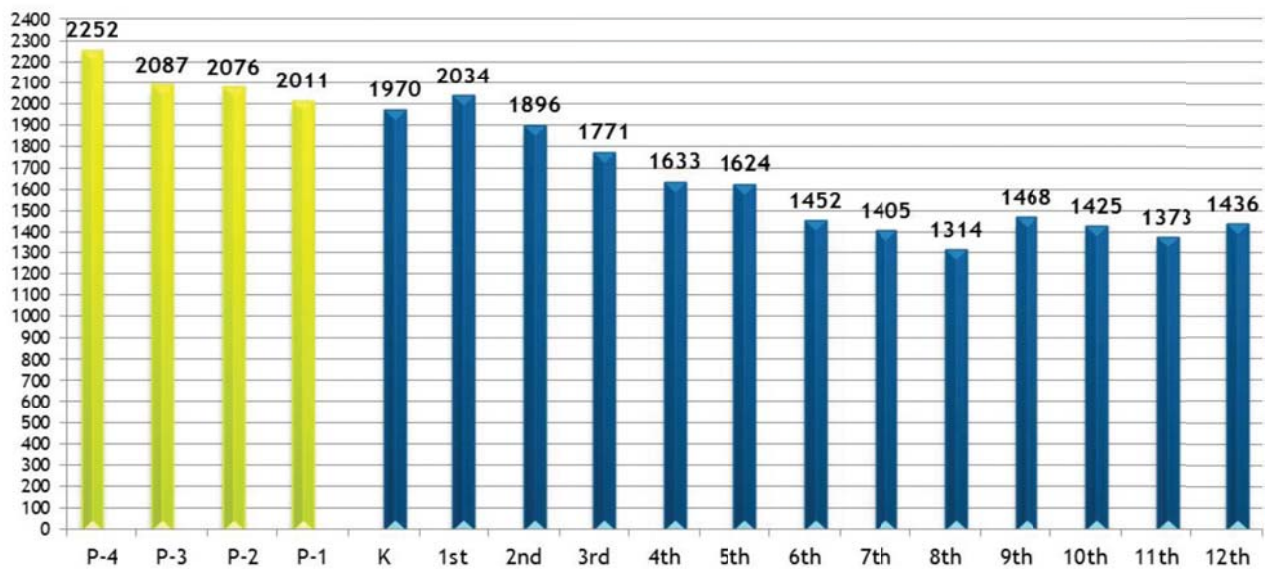
When estimating student growth, key indicators of how many students APS will enroll in the future are both the number of children born to Arlington residents and the increasing percentage who enroll in APS as kindergartners. The chart below illustrates current trends. Each of the blue/dark gray bars represents the number of students in a grade level, what is known as a cohort, for grades K-12. The yellow/light gray bars estimate the size of incoming classes or cohorts for the next four years. What is striking about the chart is that the size of incoming classes is significantly larger than the classes that are currently moving through APS. This increased number of incoming student cohorts is driving the need for additional capacity in this CIP, first at the elementary level in years one through five, then at the secondary level in years six through ten.

CAPITAL IMPROVEMENT PLAN

The projected size of the incoming classes is based on two statistical measures: birth rates and the number of five-year olds in the county. The Virginia Department of Health Statistics reports increasing numbers of births to Arlington residents. Additionally, the retention of these children into APS as five-year-olds continues to grow.

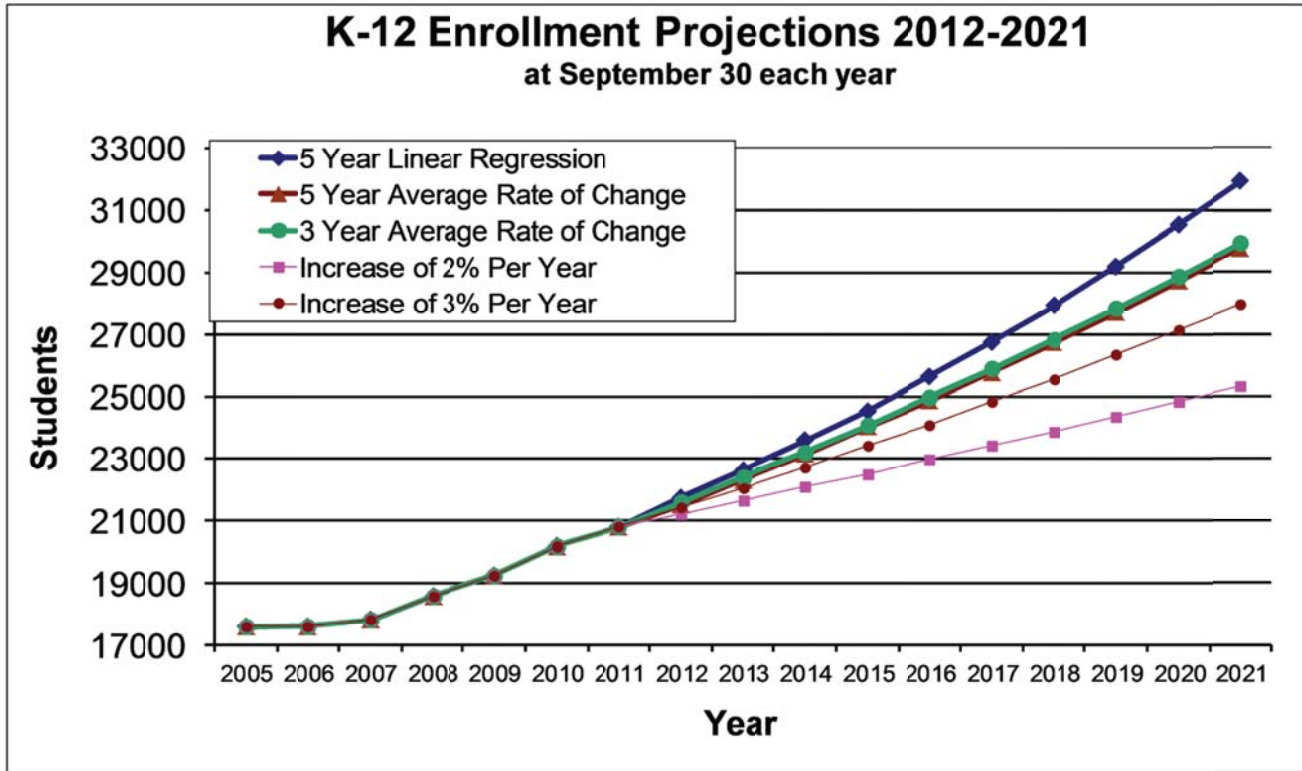
The overall increases in cohort size and retention rates result in a projection of increased enrollment for the foreseeable future. To develop a projection of total capacity need, APS staff began by extending projection models out to encompass a ten-year time frame. Although projections are less accurate in the out years, it is important to use the best available data in order to determine potential capacity need.

Current & Projected Cohorts as of 2012



As the 5,700 students currently in high school graduate over the next four years, 8,400 new students will enter APS.

CAPITAL IMPROVEMENT PLAN



Based on current enrollment trends, the APS student population will grow by more than 7,000 by 2021.

The chart above shows projected student enrollment through 2021, using APS' forecasting models. If current trends continue, APS is expected to reach approximately 30,000 students in the next ten years. What is unusual about these trends is the near identical trajectories of the three and five year forecasts.

ENROLLMENT-BASED CAPACITY REQUIREMENTS

APS is projected to reach system-wide capacity limits in Fall 2013 (see APS Building Capacities and Projected Student Enrollment 2011-2017, pp. 138-139, for further details). The total seat deficit for the next ten years is anticipated to be approximately:

Elementary:	3,000 seats
Middle:	2,500 seats
High:	1,500 seats

This CIP addresses the most critical needs at elementary levels in the first five years, and plans for additional seats at both the elementary and secondary levels with placeholder dollars in years six through ten.



When school opens in September 2012, APS will have over 100 relocatable classrooms.

CAPITAL IMPROVEMENT PLAN

A HISTORY OF COLLABORATION

Throughout the capacity planning process, a variety of school and community stakeholders provided valuable feedback that helped shape the scope of the projects included in the CIP. Those stakeholders include local school communities, parents, citizen and civic groups, the broader Arlington community, County staff members and system-wide teacher and administrative staff.

Decision making is done with the advice of several different groups. The Advisory Council on School Facilities and Capital Programs, a group of parents and citizens who report directly to the School Board, provides input to both the School Board and to APS staff. When building design begins, Building Level Planning Committees (BLPCs) will participate directly in the design of individual projects. BLPC members consist of parents, County staff, Schools staff, commissioners, community leaders, PTAs and other interested constituents. In this process, the BLPC works with an architect appointed by the School Board to determine how best to meet the goals and objectives for the project as approved in the CIP. Through consensus, the BLPC assists in creating a schematic design that is presented to and approved by the School Board in terms of scope and budget.

Approximately five years ago, the County Board established a body designed to provide review of public projects. The Public Facilities Review Committee (PFRC) was formed to ensure that the highest quality of land use planning, design, transportation planning, and other important community aspects are incorporated into civic projects as assigned to the Committee by the Arlington County Board. More specifically, the PFRC allows advisory commissions and committees to have timely input on the development of significant County and Schools projects prior to the formal submission of the project for public hearings held by the Planning Commission and the County Board.

The PFRC is concerned with design issues relevant to the external building design, site placement, and relationship within the neighborhood context. The PFRC does not address internal building design, as that is guided by the educational or programmatic needs of the building users.

With the approval of FY 2013 - FY 2022 CIP, the PFRC and APS staff will begin to review the five elementary projects listed in the first half of the CIP. Future meetings have been scheduled so that County concerns are addressed at the outset of the design process and issues can be resolved within the BLPC and PFRC processes as quickly as possible.

INNOVATIVE STRATEGIES

In 2009 when faced with a growing need for building capacity, the School Board adopted the Progressive Planning Model (PPM) framework, a step-wise approach to developing additional capacity throughout the system. The PPM framework was developed in collaboration with the community and through a study with MGT of America, planning consultants. Through a series of community meetings, informal gatherings and a web survey, staff engaged the public in a dialogue about the pros and cons of capacity solutions and determined an initial focus for achieving additional capacity without immediate boundary changes.

The PPM framework identified three methods for achieving greater capacity and balancing the utilization of that capacity across the system:

- Using capacity throughout the system better through:
 - Boundary moves
 - Relocation programs

CAPITAL IMPROVEMENT PLAN

- Changing internal space use within schools by:
 - Scheduling changes (6/7 model and longer high school days)
 - Increasing class size
- Moving “specials” (i.e., art and music) to cart
- Adding physical space:
 - Relocatables
 - Additions
 - Reconstruction
 - New buildings
 - Leased space

In preparing for this CIP, APS held meetings with 8 civic associations and 8 PTAs; it sponsored 5 community forums and presented at numerous advisory groups and School Board work sessions.

Using the Progressive Planning Model framework adopted by the School Board, APS has already implemented many options for increasing capacity. Those strategies, described above, included:

- Class size increases
- Increased utilization rate at secondary schools (6/7 scheduling and longer school days)
- Conversion of non-capacity classrooms into capacity-bearing rooms and putting programs on carts
- Relocatable (trailer) classrooms

Relocatables will continue to be relied on heavily for additional classroom needs in the future. Current projections indicate that APS will install 25 additional relocatable classrooms a year for the foreseeable future. Additionally, to better balance enrollment between schools, APS has increased admissions to countywide schools including Arlington Traditional School, Campbell, Claremont, Drew, Key, and H-B Woodlawn for the 2011-12 school year and beyond.

“MORE SEATS FOR MORE STUDENTS” PROCESS

At the core of this CIP is the “More Seats for More Students” process initiated in spring 2011. At that time, the School Board directed staff to undertake a capacity planning process that set out to meet the following goals:

- To respond to increasing enrollment by adding permanent building capacity to APS as part of the Capital Improvement Plan; and,
- To achieve the plan for additional seats through a thoughtful, structured, and engaged process.

The “More Seats for More Students” planning process began in May of 2011 and culminated with the development of the proposed projects for years one through five of this CIP. A history of the process can be found on the APS website at www.apsva.us/capacity.

At the core of the “More Seats for More Students” initiative was community-wide collaboration, systematic evaluation of available options, well-defined evaluation criteria and a commitment to ensuring that the outcomes meet the needs of students, instruction and the community. A key element to achieving the goal of this initiative is the planning process using computer modeling and facilitation by Decision Lens, described in a later section.

CAPITAL IMPROVEMENT PLAN

There were many steps in this year-long project and the major milestones of the process are listed below:

May 2011

Invitation to all PTAs to answer a capacity survey and to collectively develop potential options for adding system-wide capacity.

June and July 2011

School Board work sessions on developing a model for evaluating and ranking options based on weighted criteria. The ranking criteria developed by the School Board was applied to the options later in the process.

September 2011

Evaluation committee (made up of citizens, CCPTA president, Facility Advisory Committee members and staff) reviewed data on all APS sites and selected 16 APS sites to further investigate (County later added two sites for review).

November and December 2011

Presentation of feasibility studies for 18 APS sites and two County sites and development of option list (60 potential options).

January 2012

Evaluation of 60 options against model criteria.

February 2012

Board work session to review rankings, establish filter criteria and narrow list to 39 options.

March 2012

Presentation and review of four option sets for years 1-5 of CIP.

April 2012

Determination of projects for CIP and discussion of continued planning process.

At the conclusion of the capacity planning process, five elementary school projects were selected for specific inclusion in the CIP. Those projects include additions to Arlington Traditional School, Ashlawn Elementary School, and McKinley Elementary School as well as a new neighborhood elementary school on the Williamsburg Middle School site and a new choice elementary school on the Carlin Springs/Kenmore School site. Together, these projects will add approximately 1,800-1,900 seats of new, permanent elementary school capacity.

PLANNING PROCESS

The success of the “More Seats for More Students” initiative was augmented by the use of computer modeling and facilitation by Decision Lens. When planning for this CIP began, APS had exhausted most of the options identified by the Progressive Planning Model (PPM) such as converting internal space into capacity-bearing classrooms, changing scheduling practices, and adding relocatable classrooms. The remaining option for adding system-wide capacity was to build additional space either on current APS sites or acquire new sites.

CAPITAL IMPROVEMENT PLAN

To assist the School Board in developing a Capital Improvement Plan that focused on capacity-building projects, APS engaged Decision Lens, an Arlington-based developer of collaborative, decision-making software.

Decision Lens computer modeling and facilitation guided the School Board in evaluating capital solutions based on pre-determined School Board criteria. The goals for using Decision Lens included:

- Creating a transparent framework around a very complicated decision-making process;
- Enabling clear articulation of strategy and alignment of solutions to objectives;
- Providing decision makers with scenarios around different funding strategies; and
- Rapidly adapting to changes in priorities and funding circumstances should they arise.

The planning process using Decision Lens began in July 2011 and concluded in April 2012. Highlights of the process include:

July 2011

School Board developed the criteria model used to evaluate solutions.

September and October 2011

Developed a wide variety of possible building solutions with input from surveys to schools and refinement by a community and staff evaluation committee.

October 2011

Engaged the Arlington community to explain the process and revealed the APS sites that would undergo feasibility studies.

October and November 2011

Conducted feasibility studies with architectural consultants to determine what options were possible and to provide cost estimates for the options.

November 2011

School Board ranked the options using the Decision Lens model.

April 2012

Tentatively confirmed options selected for the first six years of this CIP following a series of School Board work sessions and community meetings.

May and June 2012

Superintendent presented the proposed CIP to the School Board in May; Board adopted the CIP in June.

School Board's criteria for evaluating options:

- **Optimize capacity**
- **Minimize variation in preferred school size**
- **Consider impact on neighborhood resources**
- **Optimize operational effectiveness**

The next step in this process will begin in the summer of 2012 when work on the Arlington Facilities and Student Accommodation Plan (AFSAP) will begin. In the years when APS is not developing a CIP, a focused and comprehensive review of APS' student enrollment trends and building capacity is conducted. Specific information about each school is provided, as well as an overall look at enrollment and capacity issues throughout the county.

CAPITAL IMPROVEMENT PLAN

The current AFSAP is available in electronic format through the Arlington Public Schools Facilities and Operations website under the Facilities Planning section (www.apsva.us/afsap). Information provided in the AFSAP includes:

- Current and projected enrollments by school and grade level
- Enrollment vs. capacity analysis
- Description of enrollment projection methodology
- Housing trends and impact on enrollment
- Capacity analysis maps

APS recognizes the importance of being active stewards in protecting our environment and the School Board has adopted sustainability as a core value. Sustainability is reflected in all facility improvements and projects, both in the CIP and elsewhere. APS is committed to energy and environmental conservation, incorporating sustainability into our planning, construction, and daily school operations. APS continues to pursue the best practices in the areas of design and construction, energy efficiency, greenhouse gas reductions, purchasing, and water use and management.

SUSTAINABLE DESIGN AND CONSTRUCTION

APS uses the U.S. Green Buildings Council's Leadership in Energy and Environmental Design (LEED®) as a benchmark where feasible for new school construction. APS in collaboration with Arlington County opened its first LEED® Silver Facility, the Langston Brown School and Community Center. In 2009, APS received LEED® Gold certification for two facilities: Washington-Lee High School and a joint County-School facility, the Reed School and Westover Library. APS continues to implement various sustainability strategies for new construction projects that reduce carbon emissions, reduce our water use and improve our students' learning environment to include:

- Energy efficiency that exceeds industry standards by a minimum of 20% by means of highly-efficient heating and cooling systems, higher insulation values, and heat recovery systems
- Water efficiency that exceeds industry standards by a minimum of 40% using low-flow restroom fixtures
- Specification of highly-recycled content material
- Storm water runoff reductions by incorporating vegetative roofing and improved filtration systems
- Efficient lighting systems to include natural day lighting, occupancy sensors and highly-efficient light fixtures
- Indoor air quality improvements by using low VOC materials and installing thermal comfort sensors



CAPITAL IMPROVEMENT PLAN

ENERGY EFFICIENCY AND GREENHOUSE GAS EMISSIONS REDUCTIONS

Energy efficiency is the keystone in reducing our greenhouse gas emissions. Improperly procured, maintained or outdated equipment increases our operations, maintenance, and energy costs and adversely impacts our learning environments. APS is committed to the best energy efficiency practices in heating and cooling, lighting, and building envelope technology. Examples of some of our ongoing practices include:

- Reroofing projects that specify insulation values of R30 and EPA's highly reflective cool roofs
- Lighting upgrades to energy efficient and easier to maintain T8, T5 and LED fixtures
- Continual upgrade of existing water fixtures to low-flow fixtures
- Automated control of heating and cooling systems

APS' commitment to reducing energy use and greenhouse gas emissions relies on building performance monitoring and evaluation. One measure that APS uses to monitor its efforts is EPA's Energy Star Portfolio Manager. EPA's Energy Star program benchmarks K-12 schools and identifies top performers with an Energy Star label. All APS facilities are benchmarked and monitored with Energy Star, and APS is pursuing certification for its qualifying facilities. Recently, the first three schools – Abingdon Elementary, Key Elementary and Tuckahoe Elementary – were certified with an Energy Star label.



RENEWABLES

As part of its effort to reduce greenhouse gas emissions, APS is pursuing renewable energy sources where feasible. Fifteen years ago, APS built its first geothermal mechanical system at Taylor Elementary. Taylor Elementary has the lowest energy costs and carbon emissions district-wide. Recognizing the efficiency gains from geothermal technology, APS is renovating the original mechanical equipment at Taylor Elementary in FY 2012 to preserve the use of the geothermal wells.

In addition, APS continues to pursue renewables for new construction projects as it better understands the value of these technologies and where they are economically feasible. At Yorktown High School, a solar thermal heating system is being installed to support needs of the Aquatics Center. The Wakefield High School project includes a geothermal mechanical system as well as solar thermal and photovoltaic systems.

CAPITAL IMPROVEMENT PLAN

SCHOOL BOARD'S CAPITAL IMPROVEMENT PLAN

Over the last several years, APS has been aggressive in its approach to maximizing the capacity of existing facilities. However, even with the processes and steps outlined above, APS will continue to require creative solutions to the ever-growing demand for space in our schools.

The School Board's ten-year Capital Improvement Plan totals \$538,792,804 and includes funding of \$136,600,000 for three additions at elementary schools plus two new elementary schools on APS property; \$55,630,000 for required infrastructure improvements to maintain and upgrade current facilities, and \$253,000,000 as a placeholder for capacity projects in the out years.

The CIP was developed with one primary objective: funding solutions to address the need for additional capacity across the system. This CIP specifically identifies five capacity-generating construction projects to be funded through current reserves and the 2012 and 2014 bond referenda. For years six through ten of this CIP cycle, APS forecasts bond funding will be necessary to support the construction of additional seats. Because the School Board has not yet gone through the same detailed, thorough and transparent process as was used for determining the capacity solutions in years one through five of this CIP, specific projects for this period are not included as further planning, development, and study is needed. Recognizing this, placeholder funding is identified in the bond referenda for 2016- 2020 to add 600 elementary seats (potentially one new school), 1,500 middle school seats (potentially one new middle school plus other middle school additions), and approximately 900 high school seats through projects yet to-be-identified. The estimated cost for these projects is approximately \$190 million in today's dollars, or approximately \$240 million when escalated by seven years. In total, approximately 3,000 seats would be achieved in years six through ten. The placeholders used for capacity funding in the 2016, 2018, and 2020 referenda total \$253 million.



CAPITAL IMPROVEMENT PLAN

PROJECT SUMMARIES

The table below provides summary data on the adopted CIP. Each project is listed along with the expected timing of cash flow for the various projects.

Description	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Total
Prior CIP											
Wakefield High School	\$29.1										\$29.1
Fiber Optic Cabling Project (C-Net)	\$0.3										\$0.3
Capacity Projects											
Ashlawn 12 Room Addition *	\$1.4	\$13.5									\$14.9
ATS 12 Room Addition		\$1.6	\$14.5								\$16.1
Carlin Springs/Kenmore—new ES		\$4.5	\$14.7	\$27.2							\$46.4
McKinley 12 Room Addition		\$1.6	\$14.5								\$16.1
Williamsburg-New ES *	\$17.7	\$25.4									\$43.1
Capacity Projects—Years 6-10					\$63.0	\$28.0	\$49.0	\$29.0	\$45.0	\$39.0	\$253.0
Infrastructure Investments											
HVAC & Roofing Projects	\$6.2	\$3.4	\$4.1	\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$34.6
Infrastructure Projects **				\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$3.0	\$21.0
Minor Construction/Major Maintenance	\$8.2	\$5.6	\$5.7	\$5.8	\$6.1	\$6.2	\$6.4	\$6.6	\$6.8	\$7.0	\$64.1
Grand Total All Projects	\$62.9	\$55.6	\$53.5	\$39.0	\$75.1	\$40.2	\$61.4	\$41.6	\$57.8	\$52.0	\$538.8

* The Ashlawn 12 Room Addition (\$14.9M) and planning and design and part of the construction cost for the new elementary school at Williamsburg (\$14.9M) are funded from the Capital Reserve.

** Infrastructure Projects include replacement of lighting, electrical systems, and windows.

Following is a summary of the sources of funding for the FY 2013 – FY 2022 CIP. In the first two years of the CIP, funding set aside from operating funds in a Capital Reserve will be used to fund one 12-room addition as well as planning and design and a portion of the construction of a new elementary school.

	Construction Projects		Roofing, HVAC & Infrastructure Projects	MC/MM	Total
FY	Bond	Reserve	Bond	Operating	All Sources
2013	\$32,220,000	\$16,300,000	\$6,160,000	\$8,199,282	\$62,879,282
2014	33,100,000	13,500,000	3,360,000	5,607,235	55,567,235
2015	43,700,000		4,110,000	5,643,556	53,453,556
2016	27,200,000		6,000,000	5,801,242	39,001,242
2017	63,000,000		6,000,000	6,072,822	75,072,822
2018	28,000,000		6,000,000	6,150,791	40,150,791
2019	49,000,000		6,000,000	6,373,814	61,373,814
2020	29,000,000		6,000,000	6,582,606	41,582,606
2021	45,000,000		6,000,000	6,755,742	57,755,742
2022	39,000,000		6,000,000	6,955,714	51,955,714
	\$389,220,000	\$29,800,000	\$ 55,630,000	\$64,142,804	\$538,792,804

See the following pages for specific projects associated with the Major Construction funds (pp. 117–129) and for projects associated with Minor Construction/Major Maintenance (pp. 130-134).

CAPITAL IMPROVEMENT PLAN

MAJOR CONSTRUCTION PROJECTS

Major construction projects include new facilities, additions, renewals, reconstructions, and renovations.

- New facilities: a new school built on a new or existing site with playfields, common spaces, and attendance boundaries (or attendance policies in the case of choice schools).
- Additions: Space added to an existing school for purposes of adding new classrooms and resource rooms as well as site work and other needed infrastructure projects to support the new rooms.
- Renewal: a comprehensive project where virtually all systems are replaced, with a large amount of demolition that leaves only concrete, steel, and other structural elements remaining. This may include some elements of comprehensive demolition and new construction.
- Reconstruction: complete demolition of a building, leading to new construction as a replacement for the demolished structure.
- Renovation: replacement of selected finishes or systems as necessary to bring the facility up to code or current standards.

SOURCES OF FUNDS FOR MAJOR CONSTRUCTION PROJECTS

Major construction projects may be funded by bond financing, current revenues, or, for joint use projects, by County funds, or a combination of the three. Bond financing is generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (which correspond to odd-numbered fiscal years). Additionally, as part of the annual budget process, APS allocates some of the County transfer to Schools capital projects. The annual appropriation of current revenues to the Capital Projects Fund for capital improvements provides greater flexibility in addressing ongoing facility needs since Arlington has opted to seek voter approval for bond financing every other year.

Generally, it is APS' practice to fund the design of a major construction project in one bond year and the construction in the next bond year. This practice of funding design and construction of projects in separate bond years allows the project design to be well underway prior to the second bond year, thus providing a more accurate construction cost for inclusion in the next funding period.

This practice reflects a capital planning approach that starts with a basic project estimate followed by subsequent refinement over time. Each CIP reflects new input and information about projects over a multi-year period. During planning, each project is progressively developed with regard to capacity information, school input, community input, and other factors that may refine the scope of work.

In this CIP, because of the timing of projects that occur in the next two years and the pressing need for the space the projects will generate, part of the construction for the new elementary school on the Williamsburg site is funded in the 2012 bond, even though planning and design will not yet be completed. For the additions and the new elementary school in the out years, planning and design is funded in one bond year and construction is funded in the next bond year.

CAPITAL IMPROVEMENT PLAN

BONDS

Large projects – those costing \$500,000 or more with useful lives of 20 years or greater – are typically funded with proceeds from bond sales, although, in past years, current revenues in the Capital Projects Fund have been allocated to fund portions of major construction projects. If a project is financed with bonds, it must have a useful life equal to or longer than the repayment schedule of the bonds issued for that project. Historically, Arlington County voters have always approved APS bonds by a large majority.

Arlington County established limits to bond sales to retain its triple A bond rating and to reflect strong fiscal management policy. The level of bond sales included in this CIP are within the County guidelines requiring that the average growth in the debt service over the planning period does not exceed 5.7% and the debt service as a percent of total APS expenditures does not exceed 10% over the planning period, as mandated by County policy.

CURRENT REVENUES

In addition to bond proceeds, projects may be funded with current revenues. Current revenues are funds other than those generated by the sale of bonds and are appropriated to APS on an annual basis through the annual budget process. Over the past several years, the School Board has purposefully set aside funding available from one-time sources in a Capacity Reserve with the intent to use those funds to ameliorate capacity issues. In this CIP, one 12-room addition as well as the planning and design and a portion of the construction of a new elementary school are funded with current revenues from the Capacity Reserve.

The chart below shows the major construction projects planned over the next ten years with both their funding source and bond sale timing. For projects from the prior CIP, these are the remaining funds for these projects. Descriptions of each of the projects are found in this document beginning on page 122.

SUMMARY OF MAJOR CONSTRUCTION PROJECTS (\$ IN MILLIONS)

MAJOR CONSTRUCTION Description	Previous Bonds	Capital Reserve	2012 Referendum		2014 Referendum		2016 Referendum		2018 Referendum		2020 Referendum		Total
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	
Prior CIP													
Wakefield High School	\$ 29.1												\$ 29.1
Fiber Optic Cabling Project (C-Net)	\$ 0.3												\$ 0.3
Capacity Projects													
Ashlawn 12 Room Addition		\$ 14.9											\$ 14.9
ATS 12 Room Addition				\$ 1.6	\$ 14.5								\$ 16.1
Carlin Springs/Kenmore - New ES				\$ 4.5	\$ 14.7	\$ 27.2							\$ 46.4
McKinley 12 Room Addition				\$ 1.6	\$ 14.5								\$ 16.1
Williamsburg - New ES		\$ 14.9	\$ 2.8	\$ 25.4									\$ 43.1
Capacity Projects - Years 6-10							\$ 63.0	\$ 28.0	\$ 49.0	\$ 29.0	\$ 45.0	\$ 39.0	\$ 253.0
Infrastructure Investments													
HVAC & Roofing Projects	\$ 2.8		\$ 3.4	\$ 3.4	\$ 4.1	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 34.6
Infrastructure Projects *						\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 3.0	\$ 21.0
Grand Total Major Construction	\$ 32.2	\$ 29.8	\$ 6.2	\$ 36.5	\$ 47.8	\$ 33.2	\$ 69.0	\$ 34.0	\$ 55.0	\$ 35.0	\$ 51.0	\$ 45.0	\$ 474.6
Referenda Total			\$ 42.6	\$ 81.0	\$ 103.0	\$ 90.0	\$ 96.0	\$ 96.0	\$ 96.0	\$ 96.0	\$ 96.0	\$ 96.0	\$ 412.6
MINOR CONSTRUCTION/ MAJOR MAINTENANCE													
Description	Previous Bonds	Capital Reserve	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Total
Current Revenues													
Minor Construction/Major Maintenance			\$ 8.2	\$ 5.6	\$ 5.6	\$ 5.8	\$ 6.1	\$ 6.2	\$ 6.4	\$ 6.6	\$ 6.8	\$ 7.0	\$ 64.1
Grand Total All Projects	\$ 32.2	\$ 29.8	\$ 14.4	\$ 42.1	\$ 53.5	\$ 39.0	\$ 75.1	\$ 40.2	\$ 61.4	\$ 41.6	\$ 57.8	\$ 52.0	\$ 538.8

* Infrastructure Projects include replacement of lighting, electrical systems, and windows.

CAPITAL IMPROVEMENT PLAN

CONSTRUCTION MARKET ESCALATION

The costs included in the CIP for Major Construction projects are total project costs. Total project costs comprise construction costs, soft costs and contingencies, all calculated at current FY 2012 costs, plus an allowance for escalation through the mid-point of construction as currently scheduled. The total project costs for Major Construction projects included in the CIP are to be considered maximum costs; they will only be increased to reflect projected increases in escalation as noted below.

Construction costs comprise new building construction, renovations to existing buildings and site construction. Construction costs provided in this CIP are based on the conceptual designs developed in the feasibility studies. They were prepared and reconciled by two independent professional cost estimators active on K-12 projects in the metropolitan DC markets, including Northern Virginia.

Soft costs comprise architecture/engineering design, construction management and commissioning fees, furniture, fixtures and equipment, data/communications and technology plus other miscellaneous costs needed to provide a complete project. Soft costs on recent Major Construction projects at APS have been approximately 22.5% of construction costs plus design and construction contingencies. Therefore, 22.5% for soft costs has been included in the total project costs for the CIP projects.

Contingencies are provided for design and construction costs. Contingencies are typically reduced as the design becomes increasingly well-defined from conceptual design through bid documents. Since the costs for the projects included in the CIP are based on conceptual designs, the contingencies are 15% for design and 5% for construction. A contingency for soft costs is included within the total provided for soft costs.

Escalation allows for variation in future market conditions on the price of construction labor and materials and the profit and productivity levels that contractors apply to their bids. Based on a survey of construction managers and professional cost estimators active in the region 4% escalation has been included in the CIP projects for FY 2013, FY 2014 and FY 2015, and 3% has been included for the remaining years of the CIP. Clearly predictions for escalation become increasingly unreliable the further into the future they are made, so escalation can be expected to vary substantially for the Major Construction projects scheduled for the later years of the ten-year plan.

FINANCIAL ANALYSIS

As outlined in the previous sections, projects proposed for inclusion in the CIP are first evaluated on a number of factors. When that evaluation is complete, an analysis of APS' financial capacity is performed. Both the analysis of need and the analysis of financial capacity must be considered in the development of the CIP and the final placement of projects over the ten-year period of the CIP.

Financial capacity is defined as the ability to maintain service levels, withstand disruptions in the regional and local economy, and meet the demands of normal growth and development. Because bond ratings reflect a jurisdiction's financial condition and management expertise, the effect of a bond proposal on these ratings is also a concern. Bond rating agencies use a number of measures to evaluate the capacity of a jurisdiction to take on additional debt. Typically these are measures of wealth and ability to pay, and include debt as a proportion of the market or assessed value of real estate, and debt as a proportion of total income. There is no legal limit in Virginia on the level of general obligation debt issued by Virginia counties. County and APS staff use the following debt guidelines, outlined in County policy, to develop both the County and APS proposed capital improvement plans:

CAPITAL IMPROVEMENT PLAN

- Net tax-supported debt service payments as a percent of general expenditures will not exceed 10% within the ten-year projection (here, general expenditures includes all funds except the Capital Projects Fund)
- The ratio of net tax-supported debt to income will not exceed 6% within the ten-year projection
- Net tax-supported debt as a percentage of full market value ratio will not exceed 4% within the ten-year projection
- Debt service growth over the ten-year projection should not exceed the average ten-year historical revenue growth, currently 5.7%

When assessing the debt guidelines, County and APS debt is combined for the debt to income ratio and the debt to property value ratio but each entity is assessed independently for the debt service as a percent of general expenditures ratio.

The table on page 118 shows the major construction projects that are included in APS' FY 2013 – FY 2022 CIP as well as the timing of the sale of the bonds associated with these projects that allows us to meet the County's debt management policies.

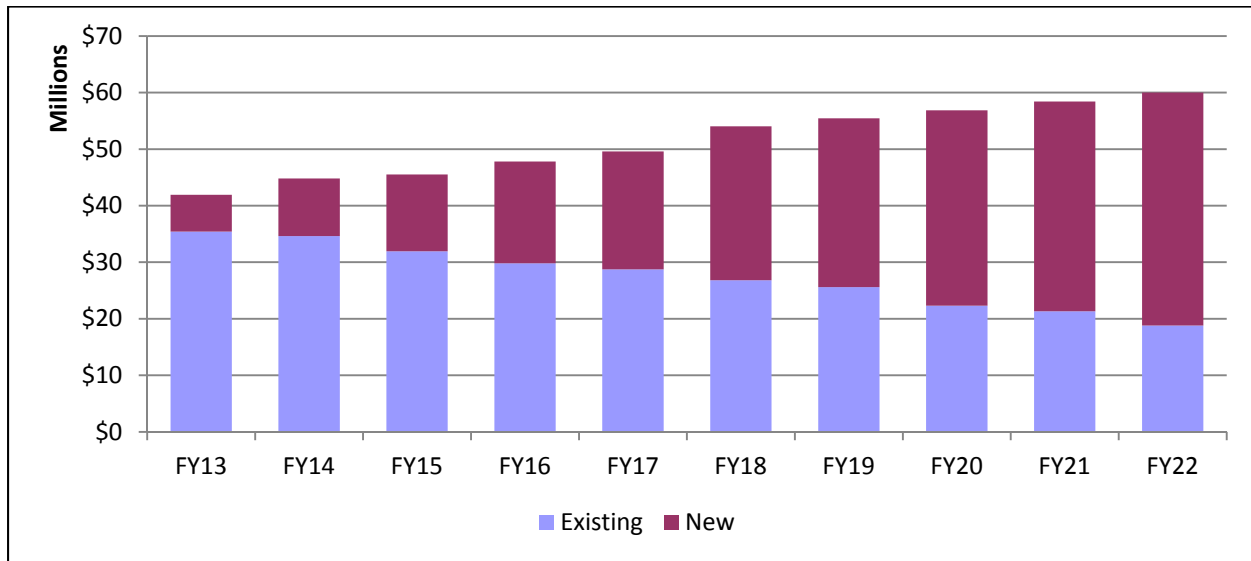
During the development of this CIP, Finance staff prepared and analyzed numerous financial scenarios in which the variables were estimated project timing, estimated project costs, timing of bond sales, and growth in County revenues. These scenarios provided estimates of funds available for the CIP.

Using the estimated project schedules and estimated costs as determined by professional cost estimators, APS staff developed a schedule of bond sales needed to fund each project. This, combined with the updated ten-year budget forecast, reviewed by the School Board at a CIP Work Session, provided the guidelines and framework for building a fiscally responsible CIP for FY 2013 – FY 2022.



CAPITAL IMPROVEMENT PLAN

New vs. Existing Debt



MAJOR CONSTRUCTION PROJECT DETAILS

In this section of the CIP, an overview is provided for each of the new projects planned for the next ten years as well as projects that were approved in and are ongoing from the FY 2011 – FY 2016 CIP. The project overviews include a general description of the project and a general assessment of the operating impact of the project.

Also shown is a summary outlining the total cost of the project, the fiscal year or bond year in which funding is provided over the ten-year planning period (FY 2013 – FY 2022), and the project timeline. For capacity projects at specific schools, the physical size of the school/addition and the number of seats added is also provided. Where applicable, funding from prior years is noted.

CAPITAL IMPROVEMENT PLAN

NEW ELEMENTARY SCHOOL #1

WILLIAMSBURG MIDDLE SCHOOL SITE

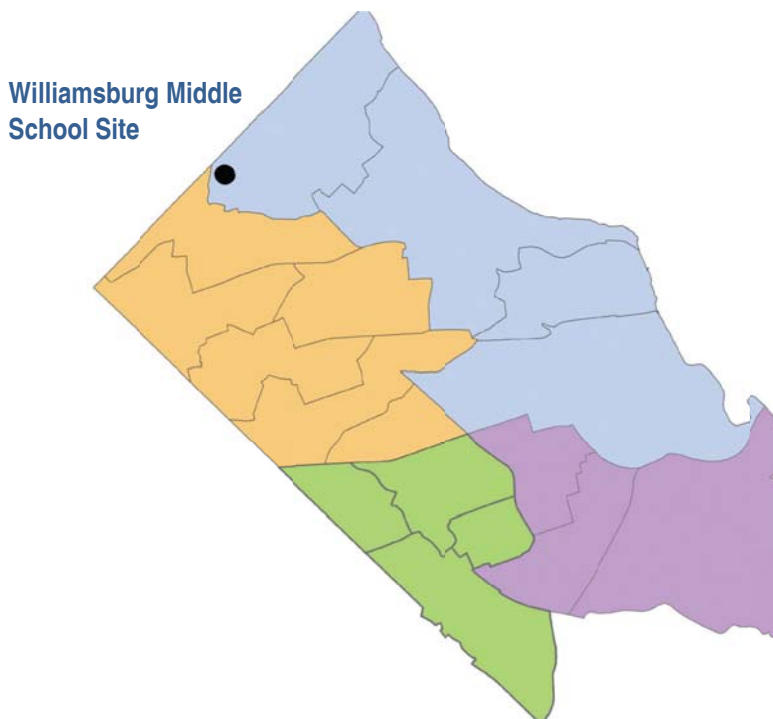
Project Description

The proposed new neighborhood elementary school with a capacity of approximately 600 students would be located on the Williamsburg Middle School site, which at twenty-five acres is the largest middle school property in the County. The school would address critical capacity needs at existing schools, notably Tuckahoe, and projected enrollment growth in the northeast and northwest quadrants of the County. Boundary changes would be required to develop a “neighborhood” for the new school and to ensure a high level of utilization as soon as possible after completion. Integration with middle school boundaries will be examined as part of the planning process.

The new school would take advantage of available land while also retaining at least the same number of ball fields as currently exists. Proximity to Williamsburg Middle School would create a K to 8 campus and allow flexibility for future changes in enrollment.

Operating Impact

Additional staffing and additional overhead costs to operate the school will be required.



Project Highlights

Total Cost: \$43,100,000

Current Revenue:

2012 \$ 4,000,000 Design

2013 \$10,900,000 Construction

Bond Referenda:

2012 \$28,200,000 Construction

Project Timeline:

Design Completed

2013

Construction Completed

2015

Size of School: 90,000 square feet

Capacity/seats added: 600

Arlington County School Boundaries

CAPITAL IMPROVEMENT PLAN

NEW ELEMENTARY SCHOOL #2

CARLIN SPRINGS ELEMENTARY SCHOOL/KENMORE MIDDLE SCHOOL CAMPUS

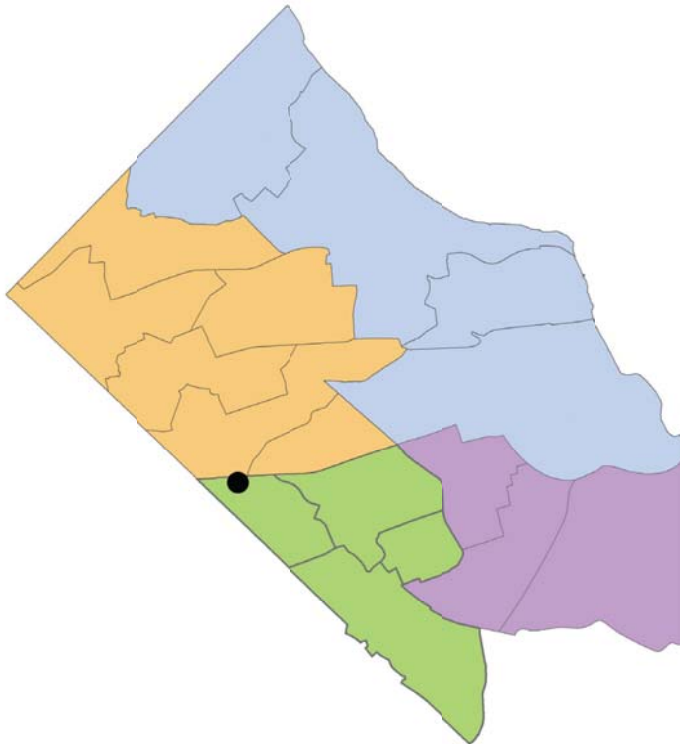
Project Description

The proposed new choice elementary school with a capacity of approximately 600 students will be located on the Carlin Springs Elementary School/Kenmore Middle School Campus, which at thirty-two acres is the largest school property in the County. While the choice program has not yet been identified, the new school would address capacity needs both countywide and at one or more existing neighborhood schools if an existing choice program is relocated from another school or schools.

The new school would take advantage of available land while also retaining at least the same number of ball fields as currently exists. Proximity to Carlin Springs Elementary School and Kenmore Middle School would enhance the existing K–8 campus and allow flexibility for future changes in enrollment.

Operating Impact

Additional staffing and additional overhead costs to operate the school will be required.



Project Highlights

Total Cost: \$46,400,000

Bond Referenda:
2012 \$ 4,500,000 Design
2014 \$41,900,000 Construction
\$46,400,000

Project Timeline:
Design Completed 2015
Construction Completed 2017

Size of School: 90,000 square feet

Capacity/seats added: 600

Arlington County School Boundaries

CAPITAL IMPROVEMENT PLAN

SCHOOL ADDITION

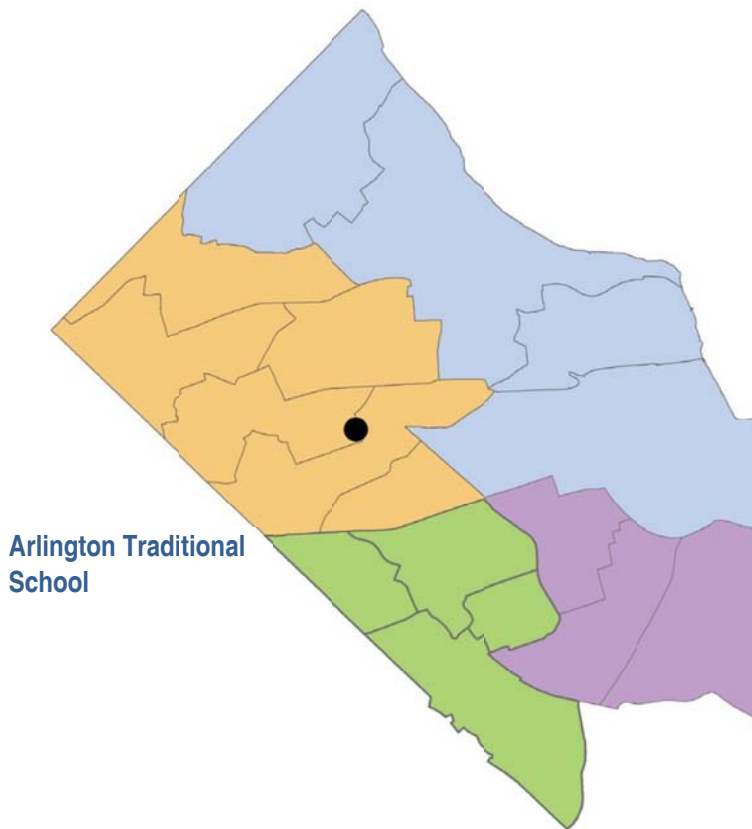
ARLINGTON TRADITIONAL SCHOOL

Project Description

The proposed twelve-room addition to Arlington Traditional School would increase school capacity from three to four classes per grade and provide space for pre-K or other stand-alone programs currently located at neighborhood schools. The addition would therefore address capacity needs county-wide. The project would include interior renovations and building system upgrades needed to accommodate the increased capacity, as well as site construction to improve pedestrian and vehicular circulation and parking.

Operating Impact

Additional overhead costs to operate the school will be required.



Arlington County School Boundaries

Project Highlights

Total Cost: \$16,100,000

Bond Referenda:

2012 \$ 1,600,000 Design

2014 \$14,500,000 Construction

\$16,100,000

Project Timeline:

Design Completed 2015

Construction Completed 2016

Size of School: 26,700 square feet

Capacity/seats added: 225

CAPITAL IMPROVEMENT PLAN

SCHOOL ADDITION

ASHLAWN ELEMENTARY SCHOOL

Project Description

The proposed twelve-room addition to Ashlawn Elementary School would increase the capacity of this neighborhood school. The additional capacity would address projected enrollment growth within the Ashlawn boundary and elsewhere in the northwest quadrant of the County as well as provide space for additional Pre-K or stand-alone programs.

The project would include interior renovations and building system upgrades needed to accommodate the increased capacity. New site construction would improve pedestrian and vehicular circulation and parking.

Operating Impact

Additional overhead costs to operate the school will be required.



Project Highlights

Total Cost: \$14,900,000

Current Revenue:

2012 \$ 1,400,000 Design

2013 \$13,500,000 Construction
\$14,900,000

Project Timeline:

Design Completed 2013

Construction Completed 2014

Size of School: 26,700 square feet

Capacity/seats added: 225

Arlington County School Boundaries

CAPITAL IMPROVEMENT PLAN

SCHOOL ADDITION

MCKINLEY ELEMENTARY SCHOOL

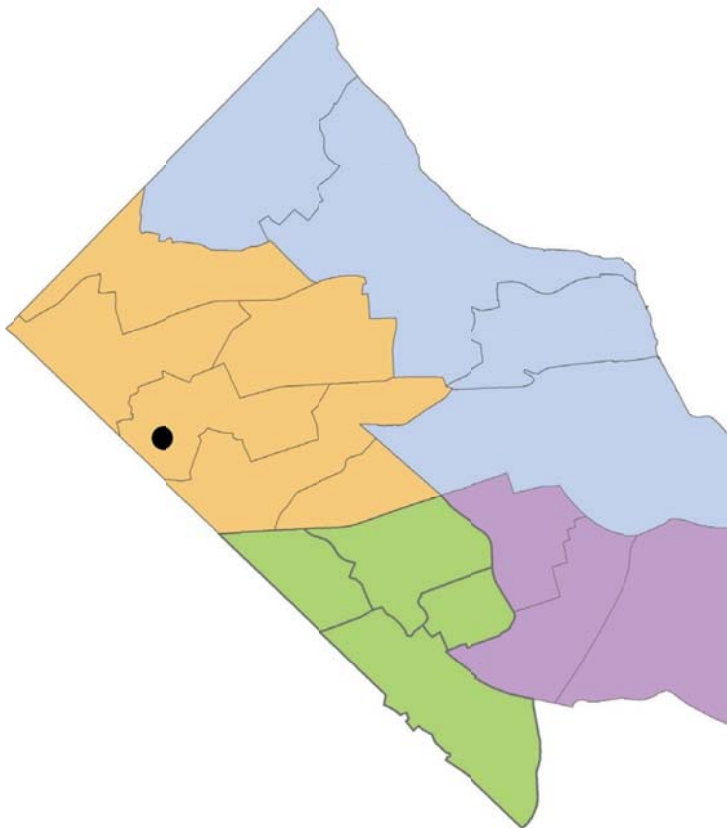
Project Description

The proposed twelve-room addition to McKinley Elementary School would increase the capacity of this neighborhood school. The additional capacity would address projected enrollment growth within the McKinley boundary and elsewhere in the northwest quadrant of the County.

The project would include interior renovations and building system upgrades needed to accommodate the increased capacity. New site construction would improve pedestrian and vehicular circulation and parking.

Operating Impact

Additional overhead costs to operate the school will be required.



Project Highlights

Total Cost: \$16,100,000

Bond Referenda:

2012 \$ 1,600,000 Design

2014 \$14,500,000 Construction
\$16,100,000

Project Timeline:

Design Completed 2015

Construction Completed 2016

Size of School: 26,700 square feet

Capacity/seats added: 225

Arlington County School Boundaries

CAPITAL IMPROVEMENT PLAN

HVAC PROJECTS

Various Locations

Project Description

In 2007, APS created a task force to review HVAC needs throughout the system. The committee report was issued in July 2008 and recommended a number of corrective steps to recover from a period of deferred maintenance and improve the overall HVAC performance within APS. This formed the basis for a long-term Master Plan. Further detailed equipment and work order analysis was conducted and the Master Plan was presented to the School Board in April 2010 and helped inform bond requests in the last CIP. The key components were to achieve major gains in the area of preventive maintenance (PM) and to acquire funds for major improvements outside the parameters of normal Minor Construction/Major Maintenance (MC/MM) program funding. Both of these objectives were largely achieved: the first through the creation of an evening shift and the second through a successful bond referendum request. The projects at both Taylor and H-B Woodlawn are complete.

With the change to a ten-year CIP, Maintenance staff aims to expand this very successful approach to include years six to ten and have included a proposal for additional bond funding in this CIP with specific locations still to be determined.

Operating Impact

Since these projects are expected to include significant HVAC system work, it is expected that these improvements will affect utility costs. However, until projects are completed, the effect on utilities cannot be quantified.

Project Highlights

Total Cost: \$12,800,000

Bond Referenda:

2012	\$ 4,800,000
2014	\$ 2,000,000
2016	\$ 2,000,000
2018	\$ 2,000,000
2020	<u>\$ 2,000,000</u>
	\$12,800,000

Project Timeline:

Throughout Ten-year Cycle

ROOFING PROJECTS

Various Locations

Project Description

As part of the Minor Construction/Major Maintenance (MC/MM) budget process, APS has provided some funding for roofing repair projects in past years. To provide a more comprehensive approach to roof replacement as necessary throughout the system during development of the last CIP, APS contracted for a study to review buildings with perceived major roofing needs which may fall within the next six years. Specific details of work to be performed at each school are available in the Gale report, a copy of which is available in the Facilities and Operations department. The report recommendations provided a basis for acquiring the requisite funding which was clearly beyond the parameters of normal MC/MM program funding. The first funding was achieved through a successful bond referendum request in 2010. The work at the Career Center and Tuckahoe Elementary are complete and Facilities roof should be

Project Highlights

Total Cost: \$21,830,000

Bond Referenda:

2012	\$ 4,720,000
2014	\$ 5,110,000
2016	\$ 4,000,000
2018	\$ 4,000,000
2020	<u>\$ 4,000,000</u>
	\$21,830,000

Project Timeline:

Throughout Ten-year Cycle

CAPITAL IMPROVEMENT PLAN

completed by the end of the summer of 2012. The balance of work locations are identified but the practical order in which to do them cannot be finalized until the “More Seats for More Students” project outcome is known.

With the change to a ten-year CIP, Maintenance staff aims to expand this very successful approach to include years six to ten and have included a proposal for additional bond funding in this CIP with specific locations still to be determined.

Operating Impact

Once major roofing systems are replaced or repaired, it is expected annual maintenance and energy costs will decrease significantly.

MAJOR INFRASTRUCTURE INVESTMENTS

Various Locations

Project Description

Following the early success of major HVAC and roofing replacement programs funded through bonds, APS proposes to expand these programs through the new ten-year CIP and add in major infrastructure investments in the form of electrical, lighting, and window component programs in years six through ten. All of this continues our recovery from a period of deferred maintenance and increases our building comfort and energy efficiency.

Operating Impact

Once major infrastructure systems are replaced or repaired, it is expected annual maintenance and energy costs will decrease significantly.

Project Highlights	
Total Cost:	\$21,000,000
Bond Referenda:	
2014	\$ 3,000,000
2016	\$ 6,000,000
2018	\$ 6,000,000
2020	<u>\$ 6,000,000</u>
	\$21,000,000
Project Timeline:	
	Throughout Ten-year Cycle

CAPITAL IMPROVEMENT PLAN

ONGOING PROJECTS FROM PRIOR CAPITAL IMPROVEMENT PLAN

Fiber Optic Cable Installation

County-Wide

Project Description

In 1998, the County and APS approved a franchise agreement with Comcast that provided for a private fiber optic network connected to most APS facilities which has become the backbone of APS communications. As part of the agreement, Comcast provided access to their cable at no cost to the County and APS. However, this cable franchise agreement expires on July 1, 2013. The County and APS now have a plan for providing fiber optic cable to buildings across the County, including school buildings.

Project Highlights	
Total Cost:	\$ 2,303,000
Bond Referenda:	
2010	\$ 2,303,000

Wakefield High School

Project Description

The Wakefield High School project commenced construction in the summer of 2011 and is scheduled for completion in the summer of 2014. Funding for the project was approved as part of the 2008 and 2010 bond referenda.



Project Highlights	
Total Cost:	\$115,271,000
Bond Referenda:	
2008	\$ 11,100,000
2010	<u>\$104,171,000</u>
	\$115,271,000

CAPITAL IMPROVEMENT PLAN

MINOR CONSTRUCTION/MAJOR MAINTENANCE

The Minor Construction/Major Maintenance (MC/MM) program provides annual funding from current revenues for major system and component replacement, improvements in the configuration of educational spaces and facility systems, and a budget reserve.

Each year, the MC/MM Committee, composed of staff from the Facilities and Finance departments, representatives from each principals group and an Advisory Council on School Facilities member, meets throughout the fall and reviews all requests based on the following criteria:

- Mandates
- Immediate Instructional Needs
- Essential Building Repairs
- General Instructional Enhancements
- General Building Enhancements

Within these criteria, according to information received from the Facilities department after its assessments of the requested projects, the Committee categorizes the projects as:

- Urgent – cannot be delayed; needed immediately for health and safety reasons
- Necessary – needed within 3 years to maintain basic level and quality community services
- Desirable – needed within 4-6 years to improve quality and level of service

Based on this system, an Urgent, Immediate Instructional Need receives a higher priority than a Necessary, Immediate Instructional Need. Similarly, a Necessary, Immediate Instructional Need receives a higher priority than a Desirable, Immediate Instructional Need. After the Committee categorizes each project, some requests are forwarded to the Maintenance department to be completed as work orders. The remaining requests are reviewed and prioritized by staff according to the criteria listed above and the MC/MM budget is developed.

The current MC/MM budget is used as the basis for estimating the budgets for MC/MM for the next nine years. For FY 2013, the MC/MM budget totals \$8,199,282, including the purchase of additional relocatables.



CAPITAL IMPROVEMENT PLAN

MINOR CONSTRUCTION/MAJOR MAINTENANCE FUND BY ACCOUNT						
Account Description	Adopted FY 2012	FY13	FY14	FY15	FY16	FY17
ADA Upgrades	\$100,000	\$102,500	\$105,575	\$108,742	\$112,005	\$115,365
Annual Testing	\$250,000	\$205,000	\$211,150	\$217,485	\$224,009	\$230,729
Asbestos Abatement	\$80,000	\$41,000	\$100,000	\$42,845	\$44,130	\$104,500
Concrete Replacement	-	\$51,250	\$52,788	\$54,371	\$56,002	\$57,682
Consulting Fees	\$120,000	\$246,000	\$253,380	\$260,981	\$268,811	\$276,875
Flooring	\$20,000	\$830,250	\$744,008	\$880,814	\$907,238	\$934,452
Grounds Improvements	\$65,000	\$76,875	\$159,181	\$163,957	\$168,875	\$173,942
HVAC Reserve	\$350,000	\$307,500	\$316,725	\$326,227	\$336,014	\$346,094
Indoor Air Quality (IAQ)	\$150,000	\$102,500	\$102,500	\$105,575	\$108,742	\$112,005
Kitchen Equipment	\$62,000	\$63,550	\$63,550	\$65,457	\$150,000	\$154,500
Painting	-	\$445,875	\$459,251	\$473,029	\$487,220	\$501,836
Paving/Striping	-	\$52,275	\$53,843	\$55,459	\$57,122	\$58,836
Playgrounds	\$60,000	\$56,375	\$238,066	\$245,208	\$252,564	\$260,141
Plumbing	-	\$102,500	\$105,575	\$108,742	\$112,005	\$115,365
Relocatables	\$2,210,000	\$2,203,125	\$312,625	\$322,004	\$331,664	\$341,614
Roofing	\$100,000	\$92,250	\$95,018	\$97,868	\$100,804	\$103,828
Security	\$200,000	\$205,000	\$211,150	\$217,485	\$224,009	\$230,729
Siding	-	\$35,875	-	\$40,000	-	\$40,000
Specific Projects	\$1,302,151	\$840,500	\$500,000	\$515,000	\$530,450	\$546,364
Theater Safety Projects	\$100,000	\$307,500	\$316,725	\$100,000	\$50,000	\$50,000
Sal & Ben./Adm. Costs	\$743,778	\$874,507	\$900,742	\$927,764	\$955,597	\$984,265
Capital Reserve	\$309,988	\$957,075	\$316,725	\$326,227	\$336,014	\$346,094
Total - MC/MM	\$6,222,917	\$8,199,282	\$5,618,577	\$5,655,239	\$5,813,275	\$6,085,216

CAPITAL IMPROVEMENT PLAN

FUNDING SUMMARY

The chart below outlines the current and coming year budgets for MC/MM as well as the out-year estimates of projected needs. The chart shows estimates only and will likely change each year, depending upon the availability of funds during budget development.

MINOR CONSTRUCTION/MAJOR MAINTENANCE FUND BY ACCOUNT						
Account Description	FY18	FY19	FY20	FY21	FY22	FY13-22
ADA Upgrades	\$118,826	\$122,391	\$126,063	\$129,844	\$133,740	\$1,175,050
Annual Testing	\$237,651	\$244,781	\$252,124	\$259,688	\$267,478	\$2,350,094
Asbestos Abatement	\$46,116	\$47,500	\$109,203	\$49,637	\$51,126	\$636,057
Concrete Replacement	\$59,413	\$61,195	\$63,031	\$64,922	\$66,870	\$587,525
Consulting Fees	\$285,181	\$293,736	\$302,549	\$311,625	\$320,974	\$2,820,112
Flooring	\$962,487	\$991,363	\$1,021,104	\$1,051,737	\$1,083,289	\$9,406,743
Grounds Improvements	\$179,160	\$184,535	\$190,071	\$195,773	\$201,646	\$1,694,016
HVAC Reserve	\$356,477	\$367,171	\$378,186	\$389,532	\$401,218	\$3,525,144
Indoor Air Quality (IAQ)	\$115,365	\$118,826	\$122,391	\$126,063	\$129,844	\$1,143,810
Kitchen Equipment	\$159,135	\$163,909	\$168,826	\$173,891	\$179,108	\$1,341,926
Painting	\$516,893	\$532,397	\$548,369	\$564,820	\$581,765	\$5,111,454
Paving/Striping	\$60,601	\$62,419	\$64,292	\$66,220	\$68,207	\$599,274
Playgrounds	\$267,946	\$275,984	\$284,263	\$292,791	\$301,575	\$2,474,914
Plumbing	\$118,826	\$122,391	\$126,063	\$129,844	\$133,740	\$1,175,050
Relocatables	\$351,862	\$362,418	\$373,290	\$384,489	\$396,024	\$5,379,115
Roofing	\$106,943	\$110,151	\$113,456	\$116,860	\$120,365	\$1,057,543
Security	\$237,651	\$244,781	\$252,124	\$259,688	\$267,478	\$2,350,094
Siding	-	\$40,000	-	\$40,000	\$40,000	\$235,875
Specific Projects	\$562,754	\$579,637	\$597,026	\$614,937	\$633,385	\$5,920,053
Theater Safety Projects	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$1,074,225
Sal & Ben./Adm. Costs	\$1,001,027	\$1,031,058	\$1,061,990	\$1,093,849	\$1,126,665	\$9,957,465
Budget Reserve	\$356,477	\$367,171	\$378,186	\$389,532	\$401,218	\$4,174,719
Total - MC/MM	\$6,150,791	\$6,373,814	\$6,582,606	\$6,755,742	\$6,955,714	\$64,190,257

CAPITAL IMPROVEMENT PLAN

The following tables provide more detailed information for the Minor Construction/Major Maintenance projects planned for FY 2013. The table below provides the location, whether a particular building or system-wide, at which the work will be completed, a brief project description, and the anticipated cost of the project.

FY 2013 Minor Construction/Major Maintenance (MC/MM) Projects by Location		
Building	Project	Anticipated Cost
Abingdon	Replace sewage ejector pit	\$25,625
Ashlawn	New Terraflex Gym Floor	\$51,250
Barcroft	Painting	\$102,500
Carlin Springs	Ventilation unit overhaul	\$35,875
Claremont	Replace PA system	\$10,250
Drew	Water infiltration correction	\$200,000
Glebe	Footpath lights to neighborhood	\$21,125
Gunston	Replace PA system	\$10,250
Henry/Career Center	Repave/restripe parking lot	\$76,875
Henry	HVAC improvements	\$20,500
Jamestown	Table and bench replacement	\$76,875
	Painting	\$102,500
Long Branch	Painting	\$102,500
McKinley	Table and bench replacement	\$76,875
Randolph	New VCT Floor	\$41,000
Stratford	Awning for path to trailer	\$25,000
Taylor	New Terraflex Gym Floor	\$76,875
Trade Center	Fire alarm replacement	\$121,250
Tuckahoe	Painting	\$102,500
Wakefield	Repair bleachers	\$100,000
Washington-Lee	Repair bleachers	\$40,000
Subtotal Projects by Location		\$1,419,625

CAPITAL IMPROVEMENT PLAN

FY 2013 Minor Construction/Major Maintenance (MC/MM) System-wide Projects	
Project	Anticipated Cost
ADA upgrades—various projects	\$102,500
Annual testing—fire alarms, water, backflow prevention, sprinklers, etc.	\$205,000
Asbestos/Air monitoring—various projects	\$41,000
Concrete/Paving—repairs	\$51,250
Consulting fees—various projects	\$246,000
Floors—repairs	\$46,125
Floors—three locations to be determined	\$615,000
Fields/Grounds upkeep—various projects	\$76,875
HVAC controls upgrade	\$307,500
Lot striping	\$52,275
Indoor Air Quality (IAQ) investigation and remediation	\$102,500
Kitchen equipment upgrades and installation	\$63,550
Painting	\$35,875
Playgrounds—various projects	\$56,375
Plumbing	\$102,500
Relocatables	\$2,203,125
Roofing—repairs	\$92,250
Security—various projects	\$205,000
Siding	\$35,875
Theater safety corrections	\$307,500
MC/MM Budget Reserve	\$957,075
Salaries & Benefits/Administrative Costs	\$874,507
Subtotal System-wide	\$6,779,282
Total Minor Construction/Major Maintenance	\$8,199,282

CAPITAL IMPROVEMENT PLAN

A HISTORY OF THE CIP

Arlington Public Schools first began publishing a Capital Improvement Plan in 1988. The early CIPs included projects such as HVAC replacements, window replacements, recurring major maintenance like roof replacements and playground resurfacing, and “facility alteration/new construction”. At that time, “facility alteration/new construction” included projects such as kitchen construction, installation of elevators and renovation of science labs. Today, with over two decades of capital improvement planning experience, APS now includes many types of projects in its CIP - some are quite small and straightforward while others are very large and complex.

In 1988, Arlington County first began issuing bonds for the school system. Through bond referenda from 1988 forward, the Arlington community has provided \$611,911,500 for school construction.

Since 1996, APS has renovated, renewed or expanded 18 schools; replaced or reconstructed ten schools; constructed one entirely new school and one new track facility; and provided technology cabling for all schools. These projects and their actual costs (through December 31, 2011) may be found on the following page.

Additionally, since 1996, almost \$69 million has been budgeted for smaller recurring maintenance projects. These types of projects were previously called Pay- Go, but are now called Minor Construction/Major Maintenance (MC/MM). These projects are still funded by current revenues (non-bond) on a pay-as-you-go basis.



Bond Referenda Summary

1988	\$12,800,000
1990	\$23,000,000
1992	\$24,425,000
1994	\$36,100,000
1996	\$29,120,000
1998	\$50,705,000
2000	\$42,612,500
2002	\$78,996,000
2004	\$78,128,000
2006	\$33,712,000
2008	\$99,425,000
2010	<u>\$102,888,000</u>
	\$611,911,500

CAPITAL IMPROVEMENT PLAN

COMPLETED PROJECTS

Shown below are completed projects and their total cost. For the joint projects at Drew, Gunston, Hoffman- Boston and Langston, the costs shown include the total project costs for both APS and the County.

Renewals and/or Expansion

Abingdon	\$685,243
Arlington Science Focus	\$8,213,531
Arlington Traditional	\$5,967,856
Ashlawn	\$1,022,579
Barrett	\$3,417,215
Campbell	\$2,325,153
Claremont.	\$7,596,177
Glebe	\$10,351,385
Gunston Phases II & III	\$18,787,032
H-B Woodlawn	\$3,613,026
Jamestown	\$5,907,181
Jefferson	\$9,835,328
Key	\$7,324,808
Nottingham	\$12,803,533
Oakridge	\$6,925,880
Swanson	\$6,457,246
Tuckahoe	\$5,892,673
Williamsburg	\$3,485,959

Replacement/Reconstruction

Drew	\$13,077,017
Hoffman-Boston	\$12,721,115
Langston	\$9,681,193
Yorktown Phase I	\$9,599,840

New School

Carlin Springs	\$15,232,091
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Other

Washington-Lee track	\$1,390,676
Wakefield roof replacement	\$1,330,880
Ed Center renovations	\$2,295,333

CAPITAL IMPROVEMENT PLAN

ONGOING PROJECTS

Shown below are ongoing projects and expenditures as shown in the Quarterly Status Report on Capital Programs ending March 31, 2012.

Replacement/Reconstruction of 5 Schools

Kenmore	\$37,898,469
Reed	\$16,623,344
Yorktown Phase II	\$66,075,958
Wakefield	\$30,484,196
Washington-Lee	\$99,327,247



CAPITAL IMPROVEMENT PLAN

APS BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT 2011-2017 (NO DUAL ENROLLED STUDENTS)

School	Capacity	2011		2012		2013		2014	
		Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Abingdon	589	500	84.9%	509	86.4%	503	85.4%	523	88.8%
ASF	553	573	103.6%	572	103.4%	621	112.3%	656	118.6%
ATS	465	489	105.2%	502	108.0%	501	107.7%	501	107.7%
Ashlawn	459	478	104.1%	543	118.3%	546	119.0%	587	127.9%
Barcroft	460	447	97.2%	491	106.7%	530	115.2%	557	121.1%
Barrett	576	555	96.4%	554	96.2%	555	96.4%	573	99.5%
Campbell	436	435	99.8%	460	105.5%	484	111.0%	498	114.2%
Carlin Springs	585	582	99.5%	586	100.2%	614	105.0%	619	105.8%
Claremont	599	577	96.3%	639	106.7%	645	107.7%	650	108.5%
Drew	674	589	87.4%	606	89.9%	626	92.9%	642	95.3%
Glebe	510	521	102.2%	527	103.3%	580	113.7%	617	121.0%
Henry	463	438	94.6%	464	100.2%	478	103.2%	491	106.0%
Hoffman-Boston	566	380	67.1%	404	71.4%	415	73.3%	415	73.3%
Jamestown	597	595	99.7%	636	106.5%	646	108.2%	657	110.1%
Key	653	645	98.8%	663	101.5%	679	104.0%	704	107.8%
Long Branch	533	510	95.7%	494	92.7%	506	94.9%	516	96.8%
McKinley	443	494	111.5%	545	123.0%	570	128.7%	605	136.6%
Nottingham	513	614	119.7%	617	120.3%	672	131.0%	680	132.6%
Oakridge	674	666	98.8%	705	104.6%	764	113.4%	802	119.0%
Randolph	484	431	89.0%	445	91.9%	481	99.4%	488	100.8%
Taylor	659	694	105.3%	723	109.7%	758	115.0%	811	123.1%
Tuckahoe	545	680	124.8%	701	128.6%	754	138.3%	781	143.3%
Total Elem Cap	12036	11893	98.8%	12386	102.9%	12928	107.4%	13373	111.1%
Gunston	932	733	78.6%	792	85.0%	840	90.1%	889	95.4%
Jefferson	931	681	73.1%	757	81.3%	792	85.1%	837	89.9%
Kenmore	985	741	75.2%	789	80.1%	837	85.0%	887	90.1%
Swanson	948	865	91.2%	919	96.9%	960	101.3%	1024	108.0%
Williamsburg	997	903	90.6%	972	97.5%	1008	101.1%	1073	107.6%
H-B Woodlawn	221	228	103.2%	222	100.5%	221	100.0%	221	100.0%
Total Middle Cap	5014	4151	82.8%	4451	88.8%	4658	92.9%	4931	98.3%
Wakefield	1797	1399	77.9%	1420	79.0%	1434	79.8%	1502	83.6%
Washington-Lee	1854	1927	103.9%	1926	103.9%	1967	106.1%	1946	105.0%
Yorktown	1862	1776	95.4%	1806	97.0%	1860	99.9%	1950	104.7%
H-B Woodlawn	390	385	98.7%	386	99.0%	389	99.7%	389	99.7%
Total High Cap	5903	5487	93.0%	5538	93.8%	5650	95.7%	5787	98.0%
Total	22953	21531	93.8%	22375	97.5%	23236	101.2%	24091	105.0%
Integration Station	n/a	52	n/a	52	n/a	52	n/a	52	n/a
Stratford Program	n/a	51	n/a	53	n/a	51	n/a	51	n/a
Arlington Mill	n/a	123	n/a	123	n/a	102	n/a	92	n/a
Langston	n/a	66	n/a	73	n/a	65	n/a	71	n/a
Enrollment TOTAL		21823		22676		23506		24357	

CAPITAL IMPROVEMENT PLAN

APS BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT 2011-2017 (NO DUAL ENROLLED STUDENTS)

School	Capacity	2015		2016		2017	
		Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
Abingdon	589	537	91.2%	540	91.7%	569	96.6%
ASF	553	666	120.4%	671	121.3%	675	122.1%
ATS	465	501	107.7%	501	107.7%	477	102.6%
Ashlawn	459	581	126.6%	590	128.5%	594	129.4%
Barcroft	460	578	125.7%	599	130.2%	587	127.6%
Barrett	576	566	98.3%	583	101.2%	587	101.9%
Campbell	436	512	117.4%	514	117.9%	518	118.8%
Carlin Springs	585	632	108.0%	643	109.9%	660	112.8%
Claremont	599	655	109.3%	654	109.2%	638	106.5%
Drew	674	659	97.8%	662	98.2%	682	101.2%
Glebe	510	621	121.8%	628	123.1%	651	127.6%
Henry	463	494	106.7%	505	109.1%	511	110.4%
Hoffman-Boston	566	410	72.4%	424	74.9%	425	75.1%
Jamestown	597	666	111.6%	680	113.9%	683	114.4%
Key	653	721	110.4%	724	110.9%	736	112.7%
Long Branch	533	529	99.2%	538	100.9%	547	102.6%
McKinley	443	629	142.0%	623	140.6%	656	148.1%
Nottingham	513	696	135.7%	711	138.6%	719	140.2%
Oakridge	674	828	122.8%	827	122.7%	835	123.9%
Randolph	484	507	104.8%	508	105.0%	514	106.2%
Taylor	659	820	124.4%	828	125.6%	854	129.6%
Tuckahoe	545	794	145.7%	804	147.5%	808	148.3%
Total Elem Cap	12036	13602	113.0%	13757	114.3%	13926	115.7%
Gunston	932	940	100.9%	1016	109.0%	1059	113.6%
Jefferson	931	884	95.0%	956	102.7%	996	107.0%
Kenmore	985	936	95.0%	1013	102.8%	1054	107.0%
Swanson	948	1080	113.9%	1165	122.9%	1216	128.3%
Williamsburg	997	1135	113.8%	1224	122.8%	1277	128.1%
H-B Woodlawn	221	221	100.0%	221	100.0%	221	100.0%
Total Middle Cap	5014	5196	103.6%	5595	111.6%	5823	116.1%
Wakefield	1797	1558	86.7%	1638	91.2%	1737	96.7%
Washington-Lee	1854	2088	112.6%	2191	118.2%	2305	124.3%
Yorktown	1862	2014	108.2%	2126	114.2%	2254	121.1%
H-B Woodlawn	390	389	99.7%	389	99.7%	389	99.7%
Total High Cap	5903	6049	102.5%	6344	107.5%	6685	113.2%
Total	22953	24847	108.3%	25696	112.0%	26434	115.2%
Integration Station	n/a	52	n/a	52	n/a	52	n/a
Stratford Program	n/a	51	n/a	51	n/a	51	n/a
Arlington Mill	n/a	110	n/a	110	n/a	112	n/a
Langston	n/a	68	n/a	75	n/a	80	n/a
Enrollment TOTAL		25128		25984		26729	

DEBT SERVICE

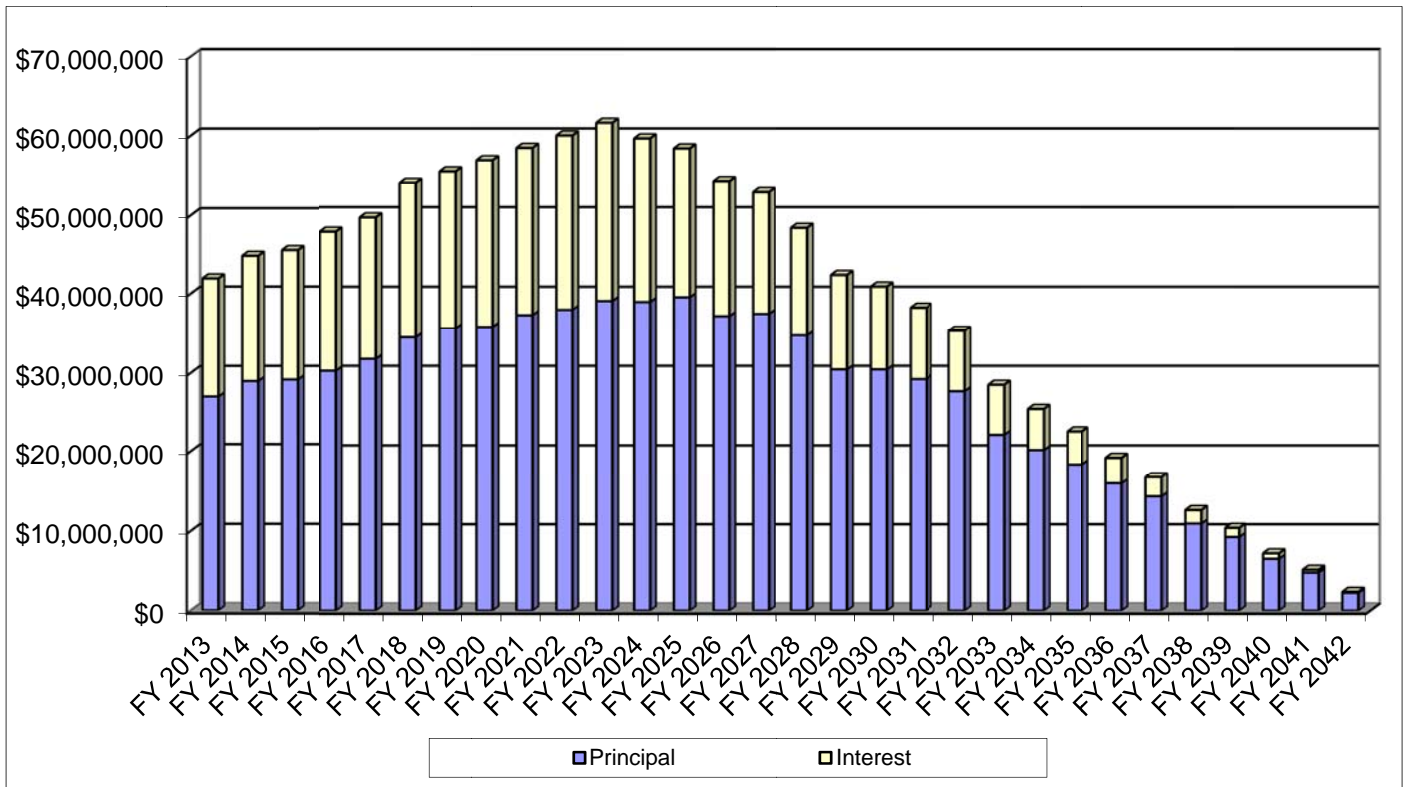
Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes. APS is not permitted to incur long-term debt which includes debt incurred for school division purposes. Arlington County is responsible for the issuance and maintenance of debt for the school division and establishes the primary goals regarding debt capacity. The School Board manages its debt service to ensure compliance with the County debt guidelines. When compared with the FY 2012 Adopted Budget, Debt Service increases 9.6% in FY 2013. Additional information on debt service in FY 2013 can be found in the Other Funds section of the budget on page 439.

The chart below outlines the principal and interest payments through maturity for all existing debt and the projected debt issuance outlined in the FY 2013 – FY 2022 CIP.

BOND AMORTIZATION SCHEDULE			
<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$27,016,973	\$14,914,645	\$41,931,618
2014	\$28,978,696	\$15,823,968	\$44,802,664
2015	\$29,177,743	\$16,351,535	\$45,529,278
2016	\$30,300,387	\$17,521,086	\$47,821,473
2017	\$31,799,045	\$17,806,367	\$49,605,412
2018	\$34,517,422	\$19,509,172	\$54,026,595
2019	\$35,661,096	\$19,807,136	\$55,468,232
2020	\$35,839,493	\$21,042,529	\$56,882,022
2021	\$37,319,546	\$21,119,640	\$58,439,187
2022	\$37,998,684	\$22,011,152	\$60,009,835
2023	\$39,109,235	\$22,504,203	\$61,613,438
2024	\$38,984,800	\$20,656,709	\$59,641,509
2025	\$39,574,800	\$18,793,562	\$58,368,362
2026	\$37,193,800	\$17,036,439	\$54,230,239
2027	\$37,484,800	\$15,293,450	\$52,778,250
2028	\$34,760,800	\$13,540,083	\$48,300,883
2029	\$30,469,800	\$11,905,709	\$42,375,509
2030	\$30,469,800	\$10,440,429	\$40,910,229
2031	\$29,254,800	\$8,999,448	\$38,254,248
2032	\$27,719,800	\$7,602,463	\$35,322,263
2033	\$22,242,450	\$6,276,322	\$28,518,773
2034	\$20,323,500	\$5,164,200	\$25,487,700
2035	\$18,500,500	\$4,148,025	\$22,648,525
2036	\$16,110,000	\$3,223,000	\$19,333,000
2037	\$14,450,000	\$2,417,500	\$16,867,500
2038	\$11,000,000	\$1,695,000	\$12,695,000
2039	\$9,300,000	\$1,145,000	\$10,445,000
2040	\$6,550,000	\$680,000	\$7,230,000
2041	\$4,800,000	\$352,500	\$5,152,500
2042	\$2,250,000	\$112,500	\$2,362,500
	\$799,157,969	\$357,893,772	\$1,157,051,741

DEBT SERVICE

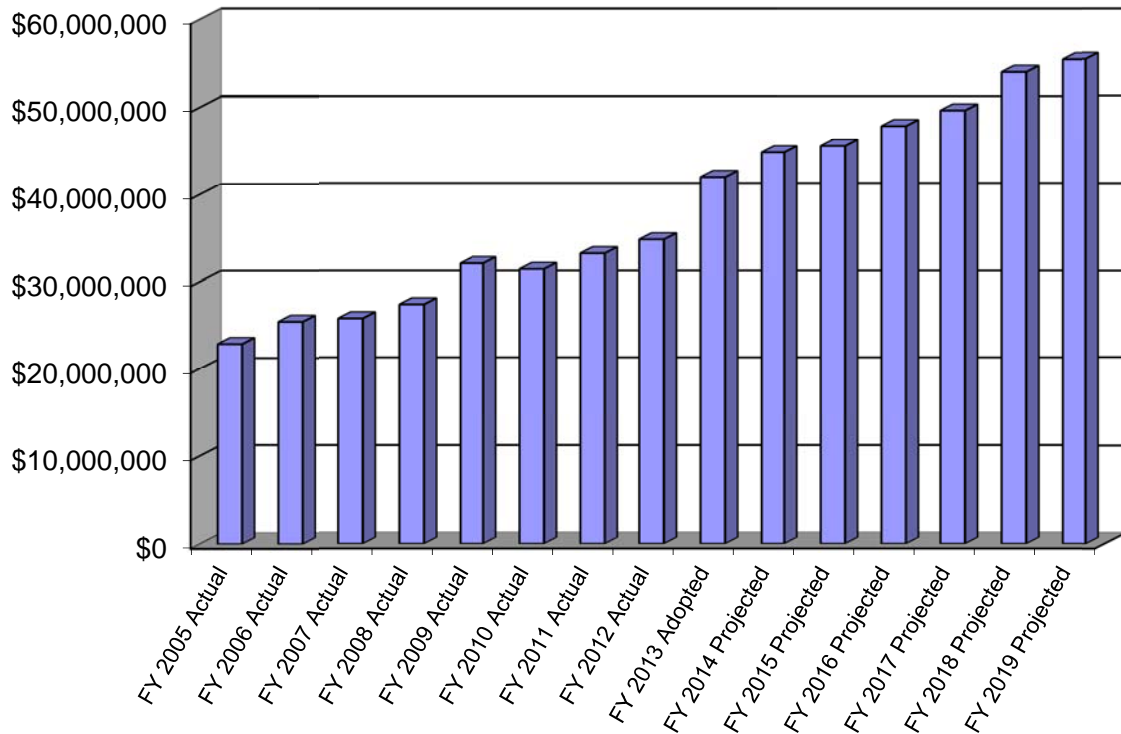
The chart below illustrates graphically bond amortization through maturity as outlined above.



DEBT SERVICE

The chart below shows the trend in the Debt Service Fund budget. Actual expenditures for the past eight years, budgeted expenditures for two years, and projected expenditures for the next five years are shown. Since FY 2002, \$378.9 million in bonds have been sold resulting in increasing debt service for APS. For FY 2013 through FY 2019, APS is expected to sell \$313.8 million in bonds, assuming voter approval of the bond referenda in 2012, 2014, 2016 and 2018.

DEBT SERVICE TRENDS



INFORMATION SECTION

Arlington County at-a-Glance

Arlington Public Schools Profile

Enrollment

Enrollment Projections

Planning Factors

Personnel Resources

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Bond Amortization Schedule

Achievement Measures

ARLINGTON COUNTY AT-A-GLANCE

Arlington County is located in northern Virginia, directly across the Potomac River from Washington, D.C. The County encompasses 25.8 square miles of land, which was originally split off from Fairfax County in 1801 and ceded by Virginia to be included in the ten-mile square Federal District. In 1847, however, Congress allowed the land to return to the jurisdiction of Virginia following a vote in favor of retrocession by its members. This area was then known as Alexandria City and Alexandria County. In 1920, to avoid confusion, Alexandria County was renamed Arlington County.

Annexation of any part of Arlington County by neighboring jurisdictions is prohibited by present law unless the entire County is annexed with the approval of County voters. There are no jurisdictions with overlapping debt or taxing powers. The water and sewage systems are operated on a self-supporting basis by the County government.

Arlington's location in the center of the Washington metropolitan region, just five minutes from Washington by car or Metrorail, has made the County a highly desirable business and residential location. Arlington has maintained high-quality residential neighborhoods while supporting well-managed growth. High-density commercial and residential development is focused around Metro stations in the Rosslyn-Ballston corridor and the Jefferson Davis corridor, which includes both Pentagon City and Crystal City.

Almost all of the land in Arlington County has been developed. This development consists of extensive single-family residential areas, as well as commercial, office, and multi-family residential structures.

Arlington is home to an estimated 227,500 jobs, as of January 1, 2012. Economic activity in Arlington County has historically been closely associated with numerous governmental activities of the Washington Metropolitan region. In 2012, about 26.4 percent (or about 60,100) of the jobs in Arlington County are with the numerous federal, state or local government agencies. In recent years, however, the private employment base, particularly in the service sector, has increased substantially. The 2011 estimate is that 20.7 percent of total employment (about 47,000 jobs) is in the professional and technical services sector. An additional 28.5 percent of total employment (about 64,600 jobs) is in the accommodation, food, and other services sectors.



Demographics

Arlington County has an estimated 2012 population of 211,700, an increase of 11.7 percent over the 2000 population, making it among the most densely populated jurisdictions in the country. The new 2010 census data indicated those age 18 and over made up 84.3 percent of the population, compared to 83.5 percent in 2000.

ARLINGTON COUNTY AT-A-GLANCE

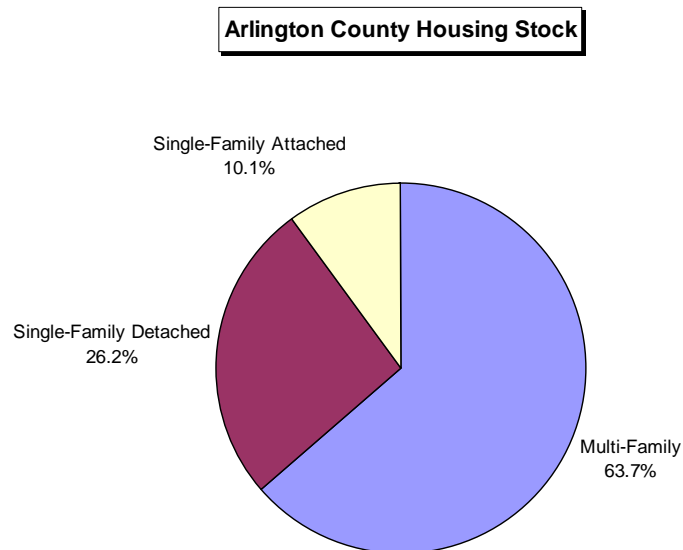
Arlington takes pride in, and gains vitality from, the diversity of its population. According to the 2010 Census, 64.0% of Arlington residents are white, 15.1% are Hispanic, 8.2% are black or African-American, 9.6% are Asian or Other Pacific Islanders, and 3.0% are identified as another race or two or more races.

Racial/Ethnic Group	2000	2010	% Change
Non-Hispanic/Latino			
White alone	114,489	132,961	16.1%
Black or African American alone	17,244	17,088	-0.9%
Asian/Pacific Islander	16,346	19,895	21.7%
Other/MultiRacial	6,106	6,301	3.2%
Total Non-Hispanic/Latino	154,185	176,245	14.3%
Hispanic/Latino	35,268	31,382	-11.0%
TOTAL	189,453	207,627	9.6%

Source: 2000 and 2010 Decennial Censuses

Housing

According to Planning Division estimates, there are 107,500 total housing units in Arlington as of January 2012. A housing unit is a multi-family dwelling or a single-family dwelling attached to other dwellings or a single-family detached dwelling. The majority (63.3 percent or 68,100) of housing units in Arlington are multi-family. In addition, there are an estimated 28,400 single-family detached (26.4 percent), and 10,900 single-family attached housing units (10.1 percent) in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2012, 15,727 new multi-family units have been completed (an increase of 30 percent), compared to 616 single family attached units. There has been a net gain of 732 single family detached units during the same time span. In the 2011 fiscal year the Housing Division estimates that owners occupy 45.9 percent and renters occupy 54.1 percent of occupied housing units.



ARLINGTON COUNTY AT-A-GLANCE

All persons living in a housing unit are termed a household. As of January 2012, the DCPHD Planning Division estimates that there are 99,900 households in Arlington County. According to the 2010 Census, the average household size is 2.09 persons. The 2010 Census also reports that an estimated 42.4 percent of Arlington households were family households and 57.6 percent were non-family households.

Education

Arlington's population is among the most highly educated in the country. According to the U.S. Census Bureau 2010 American Community Survey, 92.5 percent of all household residents age 25 and older were high school graduates, 70.2% were college graduates, and 36.7% had graduate or professional degrees.

Personal Income

The educational achievements of Arlington's population are reflected in the County's income statistics as well. In 2012, according to Planning Division estimates, Arlington's per capita personal income was \$78,000. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2010 was \$94,986. The Planning Division estimates that median household income in 2012 is \$99,600. Arlington County is listed in 2009 Survey of Buying Power as having an effective buying power of \$8.85 billion.

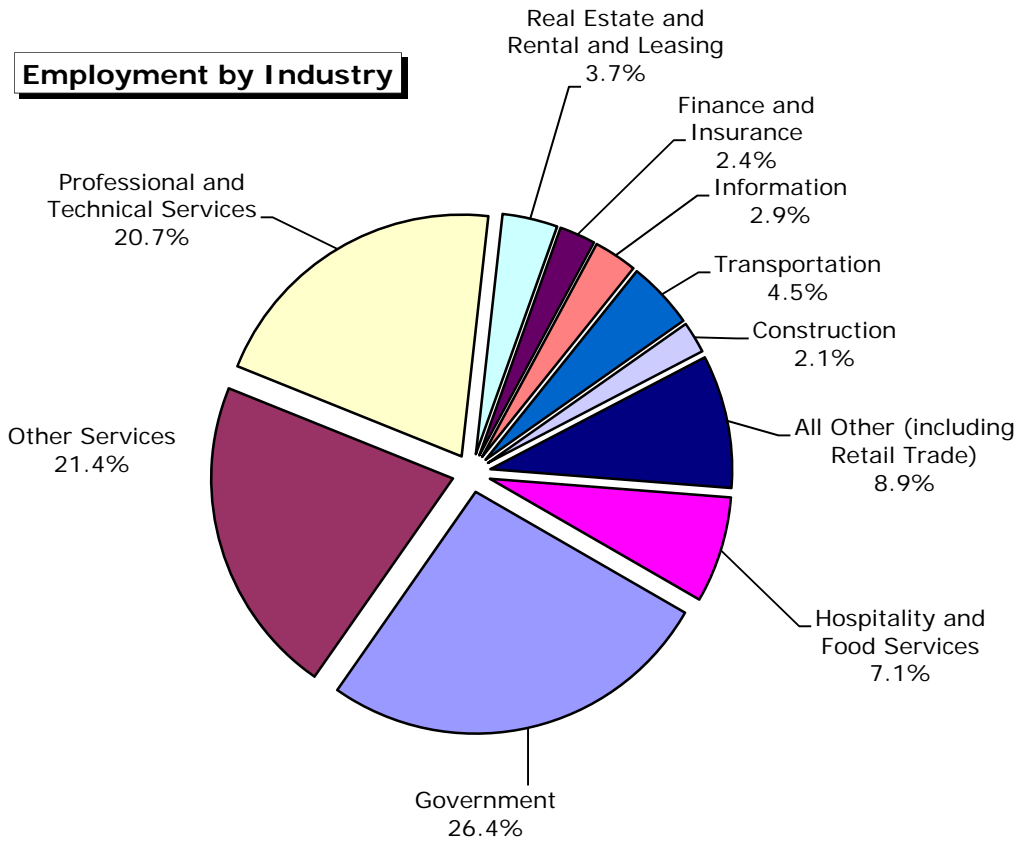
Community Facilities

• Acres of County Open Space	1,190	• Synthetic Fields	10
• Miles of Bicycle/Jogging Trails	86	• Nature Centers	3
• County Parks	149	• Senior Centers	6
• Tennis and Basketball Courts	118	• Northern Virginia Regional Parks	3
• Athletic Fields	120	• Community Centers	13
• Libraries	8	• Fire Stations	10

Employment

According to Arlington County estimates, the total number of jobs in the County increased by about 13.1 percent between 2000 and 2012. The service sector comprises a significant share of jobs in Arlington. About 20.7% of all jobs are in the professional and technical services sector. Another 21.4% of jobs are in other service sectors, including administrative, education, and health. The government sector also continues to comprise a large share of Arlington jobs. About 26.4% (60,100 jobs) of the County's January 2012 employment is estimated to be in government.

ARLINGTON COUNTY AT-A-GLANCE



The percentage of jobs in the government and business services sectors is likely to change in the short term as the County adjusts to employment moves associated with relocation of Department of Defense facilities to other jurisdictions due to the Base Realignment and Closure Commission (BRAC) recommendations of 2005. The 2011 unemployment rate in Arlington was 3.7 percent.

Sector	Jobs
Construction	4,800
Transportation	10,200
Information	6,500
Finance and insurance	5,500
Real estate and Rental/Leasing	8,400
Professional and technical services	47,000
Hospitality and Food Services	16,000
Other Services	48,600
Government	60,100
All other (including retail trade)	20,200
Total	227,500

Source: Sector employment are Arlington County Planning Division 2010 estimates based on data from the U.S. Bureau of Economic Analysis for the year 2005 (most current available). Unemployment data is from the U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

ARLINGTON COUNTY AT-A-GLANCE

Arlington County has a solid economic base as evidenced by the presence of numerous major employers and the County's sophisticated blend of traditional commerce, such as health services and retail sales, and technological industries, such as telecommunications and software. Although the BRAC recommendations will decrease Arlington employment in the short term, anticipated upgrades to Arlington's office stock in Crystal City and the proximity of the County to Washington, D.C. indicate that a quick recovery is likely.

Top 10 Principal Private Employers

	COMPANY	NATURE OF BUSINESS	ARLINGTON EMPLOYEES
1	Deloitte	Consulting Services	5,100
2	Lockheed Martin Corp	Air Transportation Equipment/Defense Systems	2,700
3	Virginia Hospital Center	Healthcare	2,120
4	Marriott International, Inc.	Hotels	1,940
5	BNA	Consulting Services	1,906
6	Booz Allen Hamilton	Consulting Services	1,400
7	SRA International, Inc.	IT Services/Defense/Strategic Consulting	1,360
8	CACI	Technology Consulting/Computer Systems	1,217
9	SAIC	Telecommunications	1,200
10	Corporate Executive Board	Consulting Services	1,060
TOTAL			20,003
TOP 10 AS PERCENT OF COUNTY TOTAL			8.8%

Source: Arlington County Department of Economic Development

Selected Service Indicators

	FY 2011 Actual	FY 2012 Estimate	FY 2013 Estimate
General Obligation Bond Rating	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	7,253	25,000	7,000
Inspections Conducted for Fire Code Enforcement	2,900	3,000	3,000
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	49%	52%	52%
Fire/EMS/Public Service Responses	51,482	51,500	51,500
Refuse Collected on County and Contracted Routes (Tons)	36,233	36,500	36,250
Total Curbside Recycling Tonnage Collected	13,975	14,000	14,250
Licensed Child Care Facilities (Family Day Care Homes)	185	190	190
Percent of Children Adequately Immunized by age 2	90%	90%	90%
Number of registrations in Parks and Recreation programs	40,840	41,000	41,000
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	4,576	4,600	4,650
Police response time for Priority I calls (minutes from dispatch to arrival)	4:46	4:30	4:40

ARLINGTON COUNTY AT-A-GLANCE

Overview of Governmental Organization

The government of Arlington County has been organized according to the County Manager Plan of government since 1932. The County was the first jurisdiction in the United States to adopt a manager form of government by popular vote. The County Board, which establishes policies for the administration of the County, is the governing body of the County. The five members of the County Board are elected from the County at large for staggered four-year terms. No more than two members are elected at one time. The Chairman of the County Board is elected annually by the members.

The County Board appoints a County Manager to serve as the chief executive and administrator of the County. The County Manager serves at the pleasure of the County Board, implements its policies, directs business and administrative procedures, and appoints department directors. The County Manager is aided by two Deputy County Managers, four Assistant County Managers and the Directors of twelve departments: Fire; Police; Emergency Management; Environmental Services; Human Services; Economic Development; Community Planning, Housing and Development; Parks, Recreation and Cultural Resources; Management and Finance; Libraries; Human Resources; and Technology Services.

The County Board also appoints a County Attorney. The County Attorney provides legal services to the County Board, County agencies and personnel, elected County officials, independent County boards and commissions, and the Arlington School Board.

Overview of Arlington Public Schools Organization

The Arlington County public school system is directed by an elected five-member School Board. In the past, the County Board appointed the School Board, but in November 1993 the voters approved a referendum to institute an elected School Board. Since January 1, 1998, all five members of the School Board have been elected. School Board members serve staggered four-year terms in a sequence similar to that of County Board members. The Superintendent of Schools is appointed by the School Board for a four-year term.

The School Board functions independently of the County Board but is required to prepare and submit an annual budget to the County Board for its consideration. The cost of operating the public schools is met with an appropriation and transfer by the County Board from the County's General Fund as well as aid from the State and from the Federal government. Because the School Board can neither levy taxes nor incur indebtedness under Virginia law, the local costs of the school system are provided by appropriation from the General Fund of the County. The funds necessary to construct school facilities are provided by capital appropriations from the General Fund of the County or by general obligation bonds approved by Arlington voters and issued by the County.

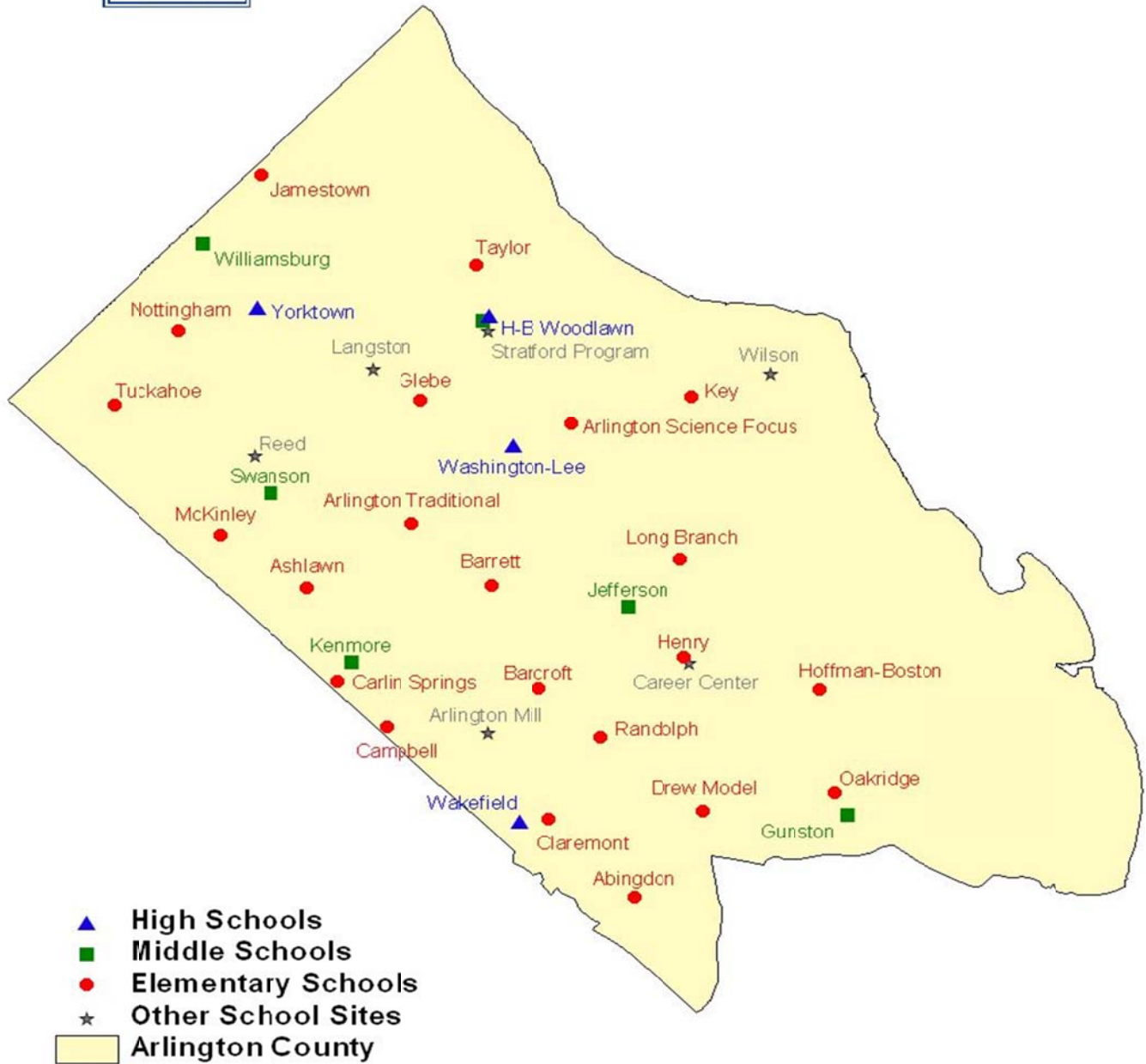
The County and the School Board followed a revenue sharing agreement since FY 2002 provides the schools with a share of local tax revenues. This transfer, along with Federal, State and other Local Revenues, funds all School expenditures including debt service. Outside school revenues that increase or decrease do not alter the allocation. All increases or decreases in local taxes will be allocated or absorbed at the percentage rate set for that year.

The School Board has been able to fund the operating and capital needs of the Schools as well as establish reserves for unanticipated expenses and/or revenue shortfalls within the current revenue sharing allocation. Having a Revenue Sharing Agreement has allowed both Boards to have more strategically-focused discussions on current and future budget issues, rather than on the distribution of funds. This has been a great benefit to the community.

ARLINGTON PUBLIC SCHOOLS PROFILE



Arlington Public Schools



ARLINGTON PUBLIC SCHOOLS PROFILE

Arlington Public Schools represent one of the nation’s most diverse and sophisticated student populations. Our 21,841 students come from around the world and speak more than 97 languages. We operate more than 30 schools and programs designed to meet individual student needs. Several of our programs are unique. These include:

- Two partial Spanish immersion programs
- A 200-acre Outdoor Laboratory in Fauquier County
- A swimming program for all students at grades 3, 4, 9 and 10
- Three countywide alternative schools
- A Career Center for advanced vocational and technical training
- A sophisticated Distance Learning program
- The International Baccalaureate Program

Academic Standards are high in Arlington’s schools. Students consistently score well above state and national averages on standardized tests, including the SAT, which is taken by 73% of Arlington high school seniors as compared to 50% nationally. The Arlington average for combined critical reading, writing and math SAT scores in 2010-2011 was 1623. The average for the State of Virginia was 1516 and the national average was 1500.

Arlington offers a wide array of individualized education programs for all students, from the gifted to students with severe disabilities. Computers are used as teaching tools and information sources, and all schools are linked to the Internet.

The school system operates twenty-two elementary schools, five middle schools, three high schools, a secondary alternative school, a technical education and career center, two high school continuation programs and programs for special education students. The Clarendon Education Center, the Thurgood Marshall building, the main Arlington Education Center, and the Syphax Academic Center house a variety of administrative offices and specialized programs.

<u>Type of School or Program</u>	<u>Number</u>
Elementary Schools	22
Middle Schools	5
High Schools	3
Secondary Alternative School (6-12)	1
High School Continuation Programs	2
Vocational-Technical (9-12)	1
Special Education Programs	2

ENROLLMENT

ELEMENTARY SCHOOLS

<u>School</u>	<u>FY 2010 Actual</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Projected</u>	<u>Change</u>
Abingdon	440	504	505	514	9
Arl. Science	504	547	575	574	-1
Arl. Traditional	442	448	490	503	13
Ashlawn	378	429	489	554	65
Barcroft	368	411	441	491	50
Barrett	536	544	556	555	-1
Campbell	354	402	435	460	25
Carlin Springs	580	600	583	587	4
Claremont	508	528	578	640	62
Drew	525	556	590	607	17
Glebe	459	490	522	534	12
Henry	399	406	445	465	20
Hoffman Boston	355	393	381	406	25
Jamestown	584	581	597	640	43
Key	630	649	649	667	18
Long Branch	485	513	514	501	-13
McKinley	436	489	501	546	45
Nottingham	548	584	615	622	7
Oakridge	561	624	671	710	39
Randolph	410	432	427	445	18
Reed	23	26	20	30	10
Taylor	633	686	699	728	29
Tuckahoe	<u>580</u>	<u>638</u>	<u>685</u>	<u>706</u>	<u>21</u>
Total	10,738	11,480	11,968	12,485	517

SECONDARY SCHOOLS

<u>School</u>	<u>FY 2010 Actual</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Projected</u>	<u>Change</u>
Gunston	636	721	733	792	59
Jefferson	567	594	681	757	76
Kenmore	747	704	741	789	48
Swanson	818	892	865	919	54
Williamsburg	925	948	903	972	69
H-B Woodlawn	599	606	613	608	-5
Wakefield	1,373	1,344	1,399	1,420	21
Washington-Lee	1,812	1,914	1,927	1,926	-1
Yorktown	<u>1,716</u>	<u>1,723</u>	<u>1,776</u>	<u>1,806</u>	<u>30</u>
Total	9,193	9,446	9,638	9,989	351

OTHER PROGRAMS

<u>School</u>	<u>FY 2010 Actual</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Projected</u>	<u>Change</u>
Stratford	42	44	46	53	7
Arlington Mill	193	181	123	123	0
Langston	<u>67</u>	<u>90</u>	<u>66</u>	<u>73</u>	<u>7</u>
Total	302	315	235	249	14

The enrollment for elementary schools includes all pre-school enrollment in Montessori, Virginia Preschool Initiative (VPI) classes, or special education programs. The actual total enrollment on September 30, 2011 was 21,841. The total number of students projected for September 2012 is 22,723.

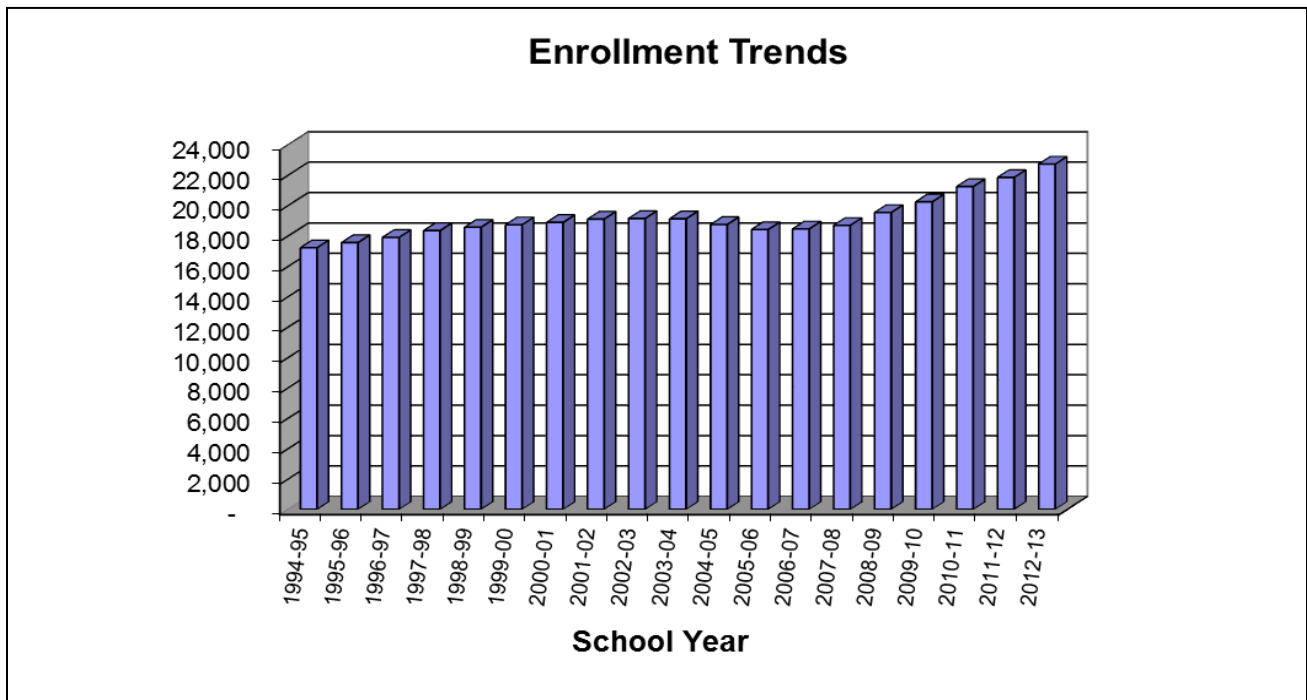
ENROLLMENT

<u>School Year*</u>	<u>Students</u>	<u>Change</u>	<u>Percent Change</u>
1994-95	17,213		
1995-96	17,556	343	2.0%
1996-97	17,895	339	1.9%
1997-98	18,342	447	2.5%
1998-99	18,564	222	1.2%
1999-00	18,723	159	0.9%
2000-01	18,882	159	0.8%
2001-02	19,097	215	1.1%
2002-03	19,140	43	0.2%
2003-04	19,120	-20	-0.1%
2004-05	18,744	-376	-2.0%
2005-06	18,411	-333	-1.8%
2006-07	18,451	40	0.2%
2007-08	18,684	233	1.3%
2008-09	19,534	850	4.5%
2009-10	20,233	699	3.6%
2010-11	21,241	1008	5.0%
2011-12	21,841	600	2.8%
2012-13 Projection	22,723	882	4.0%

*As of September 30

The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and pre-kindergarten special education students.

Enrollment has grown from 19,140 in FY 2003 to a projected 22,723 in FY 2013 representing an 18.72% increase during that period. For FY 2013, an increase of 882 students is expected over the previous (September 30, 2011) membership count. The average annual increase over the past ten years is approximately 1.73%.



ENROLLMENT

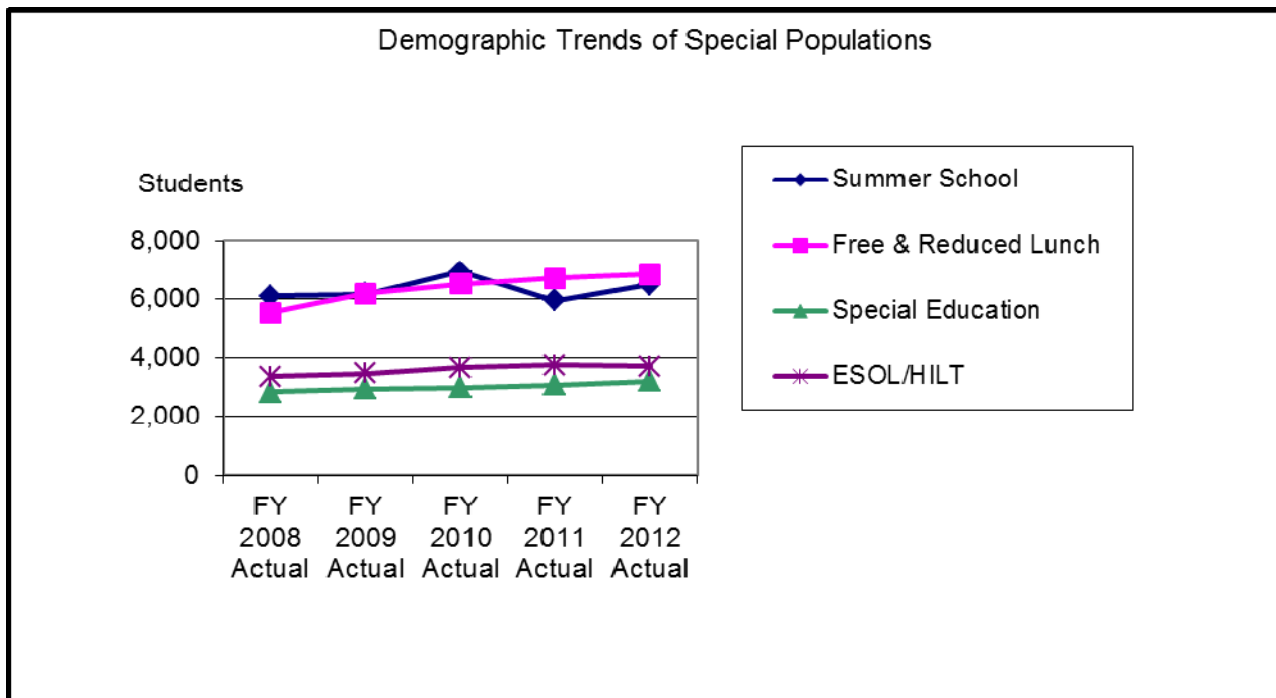
STUDENT ENROLLMENT BY SPECIAL POPULATIONS

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	5 Year	5 Year %	FY 2013
Students	Actual	Actual	Actual	Actual	Actual	Increase	Increase	Projected
Elementary Preschool*	864	929	972	1040	1044	180	20.8%	1142
Elementary (K-5)	8,763	9,237	9,766	10,440	10,924	2,161	24.7%	11,343
Middle	3,792	3,852	3,908	4,081	4,151	359	9.5%	4,451
High	4,947	5,202	5,285	5,365	5,487	540	10.9%	5,538
Stratford	35	40	42	44	46	11	31.4%	53
High School Continuation**	283	274	260	271	189	-94	-33.2%	196
Total	18,684	19,534	20,233	21,241	21,841	3,157	16.9%	22,723
Summer School	6,102	6,159	6,924	5,948	6,486	384	6.3%	6,748
Free & Reduced Lunch	5,550	6,195	6,515	6,694	6,835	1,285	23.2%	n/a
Special Education***	2,830	2,933	2,987	3,073	3,204	374	13.2%	3,262
ESOL/HILT	3,344	3,456	3,656	3,743	3,689	345	10.3%	3,696

* Includes Montessori 3-4-year olds, Virginia Preschool Initiative (VPI) 4-year olds, and Pre-K special education students (including dual enrolled students).

** Excludes students over age 20.

*** Actual special education enrollment reflects December 1 count (as reported to the Virginia Department of Education) and includes dual enrolled students. The projected enrollment for FY 2013 does not include dual enrolled students (69 dual enrolled students are projected for FY 2013).



ENROLLMENT PROJECTIONS

Enrollment Projections

Estimating the number of students who will enroll in a future year is important because it helps us:

- Predict the need for new or expanded schools,
- Determine how many teachers we need each year in each school and grade, and
- Generate budget estimates for the expected number of students.

Method of Projecting Enrollments

To estimate our future enrollment, we do not simply extrapolate from the current number of students attending Arlington Public Schools. Rather, we use two sets of statistics: the history of enrollments in each school, grade by grade (and the statistical relationship to current enrolled), and the number of resident live births for Arlington County.

Resident Live Births

"Resident live birth" does not mean a baby born in Arlington County - it means a baby born to a resident of Arlington County. The Office of Vital Statistics in Richmond provides this number. As people move, many of those babies born to Arlington residents won't be here five years later. Historically, about 65% of the resident live births for a year actually enroll in our kindergarten classes five years later. We use this 65% figure to estimate enrollment projections for kindergarten. For example, 65% of the 2005 "resident live births" figure will be used to estimate the 2010 kindergarten class.

Grade-by-Grade and School-by-School

For grades 1-12, we make enrollment projections using the number of students enrolled on September 30th of the previous year, adjusted by a growth or loss figure based on Arlington's history. Over the years, the number of youngsters in a grade level ebbs and flows as that group moves through the system. The growth or loss figure is usually calculated using an average of the three most recent years. For example, if the first grade grew by 100 students from 1999 to 2000, by 110 students from 1998 to 1999, and by 105 students from 1997 to 1998, then the average growth would equal 105 $[(100+110+105) \div 3 = 105]$. In this example, 105 would be used as the growth figure between kindergarten and first grade.

Additionally, each spring the principals of elementary schools ask parents to let the school know if they are returning or leaving next September. This information helps to refine the enrollment projections for the upcoming school year. Experts from the special education office and English-as-a-Second-Language office also contribute insights about possible shifts in their student population.

Changes in Arlington Residential Patterns or School Programs

When changes happen in Arlington, a housing development is torn down or built, adjustments are made to the enrollment projections. If the school system changes its programs, moves the location of a program from one school to another or adds a new program, we also take those effects into consideration.

ENROLLMENT PROJECTIONS

Accuracy of Projections

Individual school and grade level projections are more subject to variation than the overall school system numbers. Enrollment estimates are more accurate one year ahead than those projecting five years ahead. Over the past five years, one-year enrollment projections for Arlington Public Schools have varied from the actual enrollment by an average of about half a percent. The projection for the 2010-2011 school year was 21,082 and the actual enrollment as of September 30, 2010, totaled 21,241, a difference of 159 students (0.8%), distributed across 33 schools. The projection for the 2011-2012 school year was 22,245 and the actual enrollment as of September 30, 2011, totaled 21,841; a difference of -404 students (-1.8%) distributed across 33 schools.

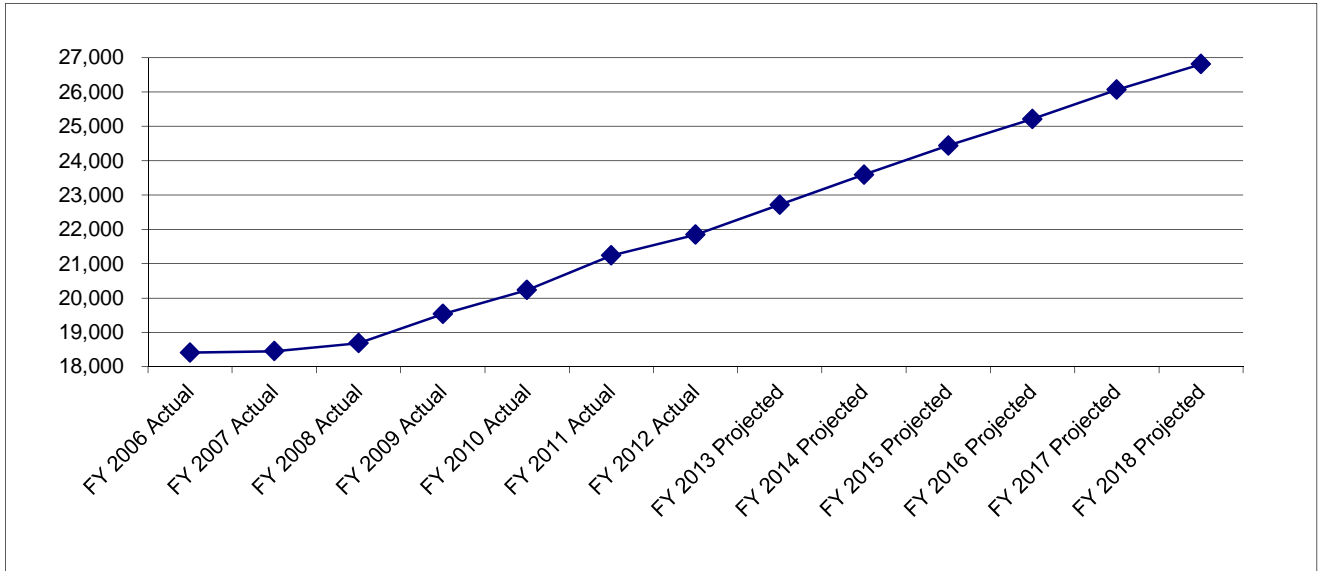
The following table shows the enrollment projections for FY 2013 through FY 2018. The enrollment for elementary schools includes all pre-K students in the Virginia Preschool Initiative (VPI) classes, Montessori and Pre-K Special Education programs. Other Programs include High School Continuation and the Stratford Program.

FY 2013 – FY 2018 ENROLLMENT PROJECTIONS

	FY 2013 Projected	FY 2014 Projected	FY 2015 Projected	FY 2016 Projected	FY 2017 Projected	FY 2018 Projected
Elementary Schools	12,485	13,065	13,510	13,739	13,894	14,063
Secondary Schools	9,989	10,308	10,718	11,245	11,939	12,508
Other Programs	249	218	214	229	236	243
Total	22,723	23,591	24,442	25,213	26,069	26,814

ENROLLMENT PROJECTIONS

The following graph shows actual enrollment as of September 30 of each year for FY 2006 through FY 2012. The enrollment numbers for FY 2013 through FY 2018 are projected.



PLANNING FACTORS

Planning Factors

A large part of the schools' budgets are calculated according to formula. These formulas are commonly referred to as "planning factors". Allocating funds using formulas based on enrollment projections is done to ensure funding equity among schools and programs. All Arlington schools receive a similar level of support for those resources subject to the formulas. The purpose of planning factors is to provide a base level of equity and consistency for personnel, equipment and supplies to meet instructional goals and to adequately deliver instruction, to provide predictability regarding budgetary planning and to assure compliance with state standards.

When school starts in September, changes in the actual enrollment when compared to what had been projected are reviewed for any staffing changes. A contingency fund in the Personnel Services Department funds additional staffing required based on the planning factor application.

The teacher staffing ratios for the different levels are as follows:

Kindergarten	23.0:1 (Maximum class size of 24)
Grade 1	20.0:1 (Recommended maximum class size 24)
Grades 2 & 3	22.0:1 (Recommended maximum class size 26)
Grades 4 & 5	23.0:1 (Recommended maximum class size 27)
Middle School	23.4:1
High School	25.4:1

More detail on the staffing ratios is listed in the FY 2013 Adopted Budget Planning Factor document at the following website address: www.apsva.us/planningfactors

Class Size

The following reflects the average class size in Arlington Public Schools for FY 2012 as reported in the WABE (Washington Area Boards of Education) Guide.

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
Students per Classroom Teacher	20.3	20.6	19.9

How Class Sizes Are Balanced

Projecting the number of students who will attend school in an upcoming year is extremely important. Student enrollment projections are vital in the planning of class sizes, teacher assignments, room assignments and acquisition of materials for those classes.

When school starts in September, we often see slight changes in our actual enrollment numbers when compared to what had been projected as a result of unanticipated movement of students into or out of the area. These and other variances in our ever-changing community may require us to reexamine staffing to ensure that our teaching staff is utilized in the best and most balanced way possible.

PERSONNEL RESOURCES

Salaries and benefits make up approximately 75% of the total budget. The School Board's Adopted FY 2012 budget included 3,937.41 positions. A number of positions were added to the budget to accommodate the projected increase in enrollment, for baseline adjustments, and for instructional investments. Below is a summary of the positions added and reduced. Details can be found on pages 23-30.

For FY 2013, an additional 89.0 positions were added due to the projected increase in enrollment:

- An increase of 52.30 positions at the elementary schools
 - 41.50 teachers
 - 7.20 assistants
 - 0.60 guidance counselors
 - 3.00 clerical
- An increase of 24.20 positions at the middle schools
 - 16.60 teachers
 - 5.50 assistants
 - 0.60 guidance counselors
 - 1.00 assistant principals
 - 0.50 clerical
- An increase of 7.60 positions at the high schools
 - 3.60 teachers
 - 2.60 assistants
 - 0.40 guidance counselors
 - (0.50) assistant principal
 - 1.50 clerical
- An increase of 4.90 positions in central instructional support departments

Baseline adjustments added 2.75 positions:

- An increase of 1.00 position for reading teachers at Barcroft and Long Branch
- A decrease of 0.50 position for a reading teacher at Campbell (funded in FY 2012 for one year)
- A decrease of a 0.50 clerical position to offset an increase of a 1.0 specialist position in the Extended Day Program
- An increase of a 0.50 administrative assistant position at the Aquatics Office.
- A decrease of a 1.0 resource assistant position to offset an increase of a 0.50 parent liaison position at the Minority Achievement Office
- An increase of 4.50 custodian positions at Yorktown High School
- An increase of 1.50 custodian positions at Claremont, Key, and Nottingham
- A decrease of 4.25 positions in Grant Funds due to a grant expiring in FY 2012

As outlined on pages 25-30, instructional investments increases a total of 17.95 positions:

- An increase of 3.45 positions in the schools
- An increase of 14.50 school-based positions in departments and programs

The additions and reductions listed above when added to the FY 2012 Adopted Budget position total result in the FY 2013 School Board's Adopted figure of 4,047.11 positions, a net increase of 109.70 positions.

PERSONNEL RESOURCES

The chart below shows the total positions (FTEs) for all funds. Approximately 92% of the positions are funded in the School Operating Fund.

ALL FUNDS POSITION SUMMARY

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
School Operating Fund	3,349.31	3,428.51	3,614.16	3,614.16	3,726.61
Community Activities Fund*	111.00	108.50	90.25	107.00	108.50
Capital Projects Fund	8.25	8.25	7.25	7.25	7.25
Debt Service Fund	0.00	0.00	0.00	0.00	0.00
Cafeteria Fund*	7.00	7.00	6.00	6.00	6.00
Comprehensive Services Act Fund	0.00	0.00	0.00	0.00	0.00
Grants & Restricted Programs Fund*	<u>201.00</u>	<u>218.00</u>	<u>203.00</u>	<u>203.00</u>	<u>198.75</u>
TOTAL	3,676.56	3,770.26	3,920.66	3,937.41	4,047.11

*Each of these funds includes significant numbers of hourly employees to include Extended Day aides, Cafeteria workers, and Special Education assistants.

SCHOOL OPERATING FUND POSITION SUMMARY

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
Schools	2,662.91	2,774.36	2,944.06	2,944.06	3,038.11
School Board Office	2.00	2.00	2.00	2.00	3.00
Superintendent's Office	3.00	3.00	3.00	3.00	3.00
Department of Instruction	136.70	117.85	95.90	95.90	102.90
School & Community Relations	11.00	9.50	13.00	13.00	13.00
Administrative Services	2.00	2.00	2.00	2.00	3.50
Student Services	145.70	144.80	161.90	161.90	167.80
Personnel	31.50	29.50	28.50	28.50	28.50
Finance & Management Services	19.75	19.75	19.75	19.75	18.75
Facilities & Operations	261.75	256.75	269.25	269.25	269.25
Information Services	<u>73.00</u>	<u>69.00</u>	<u>74.80</u>	<u>74.80</u>	<u>78.80</u>
TOTAL	3,349.31	3,428.51	3,614.16	3,614.16	3,726.61

BUDGET FORECAST

THREE YEAR BUDGET FORECAST

	FY 2013 SCHOOL BOARD'S REVISED ADOPTED		FY 2014 PROJECTED	FY 2015 PROJECTED	FY 2016 PROJECTED
	Funds	FTE	Funds	Funds	Funds
REVENUE					
Prior Year Budget - All Funds	\$475,056,068		\$501,433,941	\$503,630,911	\$519,001,974
Increase in County Revenue	\$21,581,273		\$12,010,742	\$12,371,064	\$12,742,196
County Re-estimated Revenue (one-time funds)	\$6,938,050		\$2,300,000	\$2,300,000	\$2,300,000
County Re-estimated Revenue (one-time funds) - Prior Year	(\$6,790,625)		(\$6,938,050)	(\$2,300,000)	(\$2,300,000)
Increase/(Decrease) in Local Revenue	\$641,445		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$2,785,590		\$1,099,278	\$0	\$0
Increase/(Decrease) in Federal Revenue	(\$207,860)		\$0	\$0	\$0
TOTAL REVENUE	\$500,003,941		\$510,205,911	\$516,301,974	\$532,044,170
Reserve to Offset Increases in FY 2012 Budget	(\$3,945,000)		\$0	\$0	\$0
Partial Use of VRS Reserve in Prior Year Budget	(\$2,600,000)		(\$6,000,000)	\$0	(\$3,700,000)
Partial Use of Reserve for Debt Service in Prior Year Budget	\$0		(\$1,975,000)	(\$1,400,000)	(\$400,000)
Partial Use of VRS Reserve in Current Year Budget	\$6,000,000		\$0	\$3,700,000	\$0
Partial Use of Reserve for Debt Service in Current Year Budget	\$1,975,000		\$1,400,000	\$400,000	\$1,100,000
TOTAL FUNDS AVAILABLE	\$501,433,941		\$503,630,911	\$519,001,974	\$529,044,170
EXPENDITURES					
Prior Year Budget - All Funds	\$475,056,068	3937.41	\$501,433,941	\$503,630,911	\$519,001,974
BASELINE ADJUSTMENTS					
Salaries and Benefits Baseline Adjustments	(\$6,633,646)		(\$500,000)	\$6,800,000	(\$500,000)
Compensation	\$22,938,022		\$0	\$0	\$0
Enrollment					
Changes in enrollment	\$7,245,233	89.50	\$7,900,000	\$7,650,000	\$6,700,000
Other enrollment-related needs	\$2,894,200		\$0	\$0	\$0
Baseline Savings	(\$7,884,029)	(4.75)	(\$833,883)	(\$70,000)	\$0
Contractual Obligations					
Debt Service - projects existing and in FY11-16 CIP	\$3,668,971		\$2,468,146	(\$2,138,313)	(\$2,071,857)
Debt Service - projects in FY13-22 CIP			\$402,900	\$2,864,928	\$4,364,053
Other contractual obligations	\$1,348,556		(\$991,000)	\$1,145,000	\$645,000
Additional Funds for Baseline Services	\$3,810,759	8.00	\$769,359	\$455,684	\$577,049
Additional Costs for New Capacity					
Additional operating costs	\$0		\$0	\$62,182	\$1,126,911
Start-up costs for new spaces	\$0		\$0	\$481,776	\$1,078,224
Net Baseline Changes	\$27,388,066	92.75	\$9,215,522	\$17,251,256	\$11,919,379
Projected Expenditures	\$502,444,134	4030.16	\$510,649,463	\$520,882,167	\$530,921,354
INSTRUCTIONAL INVESTMENTS	\$5,370,422	16.95	(\$816,487)	\$360,000	\$360,000
CAPITAL RESERVE/VRS RESERVE	(\$6,380,615)		(\$721,465)	\$0	\$0
TOTAL EXPENDITURES	\$501,433,941	4047.11	\$509,111,511	\$521,242,167	\$531,281,354
Surplus/(Shortfall)	\$0		(\$5,480,600)	(\$2,240,192)	(\$2,237,184)
POSSIBLE COMPENSATION ADJUSTMENTS					
Step increase			\$7,000,000	\$7,200,000	\$7,400,000
1% Compensation adjustment			\$3,400,000	\$3,600,000	\$3,900,000
TSA Match - return to 2.3% or \$840			\$3,500,000	\$3,500,000	\$3,500,000
Surplus/(Shortfall)			(\$19,380,600)	(\$16,540,192)	(\$17,037,184)

BUDGET FORECAST

The budget forecasts for FY 2014 through FY 2016 are based on the School Board's Revised Adopted budget for FY 2013. Given the revenue and expenditure assumptions below, the potential deficits or surpluses are as shown above. However, should any of the variables change, the surpluses or shortfalls will change as well and could be higher or lower. These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 2,515 additional students projected to enroll in APS in FY14 through FY16. ***These forecasts are not intended to show the effects of any programmatic decisions that might be made in any of those years.***

The revenue and expenditure assumptions used to build the three-year forecast are listed below.

Revenue Assumptions

- County Transfer – Assumes 3% growth in total County local tax revenue in FY 2014 through FY 2016. The County Transfer amount is based on 45.8% of total County local tax revenue, as that is the new percentage share the Schools actually receive for FY 2013 based on the County's adopted tax increase that will not be shared with the Schools and the adopted tax increase that is earmarked for the Schools.
- State Revenue – Assumes slight growth in State funding for FY 2014 based on the General Assembly's adopted 2012-2014 biennial budget. No growth is assumed beyond FY 2014.
- Local Revenue – Assumes growth of \$300,000 in Local revenue each year based on projected fee increases and historical trends.
- Federal Revenue – Assumes no growth in Federal revenue each year. No adjustments have been made to reflect any consequence of sequestration.
- Carry Forward – Assumes Carry Forward will remain at the same level as FY 2013.
- Reserves – As a result of greater than expected revenue and cost savings in FY 2010, reserves were created to help offset the increasing costs of debt service and unfunded liabilities in the out years. In addition, the FY 2011 budget contained a VRS reserve intended to defray the increasing cost of VRS in FY 2012 and beyond. The FY 2012 budget added funding to the VRS reserve as well as the capital reserve. These reserves are used to partially offset the projected increases in VRS and debt service in the out years until depleted. Because the reserves are one-time revenue sources each year, the subsequent year is decreased by the amount of the reserve used in the prior year.

Expenditure Assumptions

- *Salaries and Benefits Baseline Adjustments* includes:
 - Estimated changes in the salary base from the prior year adopted budget to current and on board
 - Projected increases in fringe benefit rates.
 - The VRS retirement rate for professional staff is estimated to remain level for FY 2014, increase 3 percentage points in FY 2015, and remain level in FY 2016. The VRS retirement rate for non-professional staff, the group life insurance rate, and the retiree health care credit rate are projected to remain the same as in FY 2013 in the out years
 - Health insurance premiums are projected to increase \$1 million per year based on premium increases of 8% in FY 2014 and beyond
- *Compensation* in FY 2013 consists of a 2.68% compensation adjustment plus a 5% required compensation increase as a result of the VRS '5 for 5' swap. The baseline forecast does not include any step increases or compensation adjustments in FY 2014 and beyond. The estimated costs of increased compensation are shown at the bottom of the forecast.

BUDGET FORECAST

Expenditure Assumptions (continued)

- *Enrollment* includes:
 - *Changes in enrollment* which includes additional positions and additional materials and supplies resulting from applying the FY 2013 Adopted planning factors to the projected increase in enrollment
 - *Other enrollment-related needs* include additional funds for a staff contingency and to purchase additional relocatables to address capacity.
- *Baseline Savings* includes costs removed from the budget because they are one-time costs such as the VRS Reserve and Capital Reserve used in FY 2012, or because the cost of an item or service has decreased such as Capital Leases.
- *Contractual Obligations* includes those items for which we are legally bound to pay such as Debt Service and Building Lease Costs, and those items which must be paid in order for schools to run such as Utilities and Vehicle Maintenance.
- *Additional Funds for Baseline Services* includes increases necessary in order to maintain the same level of service as is currently in place such as additional funds to meet the Annual OPEB Cost, funding for technology and additional custodians for the new Yorktown High School.
- *Instructional Investments* include those items added to the FY 2013 budget in order to provide additional ESOL/HILT teachers for dual-identified students, fund the Hoffman-Boston proposal, fund technology needs including assistive technology, instructional computer replacement, data warehouse, substitute calling system upgrade, and STARs upgrade, provide a partial science textbook adoption, convert the Arlington Mill high school continuation program to a school, provide a dedicated ITC at Stratford, implement an exemplary project at Taylor, increase professional learning opportunities, continue the Community Schools and Even Start programs after loss of grant funding, continue implementation of formative assessment programs, provide additional learning opportunities, fund the Planetarium for full-time use, add a substance abuse counselor, create a testing audit team, increase parent and community outreach services, implement the Transportation Study recommendations, review planning factors and job classification specifications, and add a 0.5 FTE minority achievement coordinator for an elementary pilot program. These instructional investments continue in FY 2014 and beyond. However, any one-time costs associated with these investments are removed.
- *Capital Reserve/VRS Reserve* is removed in FY 2013 as it is a one-time cost in FY 2012.
- *Possible Compensation Adjustments* outlines the costs of possible adjustments to compensation and their collective effect on the surplus or shortfall each year.

BOND AMORTIZATION SCHEDULE

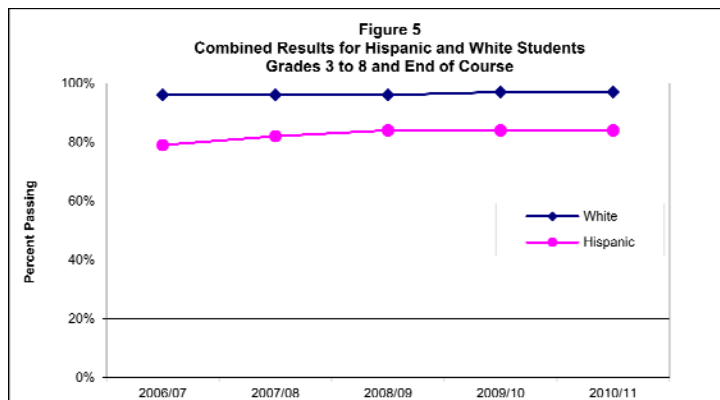
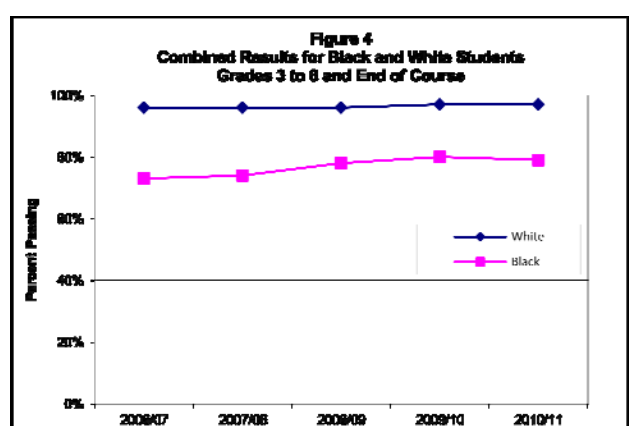
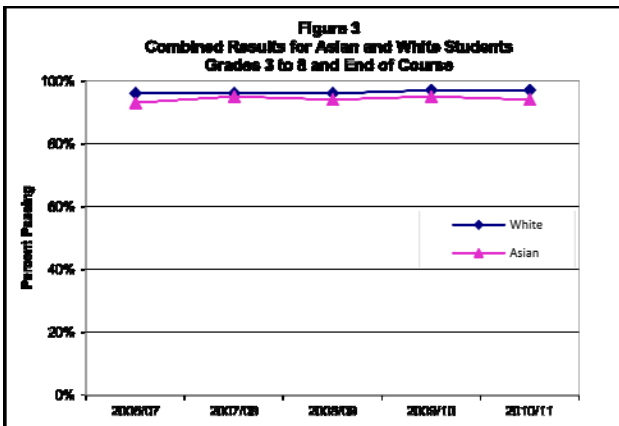
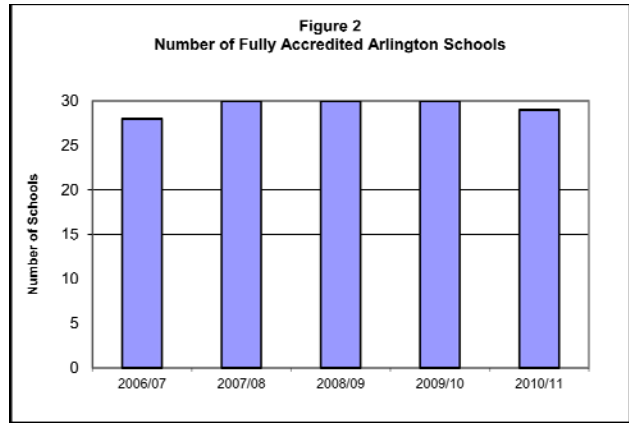
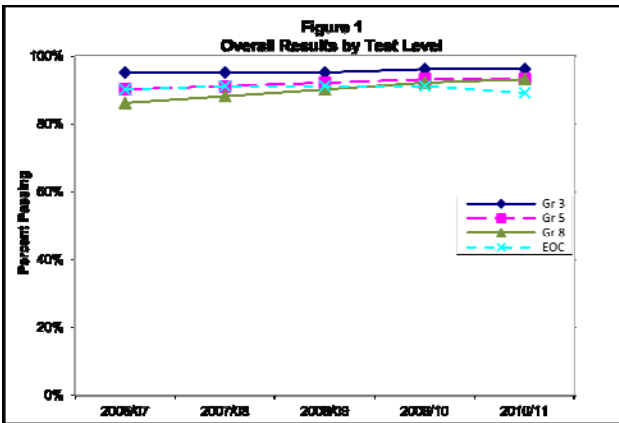
Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes. APS is not permitted to incur long-term debt which includes debt incurred for school division purposes. Arlington County is responsible for the issuance and maintenance of debt for the school division and establishes the primary goals regarding debt capacity. The School Board manages its debt service to ensure compliance with the County debt guidelines. When compared with the FY 2012 Adopted Budget, Debt Service increases 10.3% in FY 2013.

The chart below outlines the principal and interest payments through maturity for all existing debt and the projected debt issuance outlined in the FY 2013 – FY 2022 CIP.

BOND AMORTIZATION SCHEDULE			
Fiscal Year	Principal	Interest	Total
2013	\$27,016,973	\$14,914,645	\$41,931,618
2014	\$28,978,696	\$15,823,968	\$44,802,664
2015	\$29,177,743	\$16,351,535	\$45,529,278
2016	\$30,300,387	\$17,521,086	\$47,821,473
2017	\$31,799,045	\$17,806,367	\$49,605,412
2018	\$34,517,422	\$19,509,172	\$54,026,595
2019	\$35,661,096	\$19,807,136	\$55,468,232
2020	\$35,839,493	\$21,042,529	\$56,882,022
2021	\$37,319,546	\$21,119,640	\$58,439,187
2022	\$37,998,684	\$22,011,152	\$60,009,835
2023	\$39,109,235	\$22,504,203	\$61,613,438
2024	\$38,984,800	\$20,656,709	\$59,641,509
2025	\$39,574,800	\$18,793,562	\$58,368,362
2026	\$37,193,800	\$17,036,439	\$54,230,239
2027	\$37,484,800	\$15,293,450	\$52,778,250
2028	\$34,760,800	\$13,540,083	\$48,300,883
2029	\$30,469,800	\$11,905,709	\$42,375,509
2030	\$30,469,800	\$10,440,429	\$40,910,229
2031	\$29,254,800	\$8,999,448	\$38,254,248
2032	\$27,719,800	\$7,602,463	\$35,322,263
2033	\$22,242,450	\$6,276,322	\$28,518,773
2034	\$20,323,500	\$5,164,200	\$25,487,700
2035	\$18,500,500	\$4,148,025	\$22,648,525
2036	\$16,110,000	\$3,223,000	\$19,333,000
2037	\$14,450,000	\$2,417,500	\$16,867,500
2038	\$11,000,000	\$1,695,000	\$12,695,000
2039	\$9,300,000	\$1,145,000	\$10,445,000
2040	\$6,550,000	\$680,000	\$7,230,000
2041	\$4,800,000	\$352,500	\$5,152,500
2042	\$2,250,000	\$112,500	\$2,362,500
	\$799,157,969	\$357,893,772	\$1,157,051,741

ACHIEVEMENT MEASURES

The following charts demonstrate the steady increase in the level of achievement by Arlington Public School students on the Virginia Standards of Learning (SOL) assessments taken between 2007 and 2011 as well as the progress made towards eliminating the achievement gap. Overall improvement on the Virginia State Standards of Learning assessments on four different levels (Grade 3, Grade 5, Grade 8 and End-of-Course (EOC)) are displayed in Figure 1. Figure 2 shows the increase in the number of Arlington Schools that are fully accredited according to state standards. Advances made in eliminating the achievement gap between Asian and white students (Figure 3), between black and white students (Figure 4), and between Hispanic and white students (Figure 5) are also presented.



ACHIEVEMENT MEASURES



A Summary of 2010-11 Results on the 2005 to 2011 Strategic Plan Indicators

The 2005 to 2011 Strategic Plan was adopted by the School Board in June 2005. It outlines major objectives for the Arlington Public Schools for the six years covered by the plan. The Strategic Plan process was designed to result in clear direction for the school system that focuses on improved student learning for all students. For each goal of the plan, the School Board has defined specific objectives, indicators, and targets or benchmarks to measure progress over each of the 6 years. This summary provides selected findings from the results presented for 2010-11.

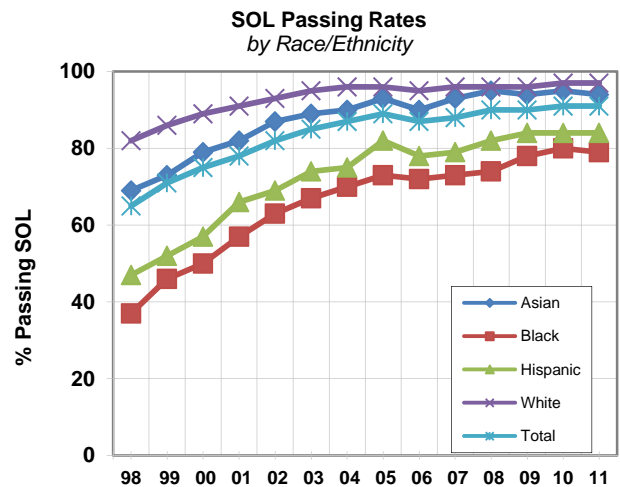
Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

Passing Rates on Standards of Learning (SOL) Tests

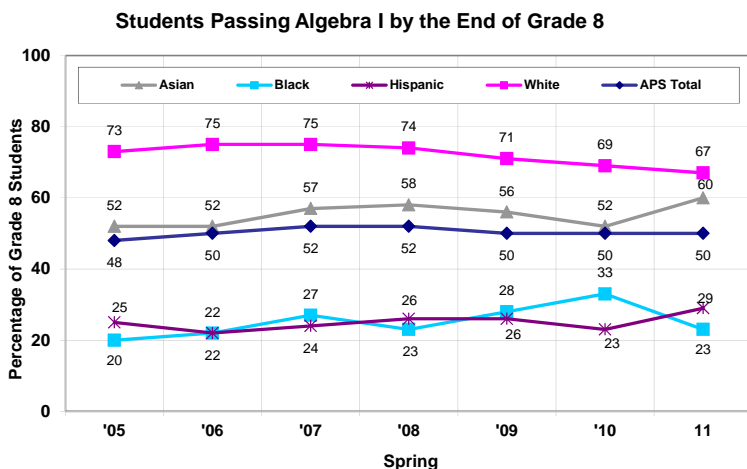
	Year	Asian	Black	Hispanic	White	Total
% Passed	11	94	79	84	97	91
	10	95	80	84	97	91
	09	94	78	84	96	90
	08	95	74	82	96	90
	07	93	73	79	96	88
	06	90	72	78	95	87
	05	93	73	82	96	89
	04	90	70	75	96	87
	03	89	67	74	95	85
	02	87	63	69	93	82
	01	82	57	66	91	78
	00	79	50	57	89	75
99	73	46	52	86	71	
98	69	37	47	82	65	
% Point Gap	11	3	18	13		
	10	2	17	13		
	09	2	18	12		
	08	1	22	14		
	07	3	23	17		
	06	5	23	17		
	05	3	23	14		
	04	6	26	21		
	03	6	28	21		
	02	6	30	24		
	01	9	34	25		
	00	10	39	32		
99	13	40	34			
98	13	45	35			

In Spring 2011, APS administered more than 42,000 SOL assessments on 33 different tests to students across grades 3 through 12.

- The overall passing rate remains high at 91%.
- The passing rate was 90% or higher on 19 out of the 33 tests.



Students Passing Algebra I by the End of Grade 8 with a C or Higher



Algebra I is an advanced course when taken by middle school students. Most students who take the course earn a grade of C or higher.

In 2010-11, half of the students leaving middle school successfully completed Algebra I, maintaining the same level for 3 consecutive years. In the last year, the successful completion rate

- declined for Black and White students.
- increased among Asian and Hispanic students.

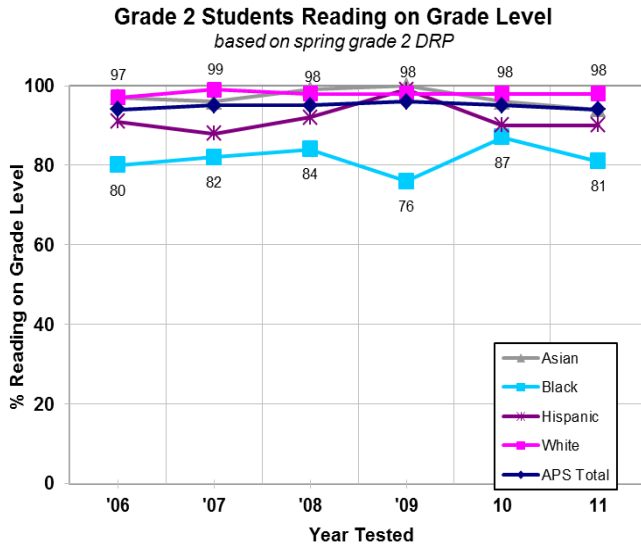
ACHIEVEMENT MEASURES

Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

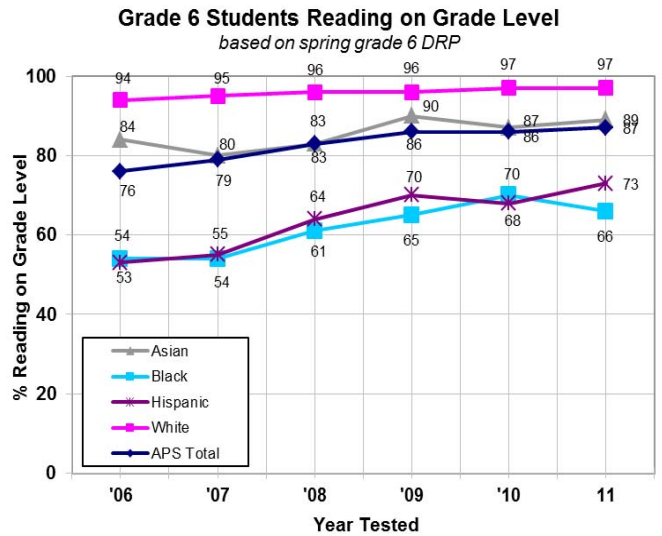
Students Reading on Grade Level

Based on results from the Grade 2 Spring and Grade 6 Fall Degrees of Reading Power (DRP) Test.

Grade 2



Grade 6



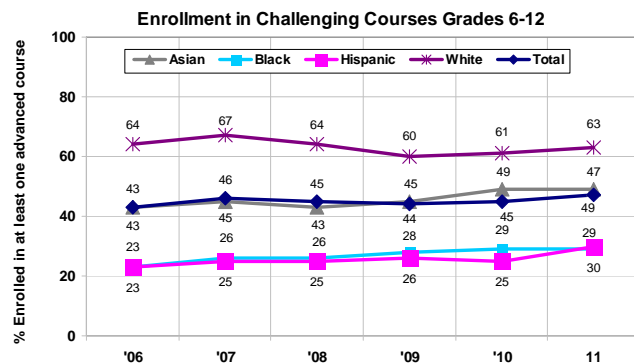
- Since 2005-06, approximately 95% of the students tested in Grade 2 were reading on grade level at the end of the year.
- Scores for all groups remained at about the same level in 2011 except Black students whose performance decreased from 2010 to 2011.

- Overall, 87% of Grade 6 students were reading on grade level in 2011, up from 76% in 2006. All groups have improved.
- Over the past five years, the gaps between Black and White students and Hispanic and White students narrowed.

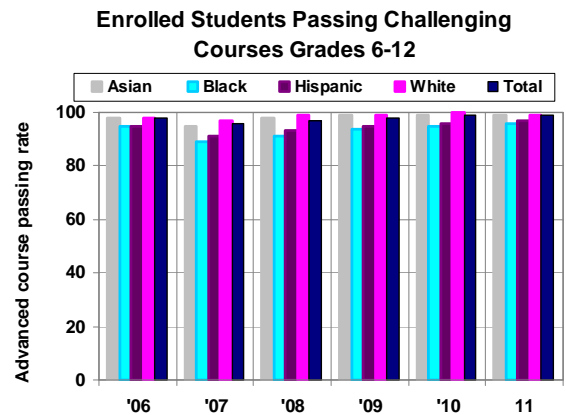
Students in Grades 6-12 Enrolled in at Least One Advanced Course and Advanced Course Passing Rates

Advanced courses are rigorous and include: Advanced Placement (AP) and International Baccalaureate (IB) courses along with all courses identified as intensified. In addition, Algebra I and Geometry I are considered advanced when taken by students in middle school.

Advanced Course – Enrollment



Advanced Course – Passing Rate



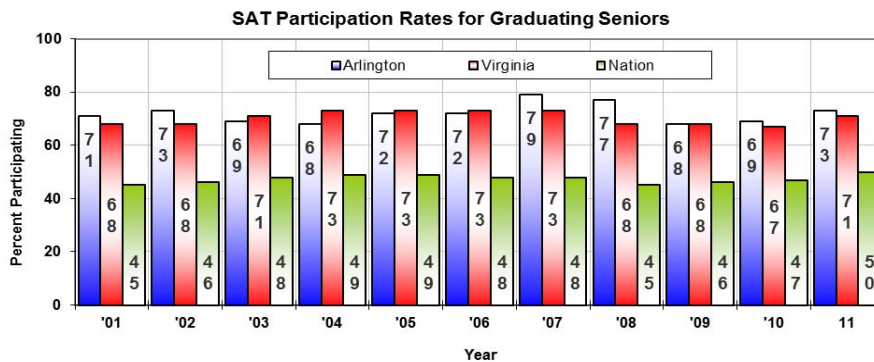
During 2010-11, 47% of all students in grades 6-12 were enrolled in at least one advanced course. Over the last five years, the gap in advanced course enrollment has decreased slightly for Black and Hispanic students, when compared to White students. Note: For this indicator, students are counted only once, regardless of how many advanced courses they took.

Among the students enrolled in advanced courses during 2010-11, 99% earned passing grades. Course passing rates ranged from 96% for Black students to 99% for White students. Note: For this indicator, student grades are counted for each advanced course they were enrolled in.

ACHIEVEMENT MEASURES

Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

SAT Participation Rate and Average Scores



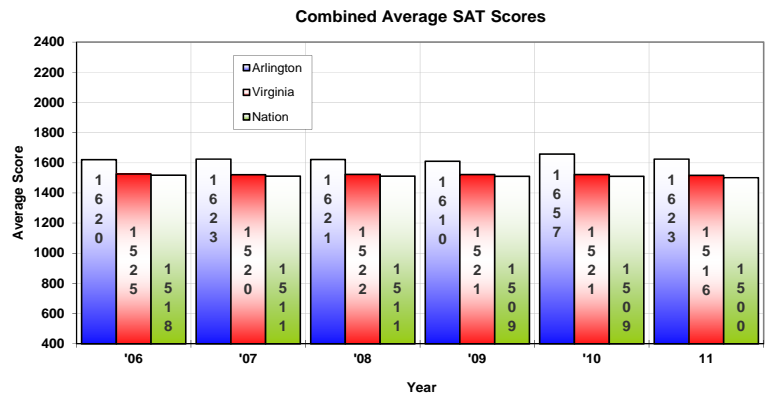
In 2011, SAT participation rates by graduating seniors were:

- 73% for Arlington graduates,
- 71% for Virginia graduates, and
- 50% for U.S. graduates.

Arlington's SAT participation rate has ranged from 68% to 79% over the last ten years.

In 2006 the SAT added a writing assessment. From 2006 to 2011 Arlington's combined scores exceeded:

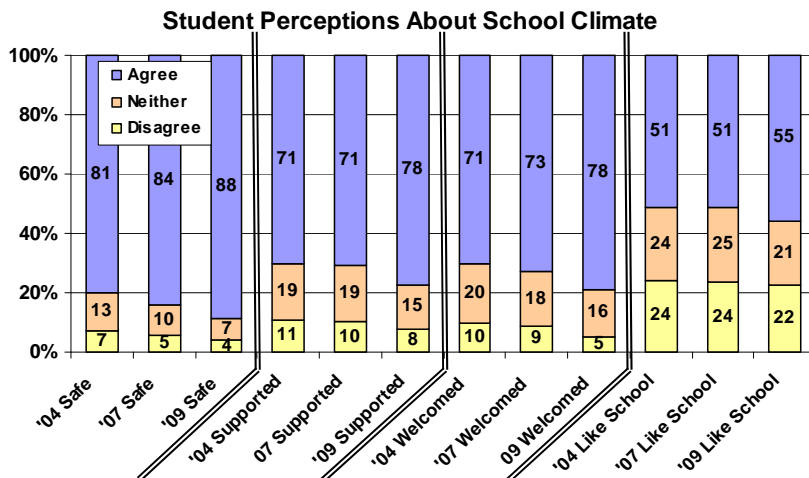
- the combined scores for Virginia by an average of 105 points.
- the combined scores for the U.S. by an average of 116 points.



From 2006 to 2011, Arlington's combined scores ranged from 1610 to 1657. In 2011, the combined score was 1623, returning to the levels observed prior to 2010.

Goal 3: Responsive Education

Students Perceptions about School Climate



Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school. Student responses to the most recent Community Satisfaction Survey (2009) indicate the following:

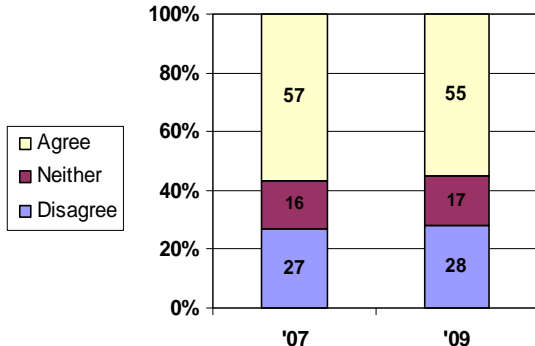
- 88% of students reported feeling safe at school, up from 81% in 2004.
- 78% of students reported feeling supported in school, no change from 2004.
- 78% of students reported feeling welcomed in school, up from 71%, in 2004.
- 55% of students reported they like school, an increase from 51% in 2004 and 2007.

ACHIEVEMENT MEASURES

Goal 3: Responsive Education

Students Reporting at Least One Positive Adult Relationship at School

Students reporting "there is at least one adult in the school with whom I can talk about almost anything."*



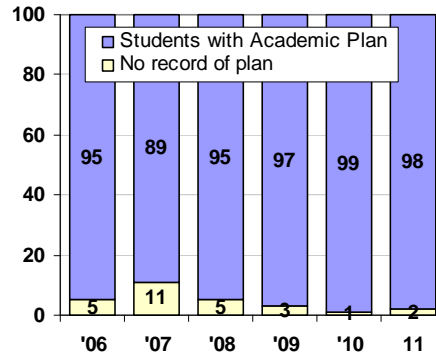
*In 2007, the question was worded "there is at least one adult in the school I can talk with about anything."

Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.

- During 2007, 57% of students surveyed reported having at least one positive adult relationship at school
- The proportion of students reporting a positive relationship decreased to 55% in 2009.

Students in Grades 7-12 with an Academic Plan

Students with an Academic Plan



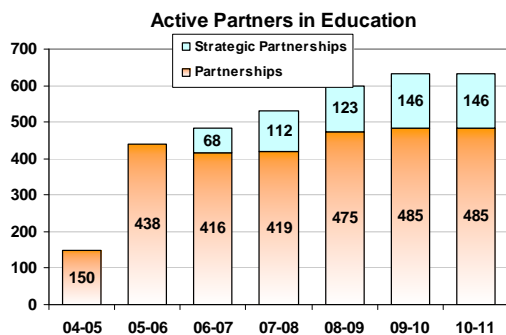
Every student in grades 7-12 should have an academic plan that reflects his or her talents, skills, abilities and challenges. Students, counselors and parents develop the plan in grade 7 to chart the sequence of courses that the student will take throughout their secondary school experience. Students and counselors meet annually to monitor progress and make needed adjustments.

At the end of 2011, 98% of the students in grades 7-12 had an academic plan.

Goal 4: Effective Relationships

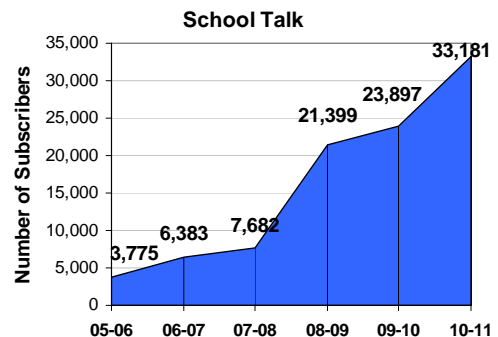
Active Partners in Education

Partners are volunteers associated with a particular business or organization. Strategic partnerships were established in 2006-07, as a signed agreement defining goals and outcomes that support the APS strategic plan and the partner's organizational goals. The number of partnerships continues to increase annually. In its initial year, 14% of the partnerships were identified as strategic, and the proportion has increased to 23% in 2010-11.



Number of School Talk subscribers

Parents and community members are encouraged to sign up for APS School Talk, a free e-mail service for those interested in receiving information from the school system. In addition to emergency announcements, subscribers can request news from specific schools, news releases, School Board updates, and information about Adult Education and Summer School. Starting in 2008-09 all APS parents and staff were automatically enrolled in School Talk.



SCHOOLS

Elementary Schools

Abingdon Elementary School
Arlington Science Focus School
Arlington Traditional School
Ashlawn Elementary School
Barcroft Elementary School
Barrett Elementary School
Campbell Elementary School
Carlin Springs Elementary School
Claremont Elementary School
Drew Model School
Glebe Elementary School
Henry Elementary School
Hoffman-Boston Elementary School
Jamestown Elementary School
Key Elementary School
Long Branch Elementary School
McKinley Elementary School
Nottingham Elementary School
Oakridge Elementary School
Randolph Elementary School
Reed School
Taylor Elementary School
Tuckahoe Elementary School

Secondary Schools

Gunston Middle School
Jefferson Middle School
Kenmore Middle School
Swanson Middle School
Williamsburg Middle School
H-B Woodlawn Program
Wakefield High School
Washington-Lee High School
Yorktown High School

Other School Programs

Arlington Mill
The Career Center
Langston
New Directions
Stratford Program
Teenage Parenting Program

SCHOOLS

The Schools section includes position and enrollment information for all of the schools. These include twenty-three elementary schools, five middle schools, one alternative school and three high schools. The "Other School Programs" in this section provides information for Arlington Mill High School Continuation Program, Career Center, Langston High School Continuation Program, New Directions Program, Stratford Program, and the Teenage Parenting Program. All schools are funded in the School Operating Fund.

SCHOOLS SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Positions</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Positions</u>	FY 2013 <u>Adopted</u>
Elementary Schools	\$120,259,234	1,615.65	\$136,199,345	1,671.20	\$150,755,166
Secondary Schools	\$103,688,788	1,169.97	\$112,213,367	1,202.27	\$121,887,387
Other School Programs	\$15,058,695	158.44	\$15,744,738	164.64	\$17,330,249
TOTAL	\$239,006,717	2,944.06	\$264,157,450	3,038.11	\$289,972,802

SCHOOLS

SCHOOLS ENROLLMENT

School	FY 2013 PROJECTIONS						FY 2012 Adopted	Difference
	Pre-K	K	1-5	6-8	9-12	Total	Total	Total
Abingdon	45	77	392			514	537	-23
Arlington Science Focus	18	98	458			574	575	-1
Arlington Traditional	23	96	384			503	495	8
Ashlawn	60	89	405			554	484	70
Barcroft	56	85	350			491	431	60
Barrett	58	91	406			555	551	4
Campbell	73	73	314			460	450	10
Carlin Springs	73	86	428			587	627	-40
Claremont	75	132	433			640	568	72
Drew	126	78	403			607	613	-6
Glebe	32	86	416			534	511	23
Henry	45	75	345			465	436	29
Hoffman-Boston	150	56	200			406	420	-14
Jamestown	37	100	503			640	586	54
Key	62	107	498			667	681	-14
Long Branch	29	82	390			501	525	-24
McKinley	26	88	432			546	522	24
Nottingham	5	101	516			622	627	-5
Oakridge	29	116	565			710	663	47
Randolph	64	70	311			445	451	-6
Taylor	13	108	607			728	715	13
Tuckahoe	13	117	576			706	690	16
Integration Station (Reed)	30	0	0			30	36	-6
TOTAL ELEMENTARY	1142	2011	9332			12485	12194	291
Gunston				792		792	739	53
Jefferson				757		757	652	105
Kenmore				789		789	734	55
Swanson				919		919	911	8
Williamsburg				972		972	946	26
H-B Woodlawn				222		222	231	-9
TOTAL MIDDLE				4451		4451	4213	238
Arlington Mill					123	123	181	-58
Langston					73	73	83	-10
Wakefield					1420	1420	1364	56
Washington-Lee					1926	1926	2025	-99
Yorktown					1806	1806	1737	69
H-B Woodlawn					386	386	407	-21
TOTAL HIGH					5734	5734	5797	-63
Stratford				21	32	53	41	12
TOTAL	1142	2011	9332	4472	5766	22723	22245	478
Career Center						459	459	0
Reed (Community Services)						24	24	0

NOTE: All special education students are included in grade level enrollment.

Career Center FTE are not included in the total as the students are already counted in their home school. Career Center FTE's are actual FTE's (APS Funded).

Langston and Arlington Mill membership does not include students over 20 years old. The above projections do not include 190 adult students at Arlington Mill and 10 at Langston.

ELEMENTARY SCHOOLS

SUMMARY

The FY 2013 School Board's Adopted Budget for the twenty-two elementary schools and a pre-kindergarten special education program totals \$150,755,166 and includes 1671.20 positions.

PROGRAM	FY 2011 ACTUAL	FY 2012 POSITIONS	FY 2012 ADOPTED	FY 2013 POSITIONS	FY 2013 ADOPTED
Abingdon	\$6,118,017	82.60	\$7,105,512	76.60	\$7,291,471
Arl Science Focus	\$4,488,608	63.50	\$5,133,358	63.50	\$5,591,792
Arl Traditional	\$4,382,239	57.00	\$5,031,022	61.20	\$5,696,904
Ashlawn	\$4,781,467	64.85	\$5,442,652	71.25	\$6,576,706
Barcroft	\$5,302,871	77.45	\$6,226,781	80.30	\$7,177,909
Barrett	\$6,652,179	86.30	\$7,296,117	83.30	\$7,809,389
Campbell	\$4,812,380	64.70	\$5,752,128	65.70	\$6,235,255
Carlin Springs	\$7,087,272	92.50	\$8,133,839	89.30	\$8,333,771
Claremont	\$5,413,812	73.70	\$6,166,502	81.50	\$7,392,698
Drew	\$5,958,700	92.00	\$7,218,899	92.70	\$7,786,918
Glebe	\$5,421,434	72.00	\$6,102,632	73.60	\$6,683,336
Henry	\$5,522,191	80.00	\$6,066,246	87.60	\$7,041,720
Hoffman-Boston	\$4,734,780	74.50	\$5,728,121	76.20	\$6,394,643
Jamestown	\$5,443,619	64.15	\$5,646,735	74.05	\$6,655,698
Key	\$6,949,289	86.70	\$7,503,013	86.50	\$7,920,891
Long Branch	\$5,343,610	66.40	\$5,867,600	65.30	\$6,080,399
McKinley	\$4,349,660	56.90	\$5,130,126	60.40	\$5,654,078
Nottingham	\$4,703,944	60.10	\$5,244,382	59.60	\$5,564,617
Oakridge	\$5,552,521	79.10	\$6,286,937	85.30	\$7,277,571
Randolph	\$5,755,670	72.50	\$6,290,115	75.50	\$6,913,544
Reed	\$1,080,166	16.70	\$1,233,893	16.70	\$1,351,252
Taylor	\$5,425,830	68.50	\$6,035,375	74.10	\$6,889,866
Tuckahoe	\$4,978,981	63.50	\$5,557,360	71.00	\$6,434,738
TOTAL	\$120,259,234	1,615.65	\$136,199,345	1,671.20	\$150,755,166

ELEMENTARY SCHOOLS

DESCRIPTION

Arlington Public Schools' 22 elementary schools include neighborhood elementary schools, two system-wide alternative elementary schools (Arlington Traditional School and Drew Model School), two cluster schools (Barrett and Campbell), two Immersion elementary schools (Key and Claremont) each drawing from approximately one-half of the county, one neighborhood elementary school, Arlington Science Focus School, serving the Key attendance area for those not choosing the Immersion program at Key and teamed with Jamestown and Taylor, and the Reed School pre-kindergarten special education program. All the elementary schools instruct students according to the Virginia Standards of Learning (SOLs) and the countywide curriculum as, described in the Elementary Program of Studies, and all use textbooks and supplementary materials selected centrally. In addition to classroom teachers, each school has additional art, music, physical education teachers. Resource teachers are also provided in the schools for reading, mathematics, and gifted services. Special education teachers and assistants provide resource and self contained services for special education students and ESOL/HILT teachers are provided to work with limited English proficient students. Counselors and Instructional Technology Coordinators (ITCs) serve each school. Schools also receive additional support for patrol sponsors, lunchroom attendants, clinic aides, and other staff. In FY 2013, the following schools will also have specialized programs to provide services to students with specific needs:

Title I at:

Abingdon, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Henry, Hoffman-Boston, Key, Randolph

All-Day Kindergarten Program at:

All schools

Pre-K Initiative at:

Abingdon, Arlington Science Focus, Arlington Traditional, Ashlawn, Barcroft, Barrett, Carlin Springs, Campbell, Claremont, Drew, Patrick Henry, Hoffman-Boston, Key, Long Branch, Oakridge, Randolph

Foreign Language (Spanish) in the Elementary School (FLES):

Ashlawn, Barcroft, Barrett, Campbell, Drew, Glebe, Carlin Springs, Claremont, Henry, Jamestown, Key, McKinley, Randolph

All-Day Montessori Programs at:

Ashlawn, Barrett, Campbell, Claremont, Drew, Glebe, Hoffman-Boston, Jamestown, Key, McKinley

Exemplary Projects at:

Abingdon
Arlington Science Focus
Ashlawn
Barcroft
Barrett
Campbell
Carlin Springs
Claremont
Drew
Glebe
Henry
Hoffman-Boston
Jamestown
Key
Long Branch
McKinley
Nottingham
Oakridge
Randolph
Tuckahoe
Taylor

Pre-K Special Education at:

Abingdon
Arlington Traditional
Ashlawn
Barcroft
Barrett
Campbell
Carlin Springs
Claremont
Drew
Glebe
Henry
Hoffman-Boston
Jamestown
Key
Long Branch
McKinley
Oakridge
Randolph
Reed
Taylor
Tuckahoe

Interlude:
Oakridge

ELEMENTARY SCHOOLS

FY 2013 PRIORITIES

Each school's staff develops a management plan in conjunction with a parent advisory committee. In that plan are the priorities for the school year based on the Strategic Plan of the Arlington Public Schools. In general, schools share the following priorities, related to the Strategic Plan goals of rising student achievement, closing the achievement gap, and community engagement:

- Instruct students in language arts, mathematics, science, social studies, and technology to ensure high achievement on the Standards of Learning tests, the Stanford 10 tests, the Literacy Passport Tests, and other measures
- Instruct students in art, health, music, and physical education to ensure high achievement as measured by student understanding, participation, and performance
- Provide appropriate interventions for students who do not meet expected levels of achievement and performance
- Communicate curricular goals, student achievement, and opportunities for involvement effectively to students, families, and the community

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2% compensation adjustment for all employees, and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Staffing is calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to staffing at each school and are dependent on changes in the population at each school.
- The Virginia Preschool Initiative (VPI) program has been shown to provide pre-kindergarten children with the literacy readiness skills needed to be successful in kindergarten. In FY 2012 a new VPI class was added to Arlington Traditional elementary school. In FY 2013 these students will be moved up to kindergarten at Arlington Traditional to create an additional kindergarten class. The VPI class held at ATS in FY 2012 is moved to Ashlawn Elementary school in FY 2013. Funds for a 1.0 VPI teacher position, furniture, and materials are moved from Arlington Traditional to Ashlawn. The 1.0 classroom assistant is funded with State grant funds. (207200-41254-48814)
- A 0.50 FTE community school coordinator position is added at Carlin Springs Elementary School. This position was previously funded by a grant that will expire in FY 2012. (201000-41208)
- A 0.50 reading teacher each is added to Barcroft and Long Branch elementary schools to reinstate the reading teacher positions that were lost due to the application of the planning factor formula. Maintaining these positions continues the high quality reading program at these schools. (201020-41254)

ELEMENTARY SCHOOLS

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Salaries and Benefits (continued)

- Funds of \$400,000 are provided to support Hoffman-Boston Elementary School. Funds include the following: a 0.50 Instructional Technology Coordinator (ITC) position to create a full-time position with the current 0.50 ITC position; a 1.0 STEM (Science, Technology, Engineering, and Mathematics) Coordinator position; ten days of professional development for all K-5 teachers at the school; and \$10,000 for site visits and preparation. Position and funds are budgeted in the Department of Administrative Services. (104000-41288, 41208, 40429, 45478)
- Enrollment at Long Branch is projected to go below 500 students in FY 2013 but go over 500 again in FY 2014. To prevent the loss of staffing for one year (as a result of the application of the planning factor formulas), a 0.50 principal's assistant position, a 0.5 library assistant position, and a 0.5 resource teacher for the gifted position is retained at Long Branch for FY 2013. (212000-41364, 214000-41375, 204000-41222)
- Funds are needed to sustain the Even Start Family Literacy Program at Barcroft elementary school. Funds for 0.75 teaching position is added to continue to support both adults and children in making significant progress in language and literacy skills. (201000-41254)
- Because of the addition of relocatables during FY 2012 thereby increasing the square footage at each school, 0.5 FTE custodians each are added to Claremont, Key and Nottingham. (217000-41316)
- A 0.50 reading teacher position is removed from Campbell elementary school. This position was funded in FY 2012 by a redirection of funds (\$48,500) from the No Child Left Behind (NCLB) required Elementary and Secondary Education Act (ESEA) set-aside account when Campbell lost a 0.50 reading teacher due to the application of the planning factor formula. Funds of \$48,500 are moved back into the set-aside account. In FY 2013, only reading teacher positions allocated by the planning factor formula are budgeted at this school. (201020-41254, 801200-45696)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the elementary schools is an increase of \$106,686. (217000-45624, 217000-45630, 217000-45680)

Materials and Supplies

- Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.
- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations may have resulted in either increases or decreases to cleaning supplies at each location. (217000-46613)

ELEMENTARY SCHOOLS

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Equipment

- One-time furniture funding of \$8,000 added in FY 2012 for the additional VPI class at Campbell elementary school is eliminated in FY 2013. (207200-488174)

Other Operating Costs

- APS encourages school communities to augment strong instructional programs with distinctive educational offerings called exemplary projects. The School Board's adopted policy regarding exemplary projects provides the potential for every school to have an exemplary project, and for schools to receive support in developing exemplary projects. When projects are approved, funds are provided based upon a formula that takes into account total enrollment, the number of low-income students, and the number of limited English proficient students. The formula is updated each year to reflect changes in enrollment. If the updated formula allocation results in a school receiving less funding than it currently receives, the amount over the updated formula allocation is reduced by 25% or the total amount over the updated allocation, whichever is less, in non-position based exemplary project accounts. In FY 2013, the following schools are reduced: Barrett (\$2,607), Long Branch (\$15), and Randolph (\$2,426), totaling \$5,048. (211100-41230, 45430, 46516, 48835, 43433)
- Funds for program costs associated with the community school program are added at Carlin Springs Elementary School. These program costs were previously funded by a grant that will expire in FY 2012. The addition of these funds maintains the services offered at the school to include parent involvement activities, materials, home visits, and other community school projects. (201000-43433)
- Funds of \$45,000 are provided for Taylor Elementary School to implement a new exemplary project in FY 2013. (211100-43433)

ABINGDON

SCHOOL GOALS

- Through school curriculum design, ensure that every student participates successfully in a rich and rigorous curriculum.
- School staff will build knowledge of ways to achieve success in the classroom by balancing content, pedagogy and relationships.
- Increase student achievement as measured by SOL assessment results.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Kennedy Center’s Changing Education Through the Arts Program (CETA) provides three Kennedy Center arts coaches.
- Architecture & communications classes, all Pre-K-5
- Video Journalism
- Math Lab and math resource teacher
- Science Lab, all Pre-K-5
- Orff Music Instruction, K-5
- Recorder (grade 3) and Suzuki Violin (grade 4) instruction
- Instrumental music instruction, grade 5
- School Yard Gardening Project
- History Alive! Program
- Emphasis on interdisciplinary units
- TESA (Teacher Expectations-Student Achievement) Program
- Living Histories classes
- Tech crew classes

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	420
Special Education Self-Contained	37
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
Pre-Kindergarten Special Education**	13

TOTAL ENROLLMENT

514

*FY 2012 Actual Enrollment

**Includes 5 dual-enrolled student

FY 2013 Projected Enrollment In Selected

Supplemental Programs

ESOL	49
HILT	146
Gifted*	31
Special Education Resource	22
Receiving Free and Reduced Lunch*	269

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	17.00
1	18.00
2/3	17.00
4/5	23.00

ABINGDON

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	504	505	514

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$4,659,576	\$5,227,106	\$5,283,836
Employee Benefits	\$1,235,139	\$1,645,184	\$1,780,543
Staff Development	\$1,650	\$1,077	\$1,023
Contractual Services	\$110,885	\$126,224	\$124,449
Materials & Supplies	\$87,401	\$72,305	\$69,214
Equipment	\$23,291	\$24,206	\$22,996
Other Operating Costs	<u>\$75</u>	<u>\$9,410</u>	<u>\$9,410</u>
Total	\$6,118,017	\$7,105,512	\$7,291,471

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	16.00
Special Project Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	5.00	6.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	5.40	4.90
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.20	2.20
Project Go Reading/Skills Teachers	0.00	0.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.50	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	3.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	<u>5.00</u>	<u>5.00</u>
Total	82.60	76.60

ARLINGTON SCIENCE FOCUS

SCHOOL GOALS

- Through school curriculum design, ensure that every student participates successfully in a rich and rigorous curriculum.
- School staff will build knowledge of ways to achieve success in the classroom by balancing content, pedagogy and relationships.
- Increase student achievement as measured by SOL assessment results.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Weekly Science City Experiments
- Investigation Station – “hands on” science lab
- Water Gardens and Courtyard
- Outdoor Education Gardens, Weather Station
- Bright Link Interactive Technology in every instructional space
- Reading Recovery, My Reading Coach, Summer Book Club
- Student-televised daily news shows on WASF
- School Yard Habitat Day, Family Math Day
- Continental Math League, Math Dice Competition
- Geography Bee, Odyssey of the Mind
- Freshwater aquarium, Aquarium Club
- Integrated instruction
- Musical performances integrate core curriculum

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	534
Special Education Self-Contained	22
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
Pre-Kindergarten Special Education**	2
TOTAL ENROLLMENT	574

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	18
HILT	75
Gifted*	40
Special Education Resource	28
Receiving Free and Reduced Lunch*	98

*FY 2012 Actual Enrollment

** Includes 2 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	18.00
1	21.00
2/3	25.00
4/5	22.00

ARLINGTON SCIENCE FOCUS

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	547	575	574

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,454,711	\$3,809,938	\$4,161,188
Employee Benefits	\$821,129	\$1,107,027	\$1,197,418
Staff Development	\$396	\$1,152	\$1,150
Contractual Services	\$102,327	\$114,524	\$131,169
Materials & Supplies	\$86,379	\$74,852	\$75,046
Equipment	\$23,556	\$25,865	\$25,821
Other Operating Costs	<u>\$110</u>	<u>\$0</u>	<u>\$0</u>
Total	\$4,488,608	\$5,133,358	\$5,591,792

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	19.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	5.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	1.00	1.50
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	2.70	2.70
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.00	2.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	5.00	5.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.00	1.50
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.80	0.80
Clerical	3.50	3.50
Custodians	<u>4.00</u>	<u>4.00</u>
Total	63.50	63.50

ARLINGTON TRADITIONAL

SCHOOL GOALS

The ATS Management Plan includes continuous school improvement. Our focus is student achievement, responsive education, and effective relationships. We want each student to reach his/her full potential and to become a life-long learner.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Excellent Extended Day Program
- Safety Patrols – every fifth grader
- Student Council
- Peer Mediation
- ESL Homework Club
- Shooting Stars – SOL preparation
- Mentoring- staff/students and student/student

SCHOOL POPULATION

<u>FY 2013 Projected Enrollment</u>		<u>FY 2013 Projected Enrollment In Selected Supplemental Programs</u>	
General Education K-5	448	ESOL	30
Special Education Self-Contained	32	HILT	54
Countywide Special Education K-5	0	Gifted*	52
Montessori 3 and 4 year-old students	0	Special Education Resource	39
Pre-School 4 year-old students	16	Receiving Free and Reduced Lunch*	69
Pre-Kindergarten Special Education**	7		
TOTAL ENROLLMENT	503		

*FY 2012 Actual Enrollment

**Includes countywide Pre-K and 1 dual-enrolled student

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	24.00
1	24.00
2/3	24.00
4/5	24.00

ARLINGTON TRADITIONAL

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	2013 <u>Adopted</u>
Membership	448	490	503

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,306,193	\$3,640,111	\$4,156,651
Employee Benefits	\$890,375	\$1,176,372	\$1,325,589
Staff Development	\$835	\$993	\$1,009
Contractual Services	\$101,613	\$117,347	\$122,811
Materials & Supplies	\$61,136	\$65,876	\$68,162
Equipment	\$22,087	\$30,323	\$22,682
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$4,382,239	\$5,031,022	\$5,696,904

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	16.00
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	2.00	1.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	2.00	2.20
Music Teachers	1.00	1.00
Art Teachers	1.00	1.00
Physical Education Teachers	1.80	1.80
Reading/Skills Teachers	1.00	1.50
Gifted Teachers	0.50	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.20	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	0.50	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.50
Custodians	4.50	4.50
Total	57.00	61.20

ASHLAWN

SCHOOL GOALS

The mission of Ashlawn Elementary School is to provide our students with responsive and stimulating instruction that will nurture a lifelong love of learning and create contributing members of our local, national and global communities.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Global Citizenship Project
- Foreign language instruction in Spanish (K-5)
- PTA-sponsored science aide to support hands-on science lessons
- Gifted Resource Teacher
- ESOL/HILT program
- Preschool education program
- School-wide and classroom community service
- Outdoor education experiences focused on conservation
- Themed library nights and First Grade Read-a-thon
- Montessori Program (ages 3-5)
- Special Education Inclusion model

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	470
Special Education Self-Contained	18
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	16
Pre-Kindergarten Special Education**	27
TOTAL ENROLLMENT	554

*FY 2012 Actual Enrollment

**Includes 11 dual-enrolled students

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	16
HILT	60
Gifted*	32
Special Education Resource	17
Receiving Free and Reduced Lunch*	95

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	21.00
2/3	21.00
4/5	21.00

ASHLAWN

ENROLLMENT

	<u>FY 2011</u> <u>Actual</u>	<u>FY 2012</u> <u>Actual</u>	<u>FY 2013</u> <u>Adopted</u>
Membership	429	489	554

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011</u> <u>Actual</u>	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,606,072	\$3,959,641	\$4,730,032
Employee Benefits	\$948,956	\$1,243,100	\$1,581,430
Staff Development	\$3,353	\$6,725	\$6,861
Contractual Services	\$103,147	\$126,543	\$132,507
Materials & Supplies	\$82,432	\$70,629	\$78,857
Equipment	\$22,993	\$21,514	\$32,519
Other Operating Costs	<u>\$14,514</u>	<u>\$14,500</u>	<u>\$14,500</u>
Total	\$4,781,467	\$5,442,652	\$6,576,706

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	19.00
Foreign Language Teachers	2.50	2.50
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
Pre-K Teacher	0.00	1.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	2.00	2.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	2.20	2.20
Music Teachers	1.80	2.20
Art Teachers	1.80	2.20
Physical Education Teachers	1.80	2.20
Reading/Skills Teachers	1.00	1.50
Gifted Teachers	0.50	1.00
Teacher Mentor	0.25	0.25
Counselors	1.00	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Library Assistants	0.50	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	3.00	2.00
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.50
Custodians	<u>4.00</u>	<u>4.00</u>
	64.85	71.25

BARCROFT

SCHOOL GOALS

- Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.
- Eliminate gaps in achievement among identified groups.
- Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student's talents, interests, and challenges.
- Build effective relationships with parents and the community so that they know about and actively support our students.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ESOL/FLS Program
- Even Start for Preschoolers
- Extended Day Program
- Gifted Education Services
- Green Week
- Leonardo da Vinci fairs
- Leonardo da Vinci Project thematic units
- Leonardo Learning days
- Reading is Fundamental
- Reading Recovery
- School Project Including Musical Garden
- School-Wide Positive Behavior System
- School-Wide Title I Project
- Science Lab
- Spanish Language Instruction
- Special Education Services
- The Leonardo da Vinci Exemplary Project
- Virginia Preschool Initiative (VPI) classes

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	378
Special Education Self-Contained	45
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
Pre-Kindergarten Special Education	8
TOTAL ENROLLMENT	491

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	25
HILT	162
Gifted*	37
Special Education Resource	20
Receiving Free and Reduced Lunch*	263

*FY 2012 Actual Enrollment

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	18.00
1	15.00
2/3	15.00
4/5	15.00

BARCROFT

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	411	441	491

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (includes hourly)	\$4,065,269	\$4,559,947	\$5,203,029
Employee Benefits	\$1,038,346	\$1,454,013	\$1,744,985
Staff Development	\$11	\$854	\$987
Contractual Services	\$107,023	\$125,806	\$131,752
Materials & Supplies	\$76,375	\$65,484	\$73,521
Equipment	\$15,500	\$19,679	\$22,637
Other Operating Costs	<u>\$347</u>	<u>\$998</u>	<u>\$998</u>
Total	\$5,302,871	\$6,226,781	\$7,177,909

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	14.00	16.00
Even Start Teacher	1.25	2.00
Foreign Language Teachers	2.00	2.50
Special Project Teachers	0.90	0.90
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	5.00	7.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	4.40	4.90
First Language Support Teacher	0.20	0.20
Music Teachers	1.80	2.00
Art Teachers	1.80	2.00
Physical Education Teachers	1.60	1.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	0.00
Kindergarten Assistants	4.00	4.00
Teacher's Assistant	1.00	1.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	3.00	3.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	3.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	<u>4.50</u>	<u>4.50</u>
Total	77.45	80.30

BARRETT

SCHOOL GOALS

Named for a prominent Virginia physician and humanitarian, Kate Waller Barrett Elementary School opened its doors in 1939 to meet the educational needs of children in the rapidly developing neighborhoods of central Arlington. Barrett offers a quality education to all children in a caring environment that recognizes and encourages the talents and interests of every child. Barrett's diversity affords children an opportunity for a multicultural education, fostering cooperation, communication, and global understanding. Unique among Arlington schools, Barrett's Project Discovery and Project Interaction link the entire school in an integrated program using hands-on, activity-centered instruction to promote an in-depth understanding of science and math in everyday life, a mastery of technological tools that shape the frontiers of knowledge and a strong foundation in the communication arts that fosters critical thinking and clear expression.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Project Discovery provides hands-on/minds-on activity centered learning to promote an in-depth understanding of STEM: Science, Technology, Engineering and Mathematics.
 - Project Interaction is a school-wide initiative having three inter-related components: a communication arts curriculum with associated instructional methods; family/community involvement; and professional staff development.
 - Alumni NASA Explorer School activities
 - Title I Reading Program
 - Pre-Kindergarten and Montessori programs
 - Spanish First Language Support classes
 - Summer Reading Challenge
 - Outdoor Habitat Classroom, Field Station and Peace Gardens
 - Partnership with Lockheed Martin, U.S. Fish and Wildlife Service, Crystal City Hyatt Regency, Culpeper Gardens Senior Recreation Center, Outreach Committee of Trinity Community Services and American Association of University Women, Arlington Branch
-

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	444
Special Education Self-Contained	53
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	32
Pre-Kindergarten Special Education**	9
TOTAL ENROLLMENT	555

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	21
HILT	185
Gifted*	72
Special Education Resource	30
Receiving Free and Reduced Lunch*	297

*FY 2012 Actual Enrollment

**Includes 11 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	19.00
2/3	19.00
4/5	21.00

BARRETT

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	544	556	555

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$5,032,476	\$5,375,693	\$5,732,370
Employee Benefits	\$1,358,582	\$1,689,350	\$1,829,079
Staff Development	\$2,496	\$2,154	\$1,911
Contractual Services	\$121,392	\$127,419	\$143,755
Materials & Supplies	\$97,839	\$74,542	\$75,399
Equipment	\$39,054	\$26,959	\$26,875
Other Operating Costs	\$340	\$0	\$0
Total	\$6,652,179	\$7,296,117	\$7,809,389

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	17.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	7.00	8.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	5.40	5.40
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	4.00	4.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	4.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.50	4.50
Total	86.30	83.30

CAMPBELL

SCHOOL GOALS

- Work together as a staff with students and their families to increase the level of achievement.
- Continue to implement a developmentally appropriate, research-based, challenging and educationally effective program for all students.
- Provide students and staff with opportunities to extend student learning through the use of the outdoors and cultural resources within the community.
- Continue to support staff in their professional development and their on-going improvement of, and creativity in using, best teaching practices.
- Enhance the reading and writing programs across all levels through the continuing implementation of word study and writer's workshop and a focus on thinking skills.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Program is grounded by the design principles and core practices of Expeditionary Learning, a nationally recognized school reform model.
- Students stay with the same teacher for two years, K-fifth grade
- Developmentally appropriate instruction promotes hand-on learning, problem solving, discovery, choice and in-depth understanding.
- Strong Community Partnerships with AFAC, Greenbrier Learning Center, Pentagon City Residence Inn & Long Branch Nature Center enhance students' learning experiences.
- An alternative report card system uses The Work Sampling System with specific information about each child's progress and includes three parent conferences.
- The Outdoor/Schoolyard Classroom is made up of extensive gardens and habitats.
- Traditions and rituals such as Morning Meeting and annual Tea Parties build community.
- A school-wide Title I Program offers resources to support all learners.
- After-school All Star Tutoring Program, grades 1-5

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	363
Special Education Self-Contained	24
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	48
Pre-Kindergarten Special Education	8
TOTAL ENROLLMENT	460

*FY 2012 Actual Enrollment

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	20
HILT	130
Gifted*	28
Special Education Resource	33
Receiving Free and Reduced Lunch*	246

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K-1	10.00
	2-3	19.00
	4-5	18.00

CAMPBELL

ENROLLMENT

	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Actual</u>	<u>Adopted</u>
Membership	402	435	460

FINANCIAL SUMMARY

Category	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
Salaries (includes hourly)	\$3,626,585	\$4,143,258	\$4,454,395
Employee Benefits	\$960,623	\$1,322,748	\$1,497,576
Staff Development	\$458	\$2,100	\$2,125
Contractual Services	\$97,104	\$116,589	\$119,367
Materials & Supplies	\$54,284	\$64,235	\$66,056
Equipment	\$17,303	\$28,258	\$20,796
Other Operating Costs	<u>\$56,023</u>	<u>\$74,940</u>	<u>\$74,940</u>
Total	\$4,812,380	\$5,752,128	\$6,235,255

POSITION SUMMARY

Staffing	FY 2012	FY 2013
	<u>Adopted</u>	<u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	14.00	15.00
Foreign Language Teachers	2.00	2.00
Kindergarten Teachers	3.00	3.00
Montessori Teachers	2.00	1.00
Pre-K Teachers	3.00	3.00
Special Education Teachers	2.00	4.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	3.90	3.90
Music Teachers	1.80	2.00
Art Teachers	1.80	2.00
Physical Education Teachers	1.60	1.80
Reading/Skills Teachers	1.50	1.00
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.60	1.00
Kindergarten Assistants	3.00	3.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	2.50	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	2.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	4.00	4.00
Total	64.70	65.70

CARLIN SPRINGS

SCHOOL GOALS

- Raise student academic performance on all measures of achievement.
- Provide a rich and challenging curriculum through differentiated instruction and the integration of technology.
- Promote and increase active participation of the broader community in the school and in the lives of our students.
- Ensure that staff and parents understand each student's academic strengths, needs and progress.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Mathematics instructional resource teacher provides curriculum support to staff and students
- Summer school and summer camp
- Implementation of Spanish Instruction, K-5
- Science enrichment classes, K-5
- School-wide Title I and Reading is Fundamental (R.I.F.)
- Full implementation of Reading Recovery
- Federally- and state-funded class size reduction program
- Virginia Preschool Initiative Program (VPI) for four-year-olds
- Outdoor learning area for science and history
- Implementation of My Reading Coach and Earobics
- Collaboration with local artist for curriculum-based projects

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	470
Special Education Self-Contained	44
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	64
Pre-Kindergarten Special Education**	9
TOTAL ENROLLMENT	587

*FY 2012 Actual Enrollment

**Includes 1 dual-enrolled student

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	58
HILT	282
Gifted*	41
Special Education Resource	22
Receiving Free and Reduced Lunch*	496

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	17.00
2/3	18.00
4/5	20.00

CARLIN SPRINGS

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	600	583	587

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$5,351,257	\$5,858,259	\$6,025,704
Employee Benefits	\$1,420,099	\$1,898,225	\$1,912,795
Staff Development	\$1,315	\$1,238	\$1,178
Contractual Services	\$156,925	\$186,682	\$194,229
Materials & Supplies	\$130,804	\$100,169	\$96,945
Equipment	\$26,872	\$27,794	\$26,448
Other Operating Costs	<u>\$0</u>	<u>\$61,472</u>	<u>\$76,472</u>
Total	\$7,087,272	\$8,133,839	\$8,333,771

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	19.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	4.00	4.00
Special Education Teachers	6.00	6.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	8.30	8.30
First Language Support Teacher	0.20	0.20
Music Teachers	3.00	2.60
Art Teachers	3.00	2.60
Physical Education Teachers	2.60	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Counselors	1.40	1.40
Librarian	1.00	1.00
Community School Coordinator	0.00	0.50
ESOL Resource Assistant	1.50	1.00
Special Project Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	3.00	3.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	6.50	6.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	3.50
Custodians	<u>5.00</u>	<u>5.00</u>
Total	92.50	89.30

CLAREMONT

SCHOOL GOALS

- Establish a strong academic and linguistic program for all students.
- Create bilingual and biliterate students in a multicultural learning environment.
- Raise the academic challenge and performance of each student to successfully meet/exceed Virginia's Standards of Learning.
- Promote student appreciation of world languages and cultures.
- Create learning opportunities based on each student's interests and talents.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Fifty/fifty two-way English/Spanish language model which helps develop a bilingual/bi-literate K-5 citizenship
- Strong arts integration curriculum for each grade level
- Collaborative, team-teaching approach
- Pre-K programs – Montessori for three, four and five year olds, VPI for four year olds, and a two-year-old countywide program
- Exemplary project SPARK- igniting student learning through the arts and maintaining partnerships with local museums, businesses and organizations.
- Extended music and art learning opportunities – Spanish Chorus, Orff Group, author visits, museum trips, Art Club
- Claremont Showcase Museum Night & Science Fair
- SIIP (Science Instruction in the Immersion Program)- hands-on, minds-on learning in Spanish
- Sheltered Instruction Observation Protocol (SIOP) – year-long professional development

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	555
Special Education Self-Contained	10
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	32
Pre-Kindergarten Special Education**	9
TOTAL ENROLLMENT	640

*FY 2012 Actual Enrollment

**Includes 1 dual-enrolled student

FY 2013 Projected Enrollment In Selected

Supplemental Programs

ESOL	20
HILT	120
Gifted*	39
Special Education Resource	38
Receiving Free and Reduced Lunch*	211

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K	19.00
	1	20.00
	2/3	21.00
	4/5	19.00

CLAREMONT

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	528	578	640

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (includes hourly)	\$4,055,280	\$4,419,702	\$5,333,993
Employee Benefits	\$1,111,774	\$1,469,925	\$1,762,266
Staff Development	\$623	\$1,140	\$1,284
Contractual Services	\$113,807	\$149,739	\$156,832
Materials & Supplies	\$76,423	\$74,331	\$83,429
Equipment	\$27,603	\$25,596	\$28,825
Other Operating Costs	<u>\$28,302</u>	<u>\$26,069</u>	<u>\$26,069</u>
Total	\$5,413,812	\$6,166,502	\$7,392,698

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	20.00
Foreign Language Teachers	2.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
Montessori Teachers	2.00	2.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	1.00	2.00
Special Education Resource Teachers	1.50	2.00
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	3.40	3.90
Music Teachers	2.20	2.80
Art Teachers	2.20	2.80
Physical Education Teachers	2.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.40
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	6.00	6.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.00	2.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	<u>4.00</u>	<u>4.50</u>
Total	73.70	81.50

DREW

SCHOOL GOALS

Our goal is to provide all students with a safe, encouraging, creative place to learn. Specifically our Management Plan goals are:

- Increase student achievement in reading and mathematics
- Increase parent and community involvement
- Integrate the literary, visual and performing arts with content areas of the curriculum

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Graded Program – same age-grouped classes kindergarten through grade five
- Montessori Program - multi-age program for children ages three through grade five
- Virginia Preschool Initiative (VPI) program for four-year-old children
- Family literacy, math, science, arts events
- “Changing Education Through the Arts” (CETA) in partnership with the Kennedy Center
- Student drama productions
- Fifth-grade Extended Outdoor Education Experience
- Foreign Language in Elementary Schools (FLES) program–Spanish

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	460
Special Education Self-Contained	15
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	85
Pre-School 4 year-old students	32
Pre-Kindergarten Special Education**	9
TOTAL ENROLLMENT	607

*FY 2012 Actual Enrollment

**Includes 1 dual-enrolled student

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	28
HILT	100
Gifted*	60
Special Education Resource	27
Receiving Free and Reduced Lunch*	299

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K	19.00
	1	15.00
	2/3	16.00
	4/5	18.00

DREW

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	556	590	607

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries <i>(includes hourly)</i>	\$4,502,473	\$5,243,168	\$5,570,796
Employee Benefits	\$1,196,114	\$1,680,544	\$1,899,317
Staff Development	\$6,996	\$26,333	\$26,321
Contractual Services	\$134,832	\$159,237	\$181,698
Materials & Supplies	\$92,777	\$82,002	\$81,441
Equipment	\$25,508	\$27,615	\$27,345
Other Operating Costs	\$0	\$0	\$0
Total	\$5,958,700	\$7,218,899	\$7,786,918

POSITION SUMMARY

Staffing	FY 2011 Adopted	FY 2013 Adopted
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	8.00	8.00
Foreign Language Teachers	2.50	2.50
Kindergarten Teachers	2.00	1.00
Montessori Teachers	16.00	17.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	2.90	3.40
Music Teachers	2.80	2.80
Art Teachers	2.80	2.80
Physical Education Teachers	2.60	1.80
Project Go Reading/Skills Teachers	0.00	0.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.40
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	1.00
Kindergarten Assistants	2.00	1.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.00	2.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	16.00	17.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	<u>5.50</u>	<u>5.50</u>
Total	92.00	92.70

GLEBE

SCHOOL GOALS

Glebe Elementary School, in partnership with the community, is committed to creating and maintaining a positive environment in which students will engage in challenging and purposeful learning to become:

- Imaginative and critical thinkers
- Socially responsible citizens
- Lifelong learners
- Culturally aware individuals

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Foreign Language Elementary School
- Countywide Functional Life Skills Program
- Three wireless mobile computer labs
- The S.M.Art Project (yearly school theme integrated across the curriculum)
- Homework Club
- Developmental comprehensive school counseling program based on the American School Counseling Association National Model
- Full-day Wednesdays
- Outdoor classrooms (reading garden and courtyard)

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	464
Special Education Self-Contained	20
Countywide Special Education K-5	18
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	15
TOTAL ENROLLMENT	534

*FY 2012 Actual Enrollment

** Includes 7 dual-enrolled students

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	16
HILT	54
Gifted*	46
Special Education Resource	24
Receiving Free and Reduced Lunch*	98

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	20.00
1	20.00
2/3	22.00
4/5	21.00

ENROLLMENT

	<u>FY 2011</u> <u>Actual</u>	<u>FY 2012</u> <u>Actual</u>	<u>FY 2013</u> <u>Adopted</u>
Membership	490	522	534

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011</u> <u>Actual</u>	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$4,098,596	\$4,445,942	\$4,869,894
Employee Benefits	\$1,091,232	\$1,418,934	\$1,557,893
Staff Development	\$206	\$1,007	\$1,059
Contractual Services	\$126,811	\$139,938	\$153,311
Materials & Supplies	\$74,413	\$68,604	\$71,802
Equipment	\$24,597	\$22,631	\$23,801
Other Operating Costs	<u>\$5,579</u>	<u>\$5,576</u>	<u>\$5,576</u>
Total	\$5,421,434	\$6,102,632	\$6,683,336

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012</u> <u>Adopted</u>	<u>FY 2013</u> <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	18.00
Foreign Language Teachers	2.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	3.00	3.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	1.50	2.20
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	1.80	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	0.00	0.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	5.00	6.00
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	<u>5.00</u>	<u>5.00</u>
Total	72.00	73.60

HENRY

SCHOOL GOALS

- Increase student achievement on the state SOL assessment, Stanford 10, DRP and PALS.
- Reduce the gap in achievement between Hispanic and white students and black and white students as measured by the state SOL assessment.
- Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student's talents, interests and challenges.
- Build effective relationships with parents and the community so that they know about and actively support the education of our students.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Phonemic Awareness Literacy Group, K-1
- Literature Circle, grades three-five
- Balanced Language Arts Program, K-5
- Fine arts integration with core subject matter
- Reading Recovery/E.R.S.I.-trained staff
- Technology integration with core subject matter/keyboarding
- Grade level before-/after-school content strategy sessions - SOL preparation classes, grades three, four and five
- History Alive! program
- Math Coach
- Countywide Communication and Deaf / Hearing Impaired Programs

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	339
Special Education Self-Contained	51
Countywide Special Education K-5	30
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
Pre-Kindergarten Special Education**	13
TOTAL ENROLLMENT	465

*FY 2012 Actual Enrollment

**Includes countywide Pre-K and 1 dual-enrolled student

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	18
HILT	104
Gifted*	28
Special Education Resource	13
Receiving Free and Reduced Lunch*	207

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K	18.00
	1	17.00
	2/3	23.00
	4/5	19.00

HENRY

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	406	445	465

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$4,171,897	\$4,424,757	\$5,043,159
Employee Benefits	\$1,121,986	\$1,435,406	\$1,755,066
Staff Development	\$433	\$872	\$933
Contractual Services	\$120,596	\$107,910	\$140,111
Materials & Supplies	\$62,685	\$58,062	\$61,868
Equipment	\$23,936	\$19,632	\$20,976
Other Operating Costs	<u>\$20,658</u>	<u>\$19,607</u>	<u>\$19,607</u>
Total	\$5,522,191	\$6,066,246	\$7,041,720

POSITION SUMMARY

Staffing	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	15.00
Foreign Language Teachers	2.00	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	6.00	8.00
Special Education County-wide Teachers	5.00	7.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	0.00
ESOL/HILT Teachers	2.70	3.20
Music Teachers	1.60	1.80
Art Teachers	1.60	1.80
Physical Education Teachers	1.60	1.80
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistants	0.50	1.00
Kindergarten Assistants	4.00	4.00
Teacher's Assistant	0.00	0.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	2.00	2.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	10.00	14.00
Special Education Teacher Assistant	3.00	2.00
Pre-K Special Education Teacher Assistant	1.00	0.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	<u>3.50</u>	<u>3.50</u>
Total	80.00	87.60

HOFFMAN-BOSTON

SCHOOL GOALS

- Increase reading achievement of all students with particular focus on students with disabilities and English language learners.
- Develop strong parent and community partnerships.
- Invite open and active communication between staff, students, families and the community.
- Create a school climate that is welcoming and inclusive of all members.
- Recognize student achievements in academics, citizenship and character development.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Project Edison, an Exemplary Project enhancing communication skills through technology and integration of the arts
- School-wide Title I programming including math and literacy events throughout the year
- Montessori for three – five year olds
- Virginia Preschool Initiative (VPI) for four year olds
- Professional Learning Communities (PLC) for teaching staff
- SIOP techniques and strategies for English language learners
- Wide variety of reading interventions: Book Buddies, iStation Assessment and Intervention Program, Phono-Graphix, Leveled Literacy Intervention (LLI) and Spell Read
- Reading Recovery
- HBTv- daily student-produced morning news show
- School Yard Gardens Program
- Science Lab
- iPad mobile lab

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	219
Special Education Self-Contained	31
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	80
Pre-Kindergarten Special Education**	36

TOTAL ENROLLMENT 406

*FY 2012 Actual Enrollment

**Includes 2 dual-enrolled students and countywide Pre-K

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	17
HILT	128
Gifted*	17
Special Education Resource	11
Receiving Free and Reduced Lunch*	256

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	15.00
1	15.00
2/3	16.00
4/5	18.00

HOFFMAN-BOSTON

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	393	381	406

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,506,477	\$4,141,607	\$4,568,319
Employee Benefits	\$946,688	\$1,333,089	\$1,559,653
Staff Development	\$2,145	\$840	\$812
Contractual Services	\$148,481	\$170,276	\$185,787
Materials & Supplies	\$109,138	\$57,544	\$55,935
Equipment	\$16,021	\$18,913	\$18,285
Other Operating Cost	<u>\$5,830</u>	<u>\$5,852</u>	<u>\$5,852</u>
Total	\$4,734,780	\$5,728,121	\$6,394,643

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	11.00	10.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	2.00	2.00
Montessori Teachers	2.00	2.00
Pre-K Teachers	3.00	3.00
Special Education Teachers	4.00	5.00
Special Education County-wide Teachers	4.00	4.00
Special Education Resource Teachers	0.50	0.50
Pre-K Special Education Teachers	2.00	2.00
Mathematics Instructional Resource Teachers	1.00	1.00
ESOL/HILT Teachers	4.40	4.40
Music Teachers	1.00	1.00
Art Teachers	1.00	1.00
Physical Education Teachers	1.60	1.80
Project Go Reading/Skills Teachers	0.00	0.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	2.00	2.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	2.50	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	8.00	8.00
Special Education Teacher Assistant	1.00	2.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	<u>6.00</u>	<u>6.00</u>
Total	74.50	76.20

JAMESTOWN

SCHOOL GOALS

- To maintain/increase the achievement levels of all children
- To have no gap in achievement between identified groups
- To implement school experiences that will be responsive to each student’s talents, interests and challenges
- To build effective relationships with the parents and the com-munity so that they know about and can actively support the education of our students

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Responsive Classroom Approach utilized school-wide
- Challenge-Based Learning Projects: authentic application of instruction
- Student led parent-teacher conferences
- Student led community service projects
- FLES School: Spanish taught as core curriculum
- School-wide emphasis on writing across the curriculum
- Technology integrated throughout the curriculum
- SMART Board Demonstration School
- Science, Technology, Engineering and Math (STEM) Program
- Visiting authors, architects, artists and scientists
- Junior Great Books
- Outdoor Habitat and Classroom Gardens
- Geography Bee
- Multidisciplinary approaches to art and music instruction
- Odyssey of the Mind
- Continental Math League.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	587
Special Education Self-Contained	10
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	20
TOTAL ENROLLMENT	640

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	3
HILT	12
Gifted*	69
Special Education Resource	26
Receiving Free and Reduced Lunch*	17

*FY 2012 Actual Enrollment

**Includes 4 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	23.00
1	20.00
2/3	22.00
4/5	23.00

JAMESTOWN

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	581	597	640

FINANCIAL SUMMARY

Category	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$4,115,610	\$4,086,778	\$4,786,455
Employee Benefits	\$1,095,161	\$1,309,154	\$1,601,411
Staff Development	\$1,712	\$1,160	\$1,278
Contractual Services	\$115,362	\$147,303	\$154,393
Materials & Supplies	\$87,932	\$76,296	\$83,471
Equipment	\$27,842	\$26,044	\$28,690
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$5,443,619	\$5,646,735	\$6,655,698

POSITION SUMMARY

Staffing	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	21.00
Foreign Language Teachers	3.00	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	5.00
Montessori Teachers	1.00	1.00
Special Education Teachers	2.00	2.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	1.00	2.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.00	2.40
Art Teachers	2.00	2.40
Physical Education Teachers	2.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.20	1.40
Librarian	1.00	1.00
Kindergarten Assistants	4.00	5.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	2.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	<u>4.00</u>	<u>4.00</u>
	64.15	74.05

KEY

SCHOOL GOALS

Key School ~ Escuela Key is proud to celebrate 25 years of Two-Way Spanish Immersion. We strive for academic excellence while developing a lifelong love of learning. We celebrate bilingualism, biliteracy and our diversity. We support children as they learn to respect themselves and others as they attain a sense of self and an appreciation for the global community while providing rich academic and social experiences that emphasize cooperation, personal integrity, creativity and community in order to help our students reach their full potential.

Every student at Key School ~ Escuela Key participates fully in Two-Way Spanish-English Immersion. This internationally recognized program is designed to teach children a world language in a natural way through everyday conversation and content instruction. The students use each other as language models, and, by the fifth grade, are able to communicate effectively in two languages. We further believe in the benefits of learning two languages in the context of their diverse cultures, as our students become citizens of the world, using technology as a tool for responding to the challenges of our ever-changing world.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Key School signed agreement with Ministry of Education in Spain along with Claremont, Gunston, and Wakefield to be an International Spanish Academy (ISA), December 12, 2008 in Valencia, Spain.
 - Caitlin Fine selected NOAA Teacher at Sea, summer 2011.
 - SIIP – Science Instruction in Immersion Program – three teachers dedicated to teaching Science in Spanish to all students at Key
 - Exemplary Project - Science Technology and Engineering, grades two and three
 - All teachers are trained in SIOP (Sheltered Instruction Observation Protocol).
 - EveryBody Wins - National Read to Children program during lunch and recess in partnership with the Pentagon
 - Fifth grade student exchange (10-12 students) with Escuela Americana in El Salvador
-

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	569
Special Education Self-Contained	36
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	16
Pre-Kindergarten Special Education**	12

TOTAL ENROLLMENT **667**

*FY 2012 Actual Enrollment

**Includes 4 dual-enrolled students

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	50
HILT	138
Gifted*	54
Special Education Resource	12
Receiving Free and Reduced Lunch*	208

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K	19.00
	1	24.00
	2/3	21.00
	4/5	22.00

KEY

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	649	649	667

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (includes hourly)	\$5,335,595	\$5,530,981	\$5,868,656
Employee Benefits	\$1,376,659	\$1,692,708	\$1,805,484
Staff Development	\$0	\$1,369	\$1,333
Contractual Services	\$110,596	\$154,999	\$124,971
Materials & Supplies	\$85,781	\$89,247	\$87,546
Equipment	\$40,158	\$30,709	\$29,901
Other Operating Costs	\$500	\$3,000	\$3,000
Total	\$6,949,289	\$7,503,013	\$7,920,891

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	22.00
Foreign Language Teachers	3.50	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	5.00
Montessori Teachers	2.00	2.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	4.00	5.00
Special Education Resource Teachers	1.00	0.50
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	4.90	4.90
Music Teachers	2.80	2.80
Art Teachers	2.80	2.80
Physical Education Teachers	2.60	2.60
Project Go Reading/Skills Teachers	0.00	0.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.40
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	6.00	5.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
Special Project Teacher Assistant	0.00	0.00
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	<u>4.50</u>	<u>5.00</u>
Total	86.70	86.50

LONG BRANCH

SCHOOL GOALS

- Maintain Standards of Learning (SOL) Virginia State accreditation.
- Reduce the gap in achievement between Hispanic and white students.
- Reduce the gap in achievement between African-American and white students.
- Build effective relationships with parents and community.
- Deliver instruction in an integrated, meaningful and relevant manner to all students.
- Prepare each student to succeed in a diverse, changing world.
- Incorporate the We Can (Ways to Enhance Children’s Activities and Nutrition) Program into the school’s daily activities.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Exemplary Project “MAGIC” - Multicultural and Global Interdisciplinary Connections thematic units of study with an emphasis on diversity, writing and mathematics
- Partnership with Fort Myer Military Community
- School Musical each year
- Leadership Club - community service projects
- After-school enrichment programs sponsored by the PTA
- Guest authors
- Yearbook, student-produced
- Girls on the Run
- Homework Club
- Parent reading volunteers
- Math Dice Team
- Recycling Rangers

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	441
Special Education Self-Contained	31
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
Pre-Kindergarten Special Education**	13
TOTAL ENROLLMENT	501

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	20
HILT	76
Gifted*	33
Special Education Resource	33
Receiving Free and Reduced Lunch*	143

*FY 2012 Actual Enrollment

**Includes 7 dual-enrolled students and countywide Pre-K

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	20.00
2/3	22.00
4/5	24.00

LONG BRANCH

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	513	514	501

FINANCIAL SUMMARY

Category	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$4,090,826	\$4,291,607	\$4,425,232
Employee Benefits	\$1,069,146	\$1,357,329	\$1,455,196
Staff Development	\$773	\$1,045	\$993
Contractual Services	\$92,224	\$125,048	\$110,433
Materials & Supplies	\$65,013	\$69,023	\$66,177
Equipment	\$23,448	\$23,488	\$22,323
Other Operating Costs	<u>\$2,180</u>	<u>\$60</u>	<u>\$45</u>
Total	\$5,343,610	\$5,867,600	\$6,080,399

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	18.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	0.00	0.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	2.70	2.70
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.20	1.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.00	1.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	<u>4.00</u>	<u>4.00</u>
Total	66.40	65.30

McKINLEY

SCHOOL GOALS

- Ensure that every student is challenged and engaged.
 - Eliminate achievement gaps.
 - Recruit, retain and develop high quality staff.
 - Provide optimal learning environments.
 - Meet the needs of the whole child.
-

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- FLES (Foreign Language in the Elementay School) Program
 - Science Fair
 - After-school Enrichment Program
 - Odyssey of the Mind
 - Chorus and Instrumental Music
 - Exemplary Project Kaleidoscope arts and theater program
 - Continental Mathematics League; Math Day
 - Geography Bee
 - Library Nights; Read Across America
 - The McKinley Times (school newspaper)
-

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	512
Special Education Self-Contained	8
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	9
TOTAL ENROLLMENT	546

*FY 2012 Actual Enrollment

**Includes 1 dual-enrolled student

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	8
HILT	19
Gifted*	47
Special Education Resource	31
Receiving Free and Reduced Lunch*	44

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	19.00
1	23.00
2/3	24.00
4/5	22.00

MCKINLEY

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	489	501	546

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,303,156	\$3,730,285	\$4,125,156
Employee Benefits	\$821,238	\$1,161,434	\$1,299,073
Staff Development	\$728	\$1,037	\$1,095
Contractual Services	\$97,152	\$128,231	\$114,795
Materials & Supplies	\$64,315	\$67,931	\$71,450
Equipment	\$47,620	\$23,309	\$24,610
Other Operating Costs	<u>\$15,451</u>	<u>\$17,899</u>	<u>\$17,899</u>
Total	\$4,349,660	\$5,130,126	\$5,654,078

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	19.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	0.00	1.00
Special Education Teachers	3.00	2.00
Special Education County-wide Teachers	0.00	0.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	0.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	2.00	2.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.20	0.20
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Pre-K Teacher Assistants	0.00	1.00
Montessori Teacher Assistants	0.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	<u>3.50</u>	<u>3.50</u>
Total	56.90	60.40

NOTTINGHAM

SCHOOL GOALS

- Foster a caring and respectful school culture through the “Steps to Respect” anti-bullying program.
- Increase achievement through the APS curriculum in the core subject areas for all students.
- Prepare students to succeed in on ever-changing global society with experience and lessons that allow them to use their strengths and talents.
- All students are measured on standardized assessments.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Knights @ Nine (weekly televised program) ● Exemplary Writing Project: Knight Writer ● Writers’ Fair/Book Swap, Author/Illustrator visits ● Continental Math League & Math Dice ● Readers as Leaders, Read Across America ● Brain Probe, Odyssey of the Mind ● Exploration Courtyard/Alternative Recess | <ul style="list-style-type: none"> ● Knights Take Note (Music Appreciation Week), Fourth/Fifth Grade Musical ● Art Ace and Music Masters programs/Outdoor Learning ● ‘Poem in Your Pocket’ Day, Market Day, Math Day ● Virginia Science Museum ● Planet Partners (environmental awareness) |
|---|---|

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	605
Special Education Self-Contained	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	5
TOTAL ENROLLMENT	622

*FY 2012 Actual Enrollment

**Includes 5 dual-enrolled students

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	2
HILT	5
Gifted*	64
Special Education Resource	36
Receiving Free and Reduced Lunch*	12

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	21.00
2/3	25.00
4/5	23.00

NOTTINGHAM

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	584	615	622

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,595,939	\$3,877,736	\$4,107,979
Employee Benefits	\$895,864	\$1,126,917	\$1,207,625
Staff Development	\$3,980	\$1,242	\$1,240
Contractual Services	\$99,897	\$129,500	\$138,660
Materials & Supplies	\$81,938	\$81,104	\$81,275
Equipment	\$26,326	\$27,883	\$27,838
Other Operating Costs	\$0	\$0	\$0
Total	\$4,703,944	\$5,244,382	\$5,564,617

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	22.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	5.00
Special Education Teachers	3.00	2.00
Special Education Resource Teachers	1.50	1.50
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.40	2.40
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.40
Librarian	1.00	1.00
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	0.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.50
Total	60.10	59.60

OAKRIDGE

SCHOOL GOALS

- Provide quality instruction that maximizes integration of technology into the learning program.
- Continue focus on advanced scores on SOL's for ALL students.
- Hold all students and staff to high academic standards.
- Provide a wide array of enrichment clubs during and after school to maximize potential and enrich students' learning experiences.
- Expand effective relationships with parents and community through continuous communication and collaboration.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- | | |
|---|---|
| • Primary Years Program of International Baccalaureate | • Reading Recovery |
| • Small instructional groups in reading and mathematics | • Kindergarten rotations for direct reading instruction |
| • Spanish as a foreign language instruction, K-5, FLES | • Outstanding instruction in the fine arts/monthly grade level music programs |
| • Additional reading specialists/ math coaches | • Tutoring/mentoring programs |
| • George Mason University interns and faculty support | • Lunch Buddies |
| | • Book Buddies |

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	663
Special Education Self-Contained	18
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
Pre-Kindergarten Special Education**	13
TOTAL ENROLLMENT	710

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	32
HILT	152
Gifted*	53
Special Education Resource	37
Interlude	14
Receiving Free and Reduced Lunch*	199

*FY 2012 Actual Enrollment

**Includes 5 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	24.00
1	21.00
2/3	21.00
4/5	23.00

OAKRIDGE

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	624	671	710

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$4,225,001	\$4,576,566	\$5,255,415
Employee Benefits	\$1,086,503	\$1,457,272	\$1,757,276
Staff Development	\$2,573	\$2,142	\$2,234
Contractual Services	\$116,616	\$134,182	\$137,935
Materials & Supplies	\$90,670	\$87,053	\$92,925
Equipment	\$31,158	\$29,722	\$31,786
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$5,552,521	\$6,286,937	\$7,277,571

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	25.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	6.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	0.00	0.00
Special Education Resource Teachers	1.50	2.00
Mathematics Instructional Resource Teachers	0.50	0.50
Interlude Teachers	2.00	2.00
Pre-K Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	4.40	4.40
Music Teachers	1.60	1.60
Art Teachers	1.60	1.60
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.60
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	1.00
Kindergarten Assistants	5.00	6.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.50
Special Education Teacher Assistant	1.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Interlude Resource Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	<u>4.50</u>	<u>4.50</u>
Total	79.10	85.30

RANDOLPH

SCHOOL GOALS

- The Primary Years Program of the International Baccalaureate (PYPIB) will continue to be refined and enriched.
- Students will improve mastery of Arlington’s curriculum and Virginia’s SOLs.
- After-school enrichment activities will continue to balance academics, the arts and athletics.
- PTA, Friends of Randolph and Douglas Park Civic Association community will work together with the school to support our children’s education and the school’s programs.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Primary Years Program of International Baccalaureate
- Small instructional groups in reading and mathematics
- Spanish as a foreign language instruction, K-5, FLES
- Additional reading specialists/ math coaches
- George Mason University interns and faculty support
- Reading Recovery
- Kindergarten rotations for direct reading instruction
- Outstanding instruction in the fine arts/monthly grade level music programs
- Tutoring/mentoring programs
- Lunch Buddies
- Book Buddies

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	351
Special Education Self-Contained	30
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
Pre-Kindergarten Special Education	16

TOTAL ENROLLMENT 445

*FY 2012 Actual Enrollment

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	49
HILT	208
Gifted*	36
Special Education Resource	37
Receiving Free and Reduced Lunch*	313

AVERAGE CLASS SIZE

<u>FY 2012 Actual</u>	<u>Grade</u>	<u>Regular</u>
	K	21.00
	1	15.00
	2/3	14.00
	4/5	17.00

RANDOLPH

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	432	427	445

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$4,356,745	\$4,595,241	\$5,045,185
Employee Benefits	\$1,165,194	\$1,452,379	\$1,631,508
Staff Development	\$4,601	\$11,867	\$11,858
Contractual Services	\$117,209	\$140,701	\$138,146
Materials & Supplies	\$72,466	\$59,873	\$59,444
Equipment	\$20,285	\$20,350	\$20,125
Other Operating Costs	\$19,170	\$9,704	\$7,278
Total	\$5,755,670	\$6,290,115	\$6,913,544

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	15.00
Foreign Language Teachers	2.00	2.00
Special Project Teachers	1.50	1.50
Kindergarten Teachers	3.00	4.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	2.00	2.00
Pre-K Special Education Teachers	2.00	2.00
ESOL/HILT Teachers	6.60	6.60
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	0.50
Teacher Mentor	0.20	0.20
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	3.00	4.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
Special Project Teacher Assistant	1.00	1.00
ESOL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	2.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	4.00	4.00
Total	72.50	75.50

REED

DESCRIPTION

The Integration Station program is a pre-kindergarten special education program that resides in the Reed Building. This program is supervised in the central Special Education office.

The Reed School also houses the Teenage Parenting Program and the Children's School. The Children's School Program is subsidized by APS to the extent that the annual fees assessed to the program do not cover the annual operational costs to maintain their portion of the facility. In addition to reduced fees, the program pays amounts significantly below market prices for comparable space.

REED

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	26	20	30

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$789,111	\$856,878	\$916,199
Employee Benefits	\$237,981	\$275,919	\$334,141
Staff Development	\$99	\$109	\$109
Contractual Services	\$48,322	\$93,894	\$93,710
Materials & Supplies	\$3,246	\$4,504	\$4,504
Equipment	\$1,407	\$2,589	\$2,589
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$1,080,166	\$1,233,893	\$1,351,252

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Pre-K Special Education Teachers	5.00	5.00
Special Education County-wide Teachers	1.00	1.00
Music Teachers	0.40	0.40
Art Teachers	0.40	0.40
Physical Education Teachers	0.40	0.40
Special Education County-wide Teacher Assistant	2.00	2.00
Pre-K Special Education Teacher Assistants	5.00	5.00
Custodians	<u>2.50</u>	<u>2.50</u>
Total	16.70	16.70

TAYLOR

SCHOOL GOALS

- Continue to maintain VA Standards of Learning accreditation as an elementary school.
- Maintain high standards of performance in standardized testing.
- Continue to address the achievement gap among student groups. Provide effective and beneficial academic remediation programs to support student achievement.
- Plan for all students to meet the mandates of the No Child Left Behind Act.
- Provide responsive education for all students.
- Engage the Arlington Community in the activities of Taylor School.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Hands-on-science instruction, outdoor science education
- Reading Recovery Program
- Foreign language instruction, five languages
- Technology emphasis
- Student participation in National Language Arts/Science Olympiads, Quiz Bowl, academic competitions
- Professional Development School - affiliated with Marymount University
- Math-Science Night
- Social Studies and Math-Science Open House events

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	691
Special Education Self-Contained	12
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	13
TOTAL ENROLLMENT	728

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	5
HILT	18
Gifted*	72
Special Education Resource	35
Receiving Free and Reduced Lunch*	25

*FY 2012 Actual Enrollment

** Includes 5 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	21.00
1	22.00
2/3	24.00
4/5	24.00

TAYLOR

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	686	699	728

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$4,158,483	\$4,440,276	\$5,007,976
Employee Benefits	\$1,057,268	\$1,344,827	\$1,589,830
Staff Development	\$701	\$1,405	\$1,453
Contractual Services	\$92,831	\$126,370	\$118,618
Materials & Supplies	\$88,523	\$90,981	\$94,396
Equipment	\$28,024	\$31,516	\$32,593
Other Operating Costs	\$0	\$0	\$45,000
Total	\$5,425,830	\$6,035,375	\$6,889,866

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	26.00
Kindergarten Teachers	5.00	5.00
Montessori Teachers	0.00	0.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	1.00	2.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.40	1.60
Art Teachers	1.40	1.60
Physical Education Teachers	2.60	2.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	4.00
Special Education Teacher Assistant	0.00	0.00
Pre-K Special Education Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	4.50	4.50
Total	68.50	74.10

TUCKAHOE

SCHOOL GOALS

- Connect the Standards of Learning (SOLs) with implementation of Arlington curriculum in math, science, social studies, and language arts.
- Monitor achievement of SOLs.
- Utilize the Discovery Schoolyard exemplary project to increase student learning.
- Provide high quality education program for all students.
- Use technology as an instructional tool.
- Eliminate achievement gaps between all student groups.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Wordmasters
- Book Buddies
- Math Dice Competition
- Tuckahoe Town
- Geography Bee
- Pi Day
- Continental Math League
- Colonial Day
- Discovery Schoolyard Exemplary Project
- First Grade Play

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education K-5	674
Special Education Self-Contained	19
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
Pre-Kindergarten Special Education**	13
TOTAL ENROLLMENT	706

FY 2013 Projected Enrollment In Selected Supplemental Programs

ESOL	3
HILT	17
Gifted*	73
Special Education Resource	45
Receiving Free and Reduced Lunch*	12

*FY 2012 Actual Enrollment

**Includes 5 dual-enrolled students

AVERAGE CLASS SIZE

FY 2012 Actual

<u>Grade</u>	<u>Regular</u>
K	23.00
1	20.00
2/3	24.00
4/5	23.00

TUCKAHOE

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	638	685	706

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (includes hourly)	\$3,694,830	\$3,990,805	\$4,609,702
Employee Benefits	\$1,060,928	\$1,322,951	\$1,569,995
Staff Development	\$802	\$1,359	\$1,409
Contractual Services	\$110,297	\$124,070	\$130,682
Materials & Supplies	\$87,187	\$87,690	\$91,344
Equipment	\$24,902	\$30,485	\$31,606
Other Operating Costs	\$35	\$0	\$0
Total	\$4,978,981	\$5,557,360	\$6,434,738

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	25.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	6.00
Special Education Teachers	2.00	3.00
Special Education Resource Teachers	1.50	2.00
Pre-K Special Education Teachers	1.00	1.00
Mathematics Instructional Resource Teachers	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Kindergarten Assistants	5.00	6.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.00	0.50
Special Education Teacher Assistant	1.00	2.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	4.00	4.00
Total	63.50	71.00



SECONDARY SCHOOLS

SUMMARY

The Secondary Schools include the five middle schools: Gunston, Jefferson, Kenmore, Swanson and Williamsburg; the H-B Woodlawn Program (Grades 6-12); and the three high schools: Wakefield, Washington-Lee and Yorktown. The FY 2013 School Board's Adopted Budget for these nine schools totals \$121,887,387 and includes 1,202.27 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Gunston	\$7,869,499	91.20	\$8,784,836	95.10	\$9,543,628
Jefferson	\$7,418,241	91.20	\$8,317,981	98.70	\$9,713,046
Kenmore	\$10,229,381	113.17	\$10,838,332	115.87	\$11,794,147
Swanson	\$8,605,062	105.70	\$9,419,838	108.10	\$10,459,255
Williamsburg	\$9,635,880	107.50	\$10,150,317	111.20	\$11,042,663
H-B Woodlawn	\$6,671,310	73.50	\$6,933,429	72.20	\$7,411,289
Wakefield	\$16,577,346	179.80	\$17,675,339	183.90	\$18,937,023
Washington-Lee	\$18,971,557	216.60	\$21,109,892	215.10	\$21,850,049
Yorktown	<u>\$17,710,512</u>	<u>191.30</u>	<u>\$18,983,403</u>	<u>202.10</u>	<u>\$21,136,287</u>
Total	\$103,688,788	1,169.97	\$112,213,367	1,202.27	\$121,887,387

SECONDARY SCHOOLS

DESCRIPTION

The Arlington Public Schools secondary schools include five middle schools, three high schools, and one alternative middle/high school program which provide students in grades six through eight and nine through twelve with a wide range of instructional and program opportunities. Each school offers instruction following the Arlington Public Schools curricula and uses textbooks and supplementary materials selected centrally. Each school offers the courses listed in the Middle School Program of studies and/or the High School Program of Studies; some variation exists, primarily among electives. All the schools provide extracurricular opportunities, with students participating in interscholastic sports programs; the Virginia High School League; art and music festivals, exhibits, and performances; science fairs; vocational clubs and competitions; student government; service organizations; and other groups organized around common interests.

All the secondary schools address the special needs of students, including gifted, limited English proficient (LEP), and/or special education students. Some schools receive additional funds and/or staff to meet particular program needs. Resource teachers for the gifted serve each school. Additional staff to support former LEP students work at the three high schools. The Career Center receives staffing for the Transition Program. Other specialized programs include the following:

- Gunston Middle School offers an extension of the Spanish partial immersion program at grades six, seven and eight and has an exemplary project titled *Network 21*. In addition, the school offers the Montessori Middle Years program option.
- Jefferson Middle School is an *Authorized International Baccalaureate Middle Years Programme*, available to students countywide.
- Kenmore Middle School offers an Arts and Communications Technology focus, available to students countywide.
- Wakefield High School offers the Foundation for Academic Excellence at grade nine, Senior Project at grade twelve, a partial Spanish Immersion Program, and an exemplary project, the *Advanced Placement Network*.
- Washington-Lee High School offers the *International Baccalaureate* program.
- Yorktown High School has an exemplary project titled *Center for Leadership and Public Service*.

The Career Center, described in the next section, serves high school students through a variety of career-related programs which supplement or replace the standard high school offerings. More detailed descriptions can be found in school profiles and/or programs of studies.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2% compensation adjustment for all employees, and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes and historical trends.
- 4.5 FTE Custodians are added to Yorktown High School as a result of the application of the custodial staffing planning factor on the new square footage as a result of the completion of Phase III of the Yorktown High School reconstruction project. (417000-41316)

SECONDARY SCHOOLS

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Salaries and Benefits (continued)

- A 0.50 assistant principal position is added to Washington-Lee high school to reinstate the assistant principal position that was lost due to the application of the planning factor formula. Maintaining this position continues the administrative responsibilities at this school. (412000-41232)
- A new planning factor is created for teachers to serve the secondary dually-identified students (ESOL/HILT students with IEPs). The application of the new planning factor results in 7.0 teacher positions allocated to Gunston (1.0), Thomas Jefferson (1.50), Kenmore (1.0), Swanson (0.50), Williamsburg (0.50), Wakefield (1.0), Washington-Lee (1.0), and Yorktown (0.50). Positions are budgeted in the ESOL/HILT program in the Department of Instruction. The new planning factor is shown below. (802000-41254)

0.50 teacher position	1-12 dually-identified students (ESOL/HILT with IEP's)
1.00 teacher position	13-24 dually-identified students (ESOL/HILT with IEP's)
1.50 teacher positions	25-36 dually-identified students (ESOL/HILT with IEP's)
2.00 teacher positions	37-48 dually-identified students (ESOL/HILT with IEP's)
2.50 teacher positions	49-60 dually-identified students (ESOL/HILT with IEP's)
3.00 teacher positions	61-72 dually-identified students (ESOL/HILT with IEP's)
3.50 teacher positions	73-84 dually-identified students (ESOL/HILT with IEP's)
4.50 teacher positions	85-96 dually-identified students (ESOL/HILT with IEP's)

- Funds are provided for a 1.0 FTE substance abuse counselor position to provide prevention and intervention support to the three comprehensive high schools and alternative programs. This position adds to the current 2.5 FTE substance abuse counselor positions for a total of 3.5 positions. APS' ability to respond to the increase in student needs around substance abuse requires an additional position. This position is budgeted in the Pupil Services program in the Department of Student Services. (105250-41219)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the secondary schools is a decrease of \$138,012. (317000/417000/517000-45624, 317000/417000/517000-45630, 317000/417000/517000-45680)

Equipment

- The one-time expenditure of \$66,237 budgeted in FY 2012 for Yorktown technology needs for Phase II of the construction project is eliminated in FY 2013. (416000-48835)
- A total of \$90,500 is added to Yorktown High School for technology needs for Phase III of the construction project. (416000-48835)

GUNSTON

"We are Gunston Middle School, a community of scholars where all students are planning for and preparing to attend college."

Heard daily by students and staff, our goal is clear: academic excellence in a rigorous and nurturing environment that meets the needs of our diverse student body. Our students are encouraged to work hard, explore new interests, develop positive relationships and build on existing strengths. Our talented, dedicated staff works hard to make sure every child has the tools and time to be successful. A vibrant after-school program with homework help, elective classes, community service opportunities, clubs, sports and special events supplements the rigorous school day. See the Gunston website (www.apsva.us/gunston) for a complete listing.

Gunston is home to three academic programs: the traditional middle school program; the Spanish partial immersion language program which offers content instruction in Spanish in science, social studies and language arts; and the Montessori Middle Years program, a continuation of the elementary program. They are organized by interdisciplinary teams who meet regularly to monitor student progress and develop strategies to address each student's academic needs. Over 84 percent of Gunston's teachers and staff have a master's or doctoral degree.

Our elective program is award-winning. Network 21 is a nationally-recognized studio that teaches students all aspects of media production. Our music programs routinely receive superior and excellent ratings. Our Jazz band performs throughout the community. For many years, our visual arts program has won numerous Scholastic awards. Our business and technology education program was cited for excellence by the Virginia Department of Education.

At Gunston, we educate the whole child as they navigate the challenges of adolescence.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	722
Special Education Self-Contained	70
TOTAL ENROLLMENT	792

FY 2013 Projected Enrollment in Selected Supplemental Programs

HILT	30
HILT/EX	53
Gifted*	196
Special Education Resource	32
Interlude	7
Receiving Free and Reduced Lunch*	291

*FY 2012 Actual Enrollment



GUNSTON

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	721	722	792

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$6,159,256	\$6,643,048	\$7,197,566
Employee Benefits	\$1,554,002	\$1,985,548	\$2,180,872
Staff Development	\$1,522	\$3,955	\$4,062
Contractual Services	\$8,064	\$7,180	\$7,458
Materials & Supplies	\$76,878	\$93,863	\$99,795
Equipment	\$69,627	\$50,742	\$53,375
Other Operating Costs	\$150	\$500	\$500
Total	\$7,869,499	\$8,784,836	\$9,543,628

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	41.80	44.40
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.40
Gifted Teachers	1.00	1.00
Exemplary Projects Teachers	1.00	1.00
HILT Teachers	5.00	5.00
Special Education Teachers	9.00	9.00
Special Education Resource Teachers	2.20	1.70
Director of Counseling	1.00	1.00
Counselors	3.00	3.20
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistant/Aides	10.00	12.00
Clerical	6.00	6.00
Custodians*		
TOTAL	91.20	95.10

* Budgeted in Community Activities Fund

JEFFERSON

Jefferson Middle School is an International Baccalaureate Middle Years Programme (IBMYP), authorized by the International Baccalaureate Organization (IBO) in the spring of 2007. Our programme, for all students grades 6-8, is designed to expose students to a global academic program that promotes interdisciplinary approaches to learning and critical thinking. As the only IB Middle Years Programme in Arlington, our students continue to be provided with a framework of academic challenge and skills for life-long learning. This program “offers an educational approach that embraces, yet transcends, traditional school subjects.” All students receive their core academic instruction from a team of teachers. Additionally, students participate in a varied elective program and an active health and physical education program.

Jefferson is unique for many other reasons, one of which is its design and operation as a joint-use facility. Jefferson Middle School provides a child-centered approach to continuous learning. Interdisciplinary teaming, flexible scheduling, and a teacher-advisor program are integral parts of Jefferson Middle School. The staff at Jefferson works continually to create an exciting and productive middle school program where all students are nurtured and challenged to achieve at the highest levels possible.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	671
Special Education Self-Contained	77
Countywide Special Education	9
Total Enrollment	757

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	37
HILT/EX	23
Gifted*	178
Special Education Resource	66
Interlude	10
Receiving Free and Reduced Lunch*	330



*FY 2012 Actual Enrollment

JEFFERSON

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	594	681	757

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$5,856,530	\$6,354,300	\$7,326,362
Employee Benefits	\$1,414,171	\$1,811,657	\$2,216,096
Staff Development	\$7,128	\$1,311	\$1,522
Contractual Services	\$7,343	\$6,723	\$7,274
Materials & Supplies	\$84,613	\$93,058	\$105,648
Equipment	\$47,658	\$50,432	\$55,644
Other Operating Costs	<u>\$798</u>	<u>\$500</u>	<u>\$500</u>
Total	\$7,418,241	\$8,317,981	\$9,713,046

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	1.00	2.00
Classroom Teachers	35.60	41.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Exemplary Projects Teachers	1.00	1.00
HILT Teachers	3.60	3.60
Project Pathways Teachers	2.50	2.50
Special Education Teachers	10.00	11.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	3.20	3.20
Director of Counseling	1.00	1.00
Counselors	2.60	3.00
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	13.50	13.00
Clerical	6.00	6.00
Custodians*		
TOTAL	91.20	98.70

* Budgeted in Community Activities Fund

KENMORE

Kenmore Middle School is an arts and communications technology focus school where the Arlington middle school curriculum is taught through the arts as well as through communications technology. Kenmore is entering its 16th year with an arts focus program that includes a longstanding partnership with the Kennedy Center. Because of the school's focus on both arts and technology, students are engaged in learning activities that involve dance/movement, drama, painting, sculpture, and music as well as various forms of instructional technology.

Kenmore earned international recognition in 2011 as the SMART Showcase School of the Year because of its innovative use of technology. Students have access to computer labs, video conferences, laptops, SMART boards, distance learning classes, interactive response systems, television production studios, as well as many Web-based applications.

The school's focus provides students with alternative ways to learn. Based on Howard Gardner's Theory of Multiple Intelligences, the program seeks to encourage students to use all eight intelligences: musical, visual, verbal, logical, kinesthetic, interpersonal, intrapersonal and environmental. In addition to paper and pencil tasks, students are assessed using multimedia presentations, such as the Duke Ellington project that was shared with President Obama when he visited the school in the spring of 2011. Thus, learning at Kenmore is active, hands-on, and connected to real life experiences.

Kenmore is a member of the Kennedy Center's Changing Education Through the Arts partnership. The partnership provides teachers with the tools and resources to integrate the arts into classroom instruction. Students from throughout Arlington attend Kenmore. Bus transportation is provided for those living outside the neighborhood attendance zone.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	688
Special Education Self-Contained	89
Countywide Special Education	12
Total Enrollment	789

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	52
HILT/EX	73
Gifted*	175
Special Education Resource	71
Interlude	8
Receiving Free and Reduced Lunch*	408

*FY 2012 Actual Enrollment



KENMORE

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	704	741	789

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$7,728,260	\$7,925,083	\$8,567,172
Employee Benefits	\$2,011,319	\$2,402,131	\$2,666,884
Staff Development	\$10,537	\$1,475	\$1,586
Contractual Services	\$288,676	\$330,266	\$369,122
Materials & Supplies	\$112,348	\$111,172	\$118,447
Equipment	\$41,563	\$40,621	\$43,352
Other Operating Costs	\$36,678	\$27,584	\$27,584
Total	\$10,229,381	\$10,838,332	\$11,794,147

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	35.00	38.60
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Exemplary Projects Teachers	1.60	1.60
HILT Teachers	8.00	7.40
Special Education Teachers	10.00	11.00
Special Education County-wide Teachers	3.17	2.17
Special Education Resource Teachers	2.20	3.20
Director of Counseling	1.00	1.00
Counselors	3.00	3.20
Librarians	1.00	1.00
Facilities Manager	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	18.50	17.00
Clerical	6.00	6.00
Custodians	11.50	11.50
TOTAL	113.17	115.87

SWANSON

Swanson Middle School, located in the historic Westover community, has a long tradition of academic success. Program highlights include inter-disciplinary team teaching, flexible scheduling, a teacher advisory program, exploratory options and extensive after-school activities. The Swanson staff is selected and educated to teach the middle school child. Swanson has high expectations for all of the students and places great value in our motto "Service-Spirit-Scholarship." Swanson approaches instruction systematically with clear goals and objectives, recognizes and values cultural differences, maintains a positive classroom climate and strives to foster a positive home/school relationship. At Swanson, we believe success is a team effort and the team consists of students, parents, teachers and staff.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	834
Special Education Self-Contained	85
Total Enrollment	919

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	15
HILT/EX	25
Gifted*	250
Special Education Resource	16
Interlude	6
Receiving Free and Reduced Lunch*	137

*FY 2012 Actual Enrollment



SWANSON

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	892	865	919

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$6,502,696	\$6,891,158	\$7,558,448
Employee Benefits	\$1,725,144	\$2,128,129	\$2,480,387
Staff Development	\$0	\$1,831	\$1,847
Contractual Services	\$206,254	\$221,056	\$239,856
Materials & Supplies	\$114,363	\$127,757	\$128,413
Equipment	\$56,208	\$49,407	\$49,804
Other Operating Costs	<u>\$397</u>	<u>\$500</u>	<u>\$500</u>
Total	\$8,605,062	\$9,419,838	\$10,459,255

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	52.80	53.00
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
HILT Teachers	3.20	2.40
Special Education Teachers	8.00	11.00
Special Education Resource Teachers	2.20	1.20
Director of Counseling	1.00	1.00
Counselors	3.60	3.60
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	9.00	10.00
Clerical	7.00	7.00
Custodians	<u>7.50</u>	<u>7.50</u>
TOTAL	105.70	108.10

WILLIAMSBURG

Williamsburg Middle School challenges students to learn in an environment that is organized by teams within the school. Dedicated faculty work with students in and out of the classroom providing a successful transition between elementary and high school. The school's academic success can be attributed in large part to a highly qualified and dedicated staff and the strong support and active involvement of parents. At Williamsburg we prepare our students for higher education while celebrating diversity and implementing character education.

Williamsburg's program consists of a team approach for learning where our students can grow and develop academically, socially, emotionally, and physically. Teachers, counselors, administrators, and support staff have worked together to design educational activities for the middle school student that are child-centered and give students the opportunity to become thoughtful, productive, and contributing members of society in an atmosphere of acceptance and respect. In order to be more synergistically effective in pursuit of our educational goals, Williamsburg is self-reflective and maintains consistent oversight of our outstanding education program. Williamsburg strives to improve student achievement, reduce gaps in achievement, deliver responsive education, build effective relationships and integrate technology.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	921
Special Education Self-Contained	51
Total Enrollment	972

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	18
HILT/EX	16
Gifted*	227
Special Education Resource	43
Interlude	5
Receiving Free and Reduced Lunch*	102



*FY 2012 Actual Enrollment

WILLIAMSBURG

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	948	903	972

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$7,376,167	\$7,461,245	\$8,103,697
Employee Benefits	\$1,838,927	\$2,194,179	\$2,467,304
Staff Development	\$6,781	\$1,901	\$1,954
Contractual Services	\$224,030	\$305,711	\$278,365
Materials & Supplies	\$142,865	\$135,635	\$138,406
Equipment	\$47,110	\$51,146	\$52,437
Contractual Services	\$0	\$500	\$500
Total	\$9,635,880	\$10,150,317	\$11,042,663

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	57.00	57.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
HILT Teachers	1.60	2.00
Special Education Teachers	6.00	7.00
Special Education County-wide Teachers	1.00	0.00
Special Education Resource Teachers	2.70	2.20
Director of Counseling	1.00	1.00
Counselors	3.80	3.80
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	6.00	8.50
Clerical	7.00	7.50
Custodians	10.00	10.00
TOTAL	107.50	111.20

H-B WOODLAWN

Student choice is the central focus of H-B Woodlawn’s alternative secondary program. Our school’s program does not provide for “continuous adult supervision.” Rather, students must decide how to use their time wisely to meet their obligations. The amount of “unsupervised” time increases gradually from 6th - 12th grade. To make this offer of freedom work, we must trust the good intentions of our students and they must reciprocate with a sufficient degree of personal responsibility. The student who can best take advantage of the personal freedom at H-B Woodlawn is self-motivated and self-directed. Students are empowered to have control over their educational program. Accordingly, they are responsible for their actions. In 1971, we selected “a word to the wise is sufficient” as our school motto to reflect our association of freedom with responsibility. The “Town Meeting” is H-B Woodlawn’s policymaking body. Each student, teacher and parent in attendance has an equal vote. As students are treated equally with adults in Town Meeting voting, so are they in relations with adults. Our experience has been that H-B Woodlawn students approach college with a mature and realistic understanding of their interests and abilities and with a heightened commitment to learning for its inherent value.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	585
Special Education Self-Contained	4
Countywide Special Education	19
Total Enrollment	608

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	31
HILT/EX	21
Gifted*	297
Special Education Resource	63
Interlude	0
Receiving Free and Reduced Lunch*	98

*FY 2012 Actual Enrollment



H-B WOODLAWN

ENROLLMENT

	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Projected</u>
Membership	606	613	608

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries <i>(includes hourly)</i>	\$5,028,577	\$5,077,231	\$5,415,244
Employee Benefits	\$1,311,435	\$1,510,665	\$1,637,536
Staff Development	\$78	\$1,282	\$1,222
Contractual Services	\$198,567	\$212,030	\$230,154
Materials & Supplies	\$89,345	\$92,146	\$88,989
Equipment	\$41,325	\$35,122	\$33,410
Other Operating Costs	<u>\$1,983</u>	<u>\$4,953</u>	<u>\$4,734</u>
Total	\$6,671,310	\$6,933,429	\$7,411,289

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Director of Counseling	0.00	0.00
Counselors	2.60	2.40
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	33.50	32.10
SOL Core Teacher	1.00	1.00
Health Education Specialist	0.40	0.40
Minority Achievement Teacher	0.20	0.20
Gifted Teachers	1.00	1.00
HILT Teachers	3.40	3.20
Science Program Teachers	0.60	0.60
Special Education Teachers	0.00	1.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	2.90	3.40
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants/Aides	5.50	4.50
Clerical	6.40	6.40
Custodians	<u>8.00</u>	<u>8.00</u>
TOTAL	73.50	72.20

WAKEFIELD

Wakefield High School has an extremely diverse student body, with many ethnic and cultural groups represented. As a result, students have the benefit of learning with peers from around the world on a daily basis. This multicultural aspect is just one of the unique features of Wakefield. The hard work of the Wakefield staff and the achievements of its students were recognized September 2009 by the White House when President Obama chose to give his education address to the nation from Wakefield and again in March 2011 when President Obama and Australian Prime Minister Julia Gillard visited Wakefield.

Wakefield takes great pride in its tradition of developing innovative programs designed to provide students with a rigorous curriculum. Through our AP Network Program, the Cohort Program for minority males, the United Minority Girls Initiative, and the Spanish Immersion Program, students are provided the structure and support necessary for them to excel in advanced level courses.

Additionally, Wakefield offers an outstanding fine arts program. The drama department has a strong partnership with Signature Theatre which offers students live stage experiences. Our band, orchestra, and chorus successfully compete in many competitions. In fact, the Wakefield Music Department was crowned the Grand Champion of the 2011 New York Festival, with the Choir and Orchestra receiving Superior ratings. Students can also participate in numerous sports and clubs.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	1,272
Special Education Self-Contained	132
Countywide Special Education	16
Total Enrollment	1,420

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	73
HILT/EX	57
Gifted*	280
Special Education Resource	105
Interlude	30
Receiving Free and Reduced Lunch*	642

*FY 2012 Actual Enrollment



WAKEFIELD

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	1,344	1,399	1,420

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$12,615,131	\$12,983,043	\$13,839,476
Employee Benefits	\$3,216,684	\$3,794,686	\$4,219,286
Staff Development	\$1,399	\$2,742	\$2,854
Contractual Services	\$366,778	\$459,051	\$428,800
Materials & Supplies	\$177,241	\$225,502	\$233,312
Equipment	\$101,206	\$105,531	\$107,926
Other Operating Costs	<u>\$98,907</u>	<u>\$104,784</u>	<u>\$105,369</u>
Total	\$16,577,346	\$17,675,339	\$18,937,023

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	6.00	6.20
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	60.80	62.40
SOL Core Teachers	8.00	8.00
Health Education Specialist	0.60	0.60
Minority Achievement Teacher	1.00	1.00
Music Teacher	1.00	1.00
Science Program Teacher	1.00	1.00
Gifted Teacher	1.00	1.00
Exemplary Projects	2.00	2.00
HILT Teachers	6.20	7.40
Special Education Teachers	15.00	14.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	4.70	4.70
Interlude Teachers	3.00	3.00
Athletic Trainer	0.50	0.50
In School Alternative Specialist	1.00	1.00
Job Placement Specialist	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	23.00	24.60
Clerical	13.50	14.00
Custodians	<u>18.00</u>	<u>18.00</u>
TOTAL	179.80	183.90

WASHINGTON-LEE

Washington-Lee was the first of three comprehensive high schools to be established in Arlington. Now in its 87th year of operation, the school boasts a diverse student population representing more than 50 countries across the globe.

Washington-Lee is proud of its history and traditions, which include honors by the U.S. Department of Education, The Virginia Board of Education, the Virginia Department of Education, The Washington Post and Newsweek magazine. Washington-Lee's new building, completed in the summer of 2009, has been awarded Gold certification in the Leadership in Energy and Environmental Design (LEED) program by the U.S. Green Building Council.

Students entering Washington-Lee in ninth grade participate in the Freshman Connection, a transition program designed to ease the process of entering high school from middle school. Students are divided in Small Learning Communities with four core subject area teachers and a special education teacher. The teachers for each community meet regularly to provide support for students as they adjust to the rigors of academic and social life at the high school level. Guidance counselors and a designated assistant principal work closely with the communities.

The International Baccalaureate (IB) Diploma was first offered at Washington-Lee in 1998, when the first cohort of 13 students graduated. Since that time, nearly 455 students have earned the prestigious IB Diploma in conjunction with the Virginia Advanced Studies Diploma. Successful completion of IB courses and exams may lead to college credit and/or advanced standing at colleges and universities.

Washington-Lee also offers an extensive selection of Advanced Placement (AP) courses which require students to complete an exit exam that may lead to college credit.

Washington-Lee graduates in 2011 earned more than \$5.2 million in scholarship awards. Ninety-four percent of graduates go directly on to higher education, with more than 59.2 percent enrolling in four year colleges and universities. Washington-Lee provides an opportunity for seniors to pursue a career interest or complete a special project during the final three weeks of the senior year. The Senior Experience Program, Exploring Work from Theory to Practice, is now in its seventh year. It is open to any senior who has a 2.0 grade point average or higher as well as the recommendation of senior year instructors. Participants are required to complete a minimum of 100 hours of field work and maintain a daily journal and time sheet. Ninety percent of seniors participated in the 2011 Senior Experience Program.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	1,821
Special Education Self-Contained	95
Countywide Special Education	10
Total Enrollment	1,926

FY 2013 Projected Enrollment in Selected

Supplemental Programs

HILT	40
HILT/EX	55
Gifted*	601
Special Education Resource	110
Interlude	36
Receiving Free and Reduced Lunch*	623

*FY 2012 Actual Enrollment



WASHINGTON-LEE

ENROLLMENT

	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Projected</u>
Membership	1,914	1,927	1,926

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$14,042,693	\$15,251,038	\$15,682,235
Employee Benefits	\$3,620,912	\$4,346,138	\$4,917,287
Staff Development	\$15,491	\$4,070	\$3,871
Contractual Services	\$615,959	\$858,113	\$614,946
Materials & Supplies	\$274,562	\$318,922	\$307,122
Equipment	\$176,157	\$153,454	\$147,465
Other Operating Costs	<u>\$225,783</u>	<u>\$178,157</u>	<u>\$177,123</u>
Total	\$18,971,557	\$21,109,892	\$21,850,049

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	8.80	8.60
Librarians	2.00	2.00
Classroom Teachers	99.40	94.00
SOL Core Teachers	6.40	6.40
Health Education Specialist	0.60	0.60
Minority Achievement Teacher	1.00	1.00
Teacher Mentors	0.40	0.40
Music Teacher	1.00	1.00
Science Teacher	1.00	1.00
Gifted Teacher	1.00	1.00
Exemplary Projects	1.00	1.00
HILT Teachers	5.80	5.40
Special Education Teachers	12.00	11.00
Special Education County-wide Teachers	0.00	1.00
Special Education Resource Teachers	4.70	5.20
Interlude Teachers	3.00	4.00
Facilities Manager	1.00	1.00
Athletic Trainer	0.50	0.50
In School Alternative Specialist	1.00	1.00
Job Placement Specialist	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	19.00	22.00
Clerical	16.50	16.50
Custodians	<u>20.00</u>	<u>20.00</u>
TOTAL	216.60	215.10

YORKTOWN

The students at Yorktown High School reflect Arlington's rich diversity. Yorktown's primary goal is to provide all students a first-rate academic education, while fostering the development of the social and emotional skills for success in life. The faculty and community commitments to this primary goal make Yorktown a challenging and unique secondary school. Over 90 percent of Yorktown graduates pursue post-secondary education; others go on to the military or join the work force after graduation. A recent Washington Post ranking of high schools placed Yorktown in the top ten most academically challenging high schools in the Washington metropolitan area. Newsweek included Yorktown in its listing of the top 100 high schools in the nation. With an emphasis on high expectations for every student, Yorktown addresses the needs of its students through a broad curriculum, a large number of special programs, and the support of a wide range of professionals and community members. Yorktown actively promotes cultural competence among staff to ensure greater understanding of how each student's individual experiences and background affect academic and social/emotional success. In 2004, Yorktown established a "Center for Leadership and Public Service" to coordinate its varied student programs in leadership, service and social-emotional learning. The high level of student involvement in all of Yorktown's programs, and the recognition students regularly receive for their accomplishments in these areas, is a tribute to the student talent and dedication that are hallmarks of Yorktown.

SCHOOL POPULATION

FY 2013 Projected Enrollment

General Education	1,684
Special Education Self-Contained	112
Countywide Special Education	10
Total Enrollment	1,806

FY 2013 Projected Enrollment In Selected Supplemental Programs

HILT	35
HILT/EX	32
Gifted*	455
Special Education Resource	87
Interlude	25
Receiving Free and Reduced Lunch*	243

*FY 2012 Actual Enrollment



YORKTOWN

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Projected</u>
Membership	1,723	1,776	1,806

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$13,092,423	\$13,868,722	\$15,343,935
Employee Benefits	\$3,405,720	\$4,016,475	\$4,563,557
Staff Development	\$1,700	\$3,491	\$3,630
Contractual Services	\$368,591	\$526,844	\$614,278
Materials & Supplies	\$272,836	\$281,649	\$295,567
Equipment	\$491,639	\$200,816	\$229,193
Other Operating Costs	\$77,603	\$85,406	\$86,127
Total	\$17,710,512	\$18,983,403	\$21,136,287

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Assistant Principal	3.50	3.50
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	7.60	8.00
Librarians	2.00	2.00
Classroom Teachers	85.80	89.00
SOL Core Teachers	4.00	4.00
Health Education Specialist	0.60	0.60
Minority Achievement Teacher	0.50	0.50
Music Teacher	1.00	1.00
Science Teacher	1.00	1.00
Gifted Teachers	1.00	1.00
Exemplary Projects	0.50	0.50
HILT Teachers	3.60	3.80
Special Education Teachers	11.00	13.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	4.20	4.20
Interlude Teachers	3.00	3.00
Athletic Trainer	0.50	0.50
In School Alternative Specialist	1.00	1.00
Job Placement Specialist	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	21.00	20.50
Clerical	15.00	16.00
Custodians	<u>17.00</u>	<u>21.50</u>
TOTAL	191.30	202.10



OTHER SCHOOL PROGRAMS

DEPARTMENT SUMMARY

Other School Programs includes the Arlington Mill High School Continuation Program, Career Center, Langston High School Continuation Program, New Directions, Stratford Program, and the Teenage Parenting Program. The FY 2013 School Board's Adopted Budget for these programs totals \$17,330,249 and includes 164.64 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Arlington Mill	\$2,724,787	27.60	\$3,012,123	28.80	\$3,332,582
Career Center	\$6,967,482	67.60	\$7,061,388	68.10	\$7,588,288
Langston	\$1,378,076	14.59	\$1,484,361	14.59	\$1,578,217
New Directions	\$522,643	5.90	\$589,482	5.90	\$694,853
Stratford	\$1,798,155	25.90	\$1,846,655	30.40	\$2,282,131
Teenage Parenting Program	<u>\$1,667,552</u>	<u>16.85</u>	<u>\$1,750,729</u>	<u>16.85</u>	<u>\$1,854,178</u>
TOTAL	\$15,058,695	158.44	\$15,744,738	164.64	\$17,330,249

ARLINGTON MILL HIGH SCHOOL CONTINUATION PROGRAM

DESCRIPTION

Arlington Mill High School Continuation Program offers a curriculum to students aged 16 years and older seeking a flexible and alternative way to complete their high school education. The Program's courses and electives meet the requirements for obtaining modified, standard or advanced diplomas.

The Program offers both day (semester classes) and evening (year-long) classes toward a high school diploma. The Program's close partnership with Northern Virginia Community College allows for college dual enrollment opportunities and a seamless transition to community college classes. Students 20 years and older may register on a tuition basis.

FY 2013 PRIORITIES

To address the Strategic Plan goals of rising student achievement, eliminating the achievement gap, and providing an educational program that is responsive to needs of its students, Arlington Mill High School Continuation Program will:

- Maintain high academic standards for the students in the Arlington Mill High School Continuation Program and assist students in reaching those standards;
- Provide students with strategies and skills of reading, writing, problem solving, and critical thinking as support in all of the academic areas;
- Focus on reading as a skill necessary to academic achievement;
- Maintain a school-wide focus on the principles of Understanding by Design to promote best instructional practices and enhance student achievement;
- Continue to align its curriculum with that of Arlington Public Schools and the SOLs, enabling each student to participate in a rich and rigorous curriculum;
- Continue to stress and support school attendance;
- Focus on the use of data and assessment to inform instruction and assist decision making; and
- Determine the personal life goals of each student and support each student in achieving their goals.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$100,000 are provided for the restructuring of Arlington Mill High School Continuation Program to a school. These funds include a 0.50 assistant principal position, a 0.50 bilingual resource assistant position, a 0.20 HILT classroom teacher position, \$5,250 of hourly funds for course management and grading, and \$10,000 for online course licenses. (809720-41232, 41237, 41254, 41230, 43433)

ARLINGTON MILL HIGH SCHOOL CONTINUATION PROGRAM

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contract Services

- Six additional dual enrollment courses are made available to all high school students in an after-school format for academic and Career and Technical courses using both APS teachers as adjuncts and adjuncts from NOVA. Funds of \$24,700 are provided for dual enrollment NOVA classes to include NOVA tuition, adjunct fees, and course books. (809720-43482)

Materials and Supplies

- Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.

ARLINGTON MILL HIGH SCHOOL CONTINUATION PROGRAM

ENROLLMENT

	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Adopted</u>
Membership	181	123	123

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries <i>(includes hourly)</i>	\$2,093,009	\$2,201,255	\$2,399,299
Employee Benefits	\$544,584	\$637,202	\$735,632
Staff Development	\$34	\$3,729	\$3,146
Contractual Services	\$36,258	\$79,011	\$103,209
Materials & Supplies	\$22,599	\$41,311	\$35,001
Equipment	\$3,265	\$19,472	\$16,758
Other Operating Costs	<u>\$25,038</u>	<u>\$30,143</u>	<u>\$39,537</u>
Total	\$2,724,787	\$3,012,123	\$3,332,582

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Coordinator	1.00	1.00
Assistant Supervisor	0.50	0.50
Assistant Principal	0.00	0.50
Specialist	0.50	0.50
Counselor	2.00	2.00
Teachers - School-Based	19.10	19.30
Resource Assistants	1.50	2.00
Instructional Technology Coordinator	0.50	0.50
Clerical	<u>2.50</u>	<u>2.50</u>
TOTAL	27.60	28.80

CAREER CENTER

DESCRIPTION

The Career Center provides Career and Technical Education to all Arlington Public School students and is home to the Governor's Career and Technical Academy, the Columbia Pike Branch Public Library, Alternative for Parenting Teens Program and the Outreach Program. The facility operates year-round Monday through Friday from 7:30 am until 10:00 pm and Saturdays from 9:00 am to 5:00 pm. The Career Center Principal is responsible for the management of the total facility including supervision, upkeep, maintenance and security. The budget supports the building custodial staff, security staff, utility costs, and building and equipment repair costs.

FY 2013 PRIORITIES

- Support for continued implementation and expansion of Governor's Career and Technical Academy in Arlington
- Continue to update and expand program options for the Arlington community; and
- Enhance Career Center's physical plant by coordinating with Facilities on approved CIP projects.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Materials and Supplies

- Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.

CAREER CENTER

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership*	505	501	459

FINANCIAL SUMMARY

Category	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$5,321,122	\$5,243,919	\$5,591,561
Employee Benefits	\$1,342,378	\$1,523,336	\$1,702,943
Staff Development	\$6,722	\$8,501	\$8,501
Contractual Services	\$7,267	\$3,970	\$3,970
Materials & Supplies	\$143,213	\$145,101	\$145,146
Equipment	\$72,979	\$74,731	\$74,337
Other Operating Costs	<u>\$73,801</u>	<u>\$61,830</u>	<u>\$61,830</u>
Total	\$6,967,482	\$7,061,388	\$7,588,288

POSITION SUMMARY

Staffing	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Director	1.00	1.00
Assistant Director	1.00	1.00
Classroom Teachers	24.80	24.80
Enrichment Specialist	1.00	1.00
Vocational Assessment Teacher	1.00	1.00
CRAM Teacher	3.00	3.00
Assessment Specialist	0.00	0.00
Hilt Institute Teachers	5.00	5.00
HILT/HILTEX Teachers	0.00	0.00
Transition Program Teachers	1.60	1.60
Technicians	1.00	1.00
Guidance Counselor	0.20	0.20
Instructional Technology Coordinator	1.00	1.00
Special Education Teachers	7.00	8.00
Special Ed Exp Based Teachers	2.00	2.00
Assistants/Aides	12.00	11.50
Clerical Support	<u>6.00</u>	<u>6.00</u>
TOTAL	67.60	68.10

*The students at the Career Center are counted in the enrollment figures at their home school. These membership figures represent those students attending classes at the Center for a portion of the day.

LANGSTON HIGH SCHOOL CONTINUATION PROGRAM

DESCRIPTION

The Langston High School Continuation Program offers a curriculum to students aged 16 years and older seeking an alternative setting to complete their high school education. The program's courses and electives meet the unique needs of its students to complete the requirements for obtaining modified, standard or advanced diplomas.

The program is continuing to develop opportunities within an educational setting to meet the unique needs of the students, the standards of learning (SOL) testing and graduation requirements. Students 20 years and older may register on a tuition basis.

FY 2013 PRIORITIES

To address the Strategic Plan goals of rising student achievement, eliminating the achievement gap, and providing an educational program that is responsive to needs of its students, the Langston High School Continuation Program will:

- Maintain high academic standards for the students in the Langston High School Continuation Program and assist students in reaching those standards;
- Provide students with strategies and skills of reading, writing, problem solving, and critical thinking as support in all of the academic areas;
- Focus on reading as a skill necessary to academic achievement;
- Maintain a school-wide focus on the principles of Understanding by Design to promote best instructional practices and enhance student achievement;
- Continue to align its curriculum with that of Arlington Public Schools and the SOLs, enabling each student to participate in a rich and rigorous curriculum;
- Continue to stress and support school attendance;
- Focus on the use of data and assessment to inform instruction and assist decision making; and
- Determine the personal life goals of each student and support each student in achieving their goals.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Funds of \$14,400 are added to the transportation account due to the increased numbers of students taking public transportation as well as to purchase rechargeable fare cards since bus tokens are no longer offered by Metro. (809710-45472)

LANGSTON HIGH SCHOOL CONTINUATION PROGRAM

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Materials and Supplies

- Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	90	66	73

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$1,066,021	\$1,113,276	\$1,172,111
Employee Benefits	\$278,069	\$339,598	\$362,111
Staff Development	\$0	\$935	\$834
Contractual Services	\$14,127	\$8,004	\$22,318
Materials & Supplies	\$15,600	\$14,880	\$13,747
Equipment	\$3,982	\$6,422	\$5,955
Other Operating Costs	<u>\$277</u>	<u>\$1,246</u>	<u>\$1,141</u>
Total	\$1,378,076	\$1,484,361	\$1,578,217

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Professional	1.00	1.00
Counselor	1.00	1.00
Teachers - School-Based	8.79	8.79
Resource Assistants	1.00	1.00
Instructional Technology Coordinator	0.30	0.30
Clerical	<u>2.50</u>	<u>2.50</u>
TOTAL	14.59	14.59

NEW DIRECTIONS PROGRAM

DESCRIPTION

The New Directions Program provides an alternative instructional program for identified students with academic and counseling opportunities in a small nurturing environment. Its highly structured and supportive academic setting offers students who are court-involved and have been unsuccessful in a larger school setting, an opportunity to earn high school credits needed for graduation. The program's purpose is threefold: to provide students with a challenging and dynamic academic program; to help students modify their behaviors and make healthy life choices; and to collaborate with parents and other county agencies promoting success of students. Matriculation towards graduation is accomplished via transition to their neighborhood high school, transition to the High School Continuation Program, or remaining in the New Directions program until the student completes the requirements for high school graduation.

FY 2013 PRIORITIES

To achieve the strategic plan goals of rising student achievement, eliminating the achievement gap, and providing a program that is responsive to the needs of its students, the New Directions Program will:

- Help ensure that students enrolled in the program pass all core classes and earn credit towards graduation;
- Empower students to act responsibly and introspectively via academic and counseling supports;
- Encourage students to plan for college or other post-secondary education;
- Maintain a school-wide focus on the principles of Understanding by Design to promote best instructional practices and enhance student achievement;
- Increase the knowledge and skills of staff through a variety of professional and staff development opportunities; and
- Focus on the use of data and assessment to inform instruction and assist decision-making.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

NEW DIRECTIONS PROGRAM

ENROLLMENT

	<u>FY 2011 Actual</u>	<u>FY 2012 Actual</u>	<u>FY 2013 Adopted</u>
* see note below			

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries <i>(includes hourly)</i>	\$416,046	\$437,299	\$527,061
Employee Benefits	\$103,746	\$140,222	\$155,831
Staff Development	\$0	\$352	\$352
Contractual Services	\$0	\$303	\$303
Materials & Supplies	\$1,676	\$3,958	\$3,958
Equipment	\$825	\$4,132	\$4,132
Other Operating Costs	<u>\$350</u>	<u>\$3,216</u>	<u>\$3,216</u>
Total	\$522,643	\$589,482	\$694,853

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Project Director	1.00	1.00
Classroom Teachers	3.70	3.70
Instructional Technology Coordinator	0.20	0.20
Guidance Counselor	<u>1.00</u>	<u>1.00</u>
TOTAL	5.90	5.90

* Students in this program are transient and are counted in the enrollment figures at their home school. Maximum of 35 students and average enrollment 30-33.

STRATFORD PROGRAM

DESCRIPTION

The special education program housed within the Stratford building serves students with severe disabling conditions that, in general, require extraordinary services and unique curricula not available in general and alternative schools. Students range in age from 10 - 22. Services are based upon a student's individual needs and can include speech/language therapy, occupational therapy, physical therapy, adaptive physical education, ESOL instruction, vision therapy, and behavior management. Efforts are made to use appropriate community services to support the student and his/her family. Instructional goals are closely coordinated by parents, staff and support personnel. Students' individual educational programs are developed to meet the special needs of each child and include community-based instruction. The goal of the program is to provide each child with the necessary skills to enable him/her to be as independent as possible in the community. Activities may include vocational training and learning daily living skills. Emphasis is placed on providing support to the student during the transition to adult placements by coordinating the process with the student, parents, appropriate community services personnel and others. The plan of transition to adult programs and services begins at age fourteen. Graduates of the Stratford Program receive a special diploma.

FY 2013 PRIORITIES

To address the strategic plan goals of rising achievement and responsive education, Stratford staff will:

- Be trained in and utilize the Wilson Reading Method.
- Continue to develop community work settings that promote the skills necessary for students to succeed in adult work placements.
- Be trained to use adaptive equipment to enable all students to swim in the pool.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- A 0.50 Instructional Technology Coordinator position is added to the Stratford Program to address the ongoing technology support needs of the program. (701000-41288)
- The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, 2.0 teacher positions and 2.0 teacher assistant positions are added in this program. (701000-41375)

STRATFORD PROGRAM

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
Membership	44	46	53

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$1,362,427	\$1,344,098	\$1,675,438
Employee Benefits	\$396,431	\$461,384	\$565,497
Staff Development	\$1,212	\$1,770	\$1,770
Contractual Services	\$1,418	\$6,328	\$6,328
Materials & Supplies	\$23,894	\$24,672	\$24,695
Equipment	\$12,308	\$7,928	\$7,928
Other Operating Costs	\$465	\$475	\$475
Total	\$1,798,155	\$1,846,655	\$2,282,131

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Principal	1.00	1.00
Counselors	0.40	0.40
Physical Education Teacher	0.20	0.20
ESOL/HILT Teacher	0.50	0.50
Transition Coordinator	0.50	0.50
Instructional Technology Coordinator	0.00	0.50
Special Education Teachers	7.80	9.80
Assistants/Aides	12.00	14.00
Librarian	0.50	0.50
Clerical Support	2.00	2.00
Custodians	<u>1.00</u>	<u>1.00</u>
TOTAL	25.90	30.40

TEENAGE PARENTING PROGRAM

DESCRIPTION

These alternative programs serve pregnant and parenting teens in Arlington County. In addition to school staff, specialized staffs from the Department of Human Services and other county agencies and community organizations provide services to help meet the multiple needs of this population. Grant monies are sought to provide additional support for the programs.

Family Education Center (FEC) - This alternative educational program serves pregnant teens enrolled in Arlington Public Schools. The program addresses the multiple challenges facing teens who are becoming parents by providing academic, career and technical education, and parenting instruction within a family-focused framework. Students maintain course schedules similar to those in their base school and work to complete requirements for a high school diploma.

Outreach for Parenting Teens (OPT) - This alternative program reaches out to pregnant and parenting teens not enrolled in school. Through telephone calls, personal interviews, home visits, visits to schools and health clinics, Outreach assists teenage families with educational opportunities, career choices, life management and parenting skills.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Teenage Parenting office will:

- Assist students in achieving academic success by providing high-quality child care, instruction, and remediation for positive SOL assessment results;
- Support healthy mothers and healthy babies through prenatal/postnatal appointments, infant stimulation, well-child checkups, up-to-date immunizations, and prevention of subsequent childbearing among teenage mothers;
- Instruct students in positive parenting, life management, and employability skills in a smaller, more personalized education setting, including career counseling and other transitional services;
- Help participants learn how to provide a safe, stimulating environment for their child and prepare their child for school readiness.

FY 2011 ACCOMPLISHMENTS

- Completed second year in new Reed School building with licensed on-site child care
- A total of 57 students attended school at Reed (25 pregnant teens and 32 teenage mothers) and 54 babies were cared for in the Reed and Career Center Infant Care Centers
- A total of 94 pregnant and parenting teens participated (57 at Reed, 32 in other schools, 5 at home)
- Twenty-five FEC/APT seniors graduated high school in 2010-2011
- Only one low-birth-weight baby was born to an adolescent mother in Arlington
- Continued reduction in adolescent pregnancy and births to teens in Arlington

TEENAGE PARENTING PROGRAM

FY 2012 GOALS

- Because regular attendance is critical to students' success in school, our goal is to decrease by 10% the number of absences during the 2011-2012 school year as measured by comparing the percentage of absences at the end of the first marking period to the percentage of absences at the end of the school year.
- Since our students are 100% minority, we want to improve the academic achievement of our targeted students (as identified by earning a D or an E on the first, second, or third quarter report card) by reducing the number of D's and E's that they earn on the end of the year report card by 25% for each identified student.

FY 2013 PRIORITIES

- Create fatherhood specialist position.
- Increase outreach assistance to young fathers.
- Move oversight of transportation for teen parents & children to Transportation Department
- Convert hourly positions to salaried positions.
- Continue efforts to reduce adolescent pregnancy.
- Continue to provide high quality instruction for adolescent parents and their children.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

TEENAGE PARENTING PROGRAM

ENROLLMENT

	FY 2011 <u>Actual</u>	FY 2012 <u>Actual</u>	FY 2013 <u>Adopted</u>
* see note below			

FINANCIAL SUMMARY

<u>Category</u>	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries <i>(includes hourly)</i>	\$1,218,983	\$1,269,673	\$1,335,044
Employee Benefits	\$339,386	\$375,010	\$412,848
Staff Development	\$0	\$0	\$0
Contractual Services	\$86,571	\$79,520	\$79,520
Materials & Supplies	\$18,986	\$21,365	\$21,105
Equipment	\$2,717	\$4,876	\$5,376
Other Operating Costs	<u>\$909</u>	<u>\$285</u>	<u>\$285</u>
Total	\$1,667,552	\$1,750,729	\$1,854,178

POSITION SUMMARY

<u>Staffing</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Counselor	0.50	0.50
Professional	2.25	2.25
Teacher School-Based	7.40	7.40
Program Specialist	0.25	0.25
Teacher Special Education	1.00	1.00
Teacher Assistants	3.50	3.50
Instructional Technology Coordinator	0.20	0.20
Clerical	<u>1.75</u>	<u>1.75</u>
TOTAL	16.85	16.85

* APS students in this program are transient and are counted in the enrollment figures at their home school.



DEPARTMENTS

School Board and Superintendent's Office

Department of Instruction

School and Community Relations

Administrative Services

Student Services

Personnel Services

Finance and Management Services

Facilities and Operations

Information Services

DEPARTMENTS

The Departments section includes financial and summary information for all of the departments funded in the School Operating Fund. These include the School Board Office, the Superintendent's Office, the Department of Instruction, School and Community Relations, Administrative Services, Student Services, Personnel Services, Finance and Management Services, Facilities and Operations, and Information Services.

DEPARTMENTS SUMMARY

<u>Department</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
School Board	\$385,295	2.00	\$370,397	3.00	\$387,902
Superintendent's Office	\$581,808	3.00	\$784,878	3.00	\$805,569
Department of Instruction	\$18,684,421	95.90	\$19,370,428	102.90	\$22,053,472
School and Community Relations	\$983,075	13.00	\$1,782,083	13.00	\$1,933,822
Administrative Services	\$349,166	2.00	\$424,535	3.50	\$893,061
Student Services	\$15,546,986	161.90	\$18,061,080	167.80	\$20,531,824
Personnel Services	\$12,705,308	28.50	\$19,514,423	28.50	\$14,200,452
Finance & Management Services	\$5,594,893	19.75	\$16,374,848	18.75	\$12,246,877
Facilities & Operations	\$25,186,743	269.25	\$28,919,155	269.25	\$30,510,564
Information Services	\$11,736,186	74.80	\$13,710,840	78.80	\$16,329,101
TOTAL	\$91,753,881	670.10	\$119,312,667	688.50	\$119,892,644

SCHOOL BOARD AND SUPERINTENDENT'S OFFICE

SCHOOL BOARD SUMMARY

The School Board Office is one program. The FY 2013 School Board's Adopted Budget for the School Board Office totals \$387,902 and includes 3.0 positions.

Program	FY 2011 Actual	FY 2012 Positions	FY 2012 Adopted	FY 2013 Positions	FY 2013 Adopted
School Board	\$385,295	2.00	\$370,397	3.00	\$387,902
TOTAL	\$385,295	2.00	\$370,397	3.00	\$387,902

SUPERINTENDENT'S OFFICE SUMMARY

The FY 2013 School Board's Adopted Budget for the Superintendent's Office totals \$805,569 and includes 3.0 positions.

Program	FY 2011 Actual	FY 2012 Positions	FY 2012 Adopted	FY 2013 Positions	FY 2013 Adopted
Superintendent's Office	\$581,808	3.00	\$784,878	3.00	\$805,569
TOTAL	\$581,808	3.00	\$784,878	3.00	\$805,569

ARLINGTON SCHOOL BOARD

DESCRIPTION

The Arlington School Board represents the citizens of Arlington and acts as a body to ensure the provision of a high quality public education to Arlington's children. The Board's work reflects community. These values guide and influence the Board's policy development. The Board actively solicits the opinions of those it represents and engages them in shaping its policies through face-to-face communication, community surveys, public forums, and public comment at School Board meetings. The Board considers information on the status of education and the context in which it occurs. It regularly disseminates reports that illustrate the progress and status of the Board's work.

FY 2012 Priorities and FY 2013 Budget Direction

The School Board establishes annual priorities to assist in keeping the Board's work focused, effective and aligned with our Strategic Plan goals. In addition, the Board provides direction to APS staff in development of the following year's budget. In preparation for the FY 2013 budget, the Board recognizes that APS priorities must be considered in the context of the needs of Arlington County as a whole and must be fiscally and environmentally sustainable. The Board's priorities for FY 2012 and budget direction for FY 2013 are as follows:

Student Achievement and Success

Consistent with the Strategic Plan goals to ensure a challenging and engaging education for all students, to eliminate achievement gaps, and to meet the needs of the whole child, the Board will focus on student achievement and success that lead to graduation and post-secondary educational opportunities. This will include:

- Review of efforts to increase enrollment in intensified, Advanced Placement, International Baccalaureate, and dual enrollment courses and reduce gaps in enrollment for these courses;
- Review of Strategic Plan indicator data, graduation rates, and drop-out rates with an emphasis on actions that can be taken to improve in these areas;
- Review of proposed indicators for the new Strategic Plan;
- Strengthening communication with families and the community so that they can be informed, engaged and active partners with APS; and
- Consideration of how instructional time (length of the school day, school calendar, use of teacher time, etc.) affects achievement and success.

Strategic Planning for Enrollment Growth

The Strategic Plan goal to provide optimal learning environments recognizes that such environments contribute to student achievement and success. In preparation for adoption of its Capital Improvement Plan in June, the Board will:

- Evaluate options to address enrollment growth estimated at five percent per year through 2016 using criteria established by the Board; and
- Consider class size, admissions policies, boundaries and other factors when reviewing options to increase APS capacity, while promoting student achievement and success.

ARLINGTON SCHOOL BOARD

Teacher and Staff Quality

For APS to provide a challenging and engaging education for all students, it must achieve the Strategic Plan goal to recruit, retain, and develop exemplary staff. The Board will:

- Consider professional learning and training, focused on student academic needs, development of instructional knowledge and practices, and succession planning;
- Consider efforts to recruit exemplary staff that better reflect the demographics of our student population;
- Consider adjustments to salary scales for employees to ensure competitiveness in recruitment and retention; and
- Revise the current teacher evaluation policy to be consistent with recently-enacted state law establishing new standards for teacher evaluation, and in particular that student achievement be considered in teacher evaluation.

Evaluation and Accountability

The Board is committed to continuous improvement in a cost-effective manner to assist in achieving each of our Strategic Plan goals and will:

- Review the status of evaluations involving math, English/language arts, world languages, the Office of Minority Achievement, ESOL/HILT, and services for students with special needs;
- Consider the Superintendent's proposed plan for Hoffman-Boston Elementary School; and
- Review reports on the progress of the State Efficiency Review, the evaluation of transportation, and the continuing work on process management and performance

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- As a result of restructuring the department of Finance and Management Services, a 1.0 professional staff position is moved from the Purchasing Office to the School Board Office for the internal auditor position. (101000, 107210-41205)

ARLINGTON SCHOOL BOARD

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$270,263	\$269,447	\$281,622
Employee Benefits	\$55,341	\$50,258	\$55,588
Staff Development	\$40,330	\$37,744	\$37,744
Contractual Services	\$14,080	\$0	\$0
Materials & Supplies	\$915	\$1,573	\$1,573
Equipment	\$670	\$950	\$950
Other Operating Costs	<u>\$3,696</u>	<u>\$10,425</u>	<u>\$10,425</u>
Total	\$385,295	\$370,397	\$387,902

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Clerical	<u>2.00</u>	<u>3.00</u>
Total	2.00	3.00

SUPERINTENDENT'S OFFICE

DESCRIPTION

The Superintendent is responsible for the leadership and management of the school division, for the education of the students, and for the health and safety of the students and employees.

MAJOR SERVICES PROVIDED

The Superintendent is responsible for providing leadership and overseeing a variety of programs and activities. They include:

Instruction

- Ensure the provision of a safe, orderly environment conducive to learning in which all students, staff and parents are valued and respected
- Oversee the development and delivery of instruction and instructional programs consistent with the goals and priorities of the School Board, with applicable laws, including the Virginia Standards of Quality, and with the Virginia Standards of Accreditation and Standards of Learning
- Supervise the development and provision of a variety of student support services (e.g., academic and psychological counseling) consistent with the goals and priorities of the School Board

Personnel Matters

- Recruit, retain and develop a staff of high quality
- Provide a competitive employment package
- Select the most qualified staff without regard to age, disability, race, creed, religion, national origin, gender, sexual orientation, marital status, political affiliation, or affiliation with an employee organization
- Engender a high level of employee satisfaction and accomplishment
- Cultivate staff involvement in the development of educational initiatives and new policies as well as in the resolution of school system problems
- Administer fairly and equitably a manual of personnel procedures consistent with the educational mission of the public schools
- Provide safe, positive, and healthy work places

Financial Planning and Management

- Develop financial plans that are responsible and consistent with the School Board's priorities
- Provide sufficient information on operating and capital budgets to enable credible projection of revenues and expenditures and understanding of planning assumptions
- Ensure that planned expenditures fall within planned revenues
- Manage finances appropriately in accordance with generally accepted accounting practices
- Ensure that the assets of the public schools are protected and adequately maintained
- Maintain fiscal integrity and public confidence
- Assessment and Accountability
- Provide systematic and appropriate assessment and reporting of student achievement and staff performance
- Provide appropriate assessment of system-wide plans, annual priorities, department plans and school plans

SUPERINTENDENT'S OFFICE

MAJOR SERVICES PROVIDED (continued)

Community Relations and Communication

- Provide timely information that effectively communicates school performance, planning, instruction, budgets, construction, and opportunities for involvement
- Treat individuals fairly, respect their dignity, ensure their privacy and provide avenues for addressing their concerns.
- Promote effective collaboration among schools and the community
- Provide timely information that addresses issues and concerns for the community as they arise or are anticipated to arise

Decision-Making and Management

- Promote ethical decisions
- Identify potential operating problems at an early stage
- Explore implications and options
- Implement timely, practical and cost-effective solutions to operating problems
- Provide effective management of the day-to-day operations of the school system

FY 2011 ACCOMPLISHMENTS (examples)

Instruction

- PK-16 Student Planning
 - Designed "Transitions Saturday" for students and parents moving to Grade 6 and Grade 9
 - Provided academic planning for parent-awareness and career-clusters information
 - Implemented Naviance training for high school students
 - Implemented the Recognized American School Counseling Association Model Program (RAMP)
 - Expanded College Summit course enrollment by offering it at Grade 9
 - Increased focus on accessing funds for postsecondary education
- Graduation Task Force
 - Reported recommendations to School Board
 - Developed and implemented early warning system
 - Increased dual-enrollment and instructional time for current Career Center offerings through Advanced work with NOVA
- Minority Student Achievement
 - Provided an additional ESOL/HILT & English/Language Arts course to facilitate on-time graduation
 - Offered a SAT prep class through the Office of Minority Achievement
 - Increased emphasis on eliminating gaps in identification of minority students for Gifted Services

SUPERINTENDENT'S OFFICE

FY 2011 ACCOMPLISHMENTS (examples continued)

- Rigorous Courses
 - Promoted the importance of advance courses for all students
- Formative Assessment
 - Approved funding for K-8 formative assessment system
- Math & Reading for Special Education Students
 - Adopted Next Generation & Do the Math programs
 - Continued partnership between the Offices of Special Education, Math, English/Language Arts and ESOL/HILT
- Middle School Master Schedule
 - Reviewed, defined, and recommended a revision to the middle school master schedule
- Energy/Sustainability
 - Participated in demand-management program for energy savings
 - Updated and redesigned APS Goes Green Web Portal
 - Participated in County's Community Energy Plan Task Force

Personnel Matters

- Personnel Evaluation
 - Conducted regular training sessions on Writing to Standards, Conducting Mid-Year Conferences, and End of Year Evaluations
- Leadership Development and Succession Planning
 - Hosted Superintendent's Leadership Seminar with book discussion and guest speakers
 - Developed plan for succession and training of future leaders
- Recruitment
 - Expanded recruitment efforts to attract a diversity of applicants, hosted recruitment fair, and organized career advancement seminars

Decision-Making and Management

- Autism
 - Received 3-year technical assistance award from the Virginia Department of Education & Virginia Commonwealth University
 - Expanded existing and implemented new Asperger's programs at secondary school level
 - Offered Asperger's and STAR training and Parent Resource Center training on autism

SUPERINTENDENT'S OFFICE

FY 2011 ACCOMPLISHMENTS (examples continued)

- Personnel Policies
 - Revised APS School Board policies and policy implementation procedures
- HVAC Master Plan
 - Improved preventive maintenance cycle to increase energy saving
 - Improved indoor air quality
 - Approved bond funds for major HVAC infrastructure improvement plan
- Capacity Planning and Capital Improvement Program
 - Engaged in short-range and long-term capital planning process to identify capacity needs
- Services for Students with ADHD & Support to Parents
 - Offered parent-to-parent training and staff training on ADHD
- Information Services
 - Implemented new Information Services platform (e.g., KACE system, email, wireless infrastructure, document storage)
 - Provided technology software training
 - Improved customer service
 - Transitioned 2000 decommissioned laptops to students without computing access at home
 - Established Superintendent's Advisory Committee on Technology that collaborates with county advisory group

Community Relations and Communication

- Cultural Proficiency
 - Provided training for seven (7) additional schools
 - Conducted year-long Cultural Competence facilitator's training
 - Presented to MSAN Governing Board, National Education Association and National Staff Development Association
- 2011 Superintendent's Chats
 - Conducted five community chats in homes and community centers

SUPERINTENDENT'S OFFICE

FY 2011 ACCOMPLISHMENTS (examples continued)

Financial Planning & Management

- Collaboration between Arlington County and Arlington Public Schools
 - Technology
 - Joint Network Operations Center
 - Telecommunications Master Plan
 - Internet Access for Economically Disadvantaged Students
 - Joint Commission on Technology
 - Environmental Sustainability
 - Joint agreement to track, report, and improve on Facility Energy Use
 - Joint work on Claremont Magnolia Bog
 - Cooperation on Capacity Expansion
 - Memorandum of Understanding on joint use
 - Facility Use
 - Agreement on responsibilities on shared-use facilities
 - Aquatics Facilities
 - Annual review of cooperation on Swimming Pools at APS high schools
 - Transportation Coordination
 - ART/APS Bus Routes consultations
 - Out-of-School Programs
 - Standing committee of the Arlington Partnership for Children, Youth, and Families established
 - Revenue Sharing
- Food Services
 - Increased awareness of the Food Services program for participation in breakfast and lunch
 - Focused on nutritional foods sourced locally through Farm-to-table program
 - Brought about that the Cafeteria Fund is self-supporting for first time in years
 - Implemented the Backpack Buddy Program for students qualifying for Free or Reduced Meals
 - Partnered with local restaurants for staff training
- Budget Planning
 - Consulted Citizens Budget Advisory Council, community, and advisory committee to coordinate budget planning and forecasting
- Strategic Planning (Division, Departments, Schools)
 - Engaged community, steering committee, staff, parents, and students in strategic planning process
 - Provided guidance for development of next strategic plan through the Board's adoption of the Mission, Vision and Core Values statement and Strategic Plan Priorities & Direction documents
 - Implemented consolidated framework for school management and department plans that included SMART goals

SUPERINTENDENT'S OFFICE

FY 2011 ACCOMPLISHMENTS (examples continued)

- Annual Monitoring and Program Evaluation Reports
 - Presented Arts Education and preliminary FLES evaluations
 - Developed and presented design for World Languages and Special Education evaluations
 - Presented annual instructional and operational monitoring reports
 - Conducted external reviews of departmental operations (e.g., Information Services)

Professional Activities

- NSPRA Conference Presentation (with Linda Erdos) on Superintendent's Entry Plan, The Yellow Brick Road: One New Superintendent's Entry Paved with Communication (with Linda Erdos), (Charlotte, NC), Jul. 2010
- AASA Budget Toolkit article, Dec. 2010 (with Mary Beth Chambers)
- AASA Conference Presentation (Denver, Colorado), Feb. 2011 – Making Lemonade in Bad Budget Times
- CEESA Conference Presentation (Budapest), Mar. 2011 – School Communications in the Age of Social Media: A New Superintendent Bends the Culture

FY 2012 GOALS (examples)

- Close gaps in achievement among identified groups
- Expand University of Virginia Executive Leadership Cohort program to include additional schools
- Increase college and career readiness by reinforcing the shift from high school graduation to postsecondary success as the key student achievement goal
- Improve successful completion of Algebra I and II to enhance college- and career-readiness
- Prepare and support all students through individualized attention and activities
- Deploy a systematic process to enhance knowledge management/professional learning activities among staff members
- Design a Capital Improvement Program for the next decade that addresses capacity needs
- Design and implement a comprehensive and integrated fact-based system linking student, teacher, and school data over time
- Develop internal and external assets in all students while preparing them for Kindergarten to Grade 12 and postsecondary success
- Increase proactive and positive communication, professional working relationships, and community outreach
- Continue to exercise process and performance management techniques for reviewing district activities in order to identify and implement efficient and effective operations

SUPERINTENDENT'S OFFICE

FY 2013 PRIORITIES

- Focus on minority student achievement and devise additional activities to ensure success by all students
- Implement recommendations of the Graduation/Drop-out Task Force
- Develop a communication plan for APS, as part of the PK-16 initiative, including communication between various levels and entities (elementary to middle, middle to high, high to alternative education, Language Services and Registration Center to receiving schools, schools to students and parents, APS to the community)
- Continue community and staff engagement and focus on energy sustainability tied to the instructional program, operation of schools and the division as a whole, in support of student interest in an environmentally-friendly world
- Establish formal relationship with groups such as Arlington Food Assistance Center focused on local support and community service.
- PK-16 Student Planning
 - Increase student participation in college-ready-type initiatives, such as dual-enrollment, College Summit, Pathway to Baccalaureate, Early Identification Program, and the College B4 6 elementary school initiative
 - Provide college and career information to parents and students
 - Naviance workshops for parents will be provided across the high schools
- New Personnel Evaluation System
 - Train staff members on new teacher evaluation standards, including the role of student achievement
- Cultural Proficiency Initiative
 - Expand teacher and staff training to additional schools
 - Focus administrative training on additional populations

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

SUPERINTENDENT'S OFFICE

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$416,099	\$400,254	\$413,054
Employee Benefits	\$73,500	\$109,126	\$117,017
Staff Development	\$13,660	\$12,000	\$12,000
Contractual Services	\$35,017	\$222,850	\$222,850
Materials & Supplies	\$5,029	\$3,337	\$3,337
Equipment	\$400	\$0	\$0
Other Operating Costs	<u>\$38,103</u>	<u>\$37,311</u>	<u>\$37,311</u>
Total	\$581,808	\$784,878	\$805,569

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Superintendent	1.00	1.00
Professional	1.00	1.00
Clerical	<u>1.00</u>	<u>1.00</u>
Total	3.00	3.00

DEPARTMENT OF INSTRUCTION

DEPARTMENT SUMMARY

The Department of Instruction includes twelve programs, which are listed below. The FY 2013 School Board's Adopted Budget for the Department of Instruction totals \$22,053,472 and includes 102.90 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Curriculum/Instruction	\$7,800,660	50.30	\$10,194,338	50.30	\$11,387,133
ESOL/ HILT/ HILTEX	\$1,230,566	12.30	\$1,294,869	19.30	\$2,230,583
Language Services and Registration Center	\$989,396	10.50	\$1,028,305	10.50	\$1,099,246
Gifted Services	\$237,728	1.00	\$261,697	1.00	\$240,709
Fine Arts	\$16,219	0.00	\$18,773	0.00	\$18,773
Minority Achievement	\$539,655	2.50	\$683,878	2.50	\$812,720
Inst and Innovative Tech	\$2,013,836	0.00	\$0	0.00	\$0
Library Media Services	\$973,282	7.00	\$879,586	7.00	\$1,050,223
Outdoor Lab	\$339,206	3.00	\$357,280	3.00	\$377,047
Career, Tech and Adult Ed	\$1,245,796	6.80	\$1,042,663	6.80	\$1,199,577
Extended Instruction	\$391,455	1.00	\$647,124	1.00	\$661,187
Summer School	<u>\$2,906,622</u>	<u>1.50</u>	<u>\$2,961,915</u>	<u>1.50</u>	<u>\$2,976,274</u>
TOTAL	\$18,684,421	95.90	\$19,370,428	102.90	\$22,053,472

CURRICULUM/INSTRUCTION

DESCRIPTION

The Department of Instruction provides leadership in the development of curriculum and the implementation and evaluation of the instructional program including the required content and skills which students must learn, alignment with national and state standards and legislation, appropriate professional development, international and national studies, and local school and community input. Staff works with schools on methods of assessing student learning, emphasizing a variety of approaches which include objective tests of knowledge and skills as well as more complex measures of students' abilities to apply what they have learned. These efforts allow school staffs to focus more closely on the needs of the individual students. Staff also serves as liaisons to citizen advisory committees, part of the Advisory Council on Instruction (ACI) structure, and works with other citizens and family groups to support the instructional program.

MAJOR SERVICES PROVIDED

- Implement recommended teaching methods, K-12, with an emphasis on teaching for understanding.
- Support positive teacher/student interaction and relationships
- Implement new textbook (K-12) and electronic textbook (4-12) adoption.
- Integrate technology for curricular enhancement and student and staff productivity.
- Accommodate state-mandated graduation requirements through the high school program of studies and high school courses.
- Analyze changes to the Standards of Quality, Standards of Accreditation, and to the Standards of Learning and the results of the Standards of Learning assessments and modify programs as appropriate.
- Develop appropriate intervention programs to accelerate student learning.
- Develop performance assessments to measure complex learning and report their results.
- Provide support to teachers new to Arlington Public Schools.
- Continue support for implementation of the teacher evaluation system.
- Design and implement program evaluations.
- Continue development and implementation of Instructional Rounds.
- Provide sustained and meaningful professional development.
- Monitor and coordinate the implementation of the Elementary and Secondary Education Act (ESEA) legislation, funding, and requirements.
- Continue to implement the State English language proficiency standards.
- Continue to implement the State assessment plan for Limited English Proficient (LEP) students to address requirements in the Elementary and Secondary Education Act of 2001.
- Develop and implement curriculum using best practices for English language learners.
- Provide professional development to assist staff in acquiring the knowledge, skills, and behaviors to work effectively with our culturally and linguistically diverse student body, with a special focus on the Sheltered Instruction Observation Protocol (SIOP) model.
- Build relationships that support learning by providing family involvement programs such as Parent Expectations Support Achievement (PESA) and PARTICIPA in collaboration with schools, community-based organizations, and other offices.
- Provide ongoing communication and training for staff and administrators regarding language access services to assist families in APS.

CURRICULUM/INSTRUCTION

MAJOR SERVICES PROVIDED (continued)

- Coordinate and support planning, training, implementation, and evaluation of special instructional programs across the school division that use technology, such as Read 180, My Reading Coach, Read Naturally, and Math Buddies.
- Provide support and assistance to principals, teachers, curriculum supervisors and specialists, and other staff in the planning, use and evaluation of instructional technology projects.

FY 2011 ACCOMPLISHMENTS

- Implement reorganization of Department of Instruction to better provide instructional, program, and curricular support services to students and schools
- Continued sustained implementation of all services described above
- Supported and/or implemented school improvement required by the ESEA and the Virginia Department of Education and the development, submission, and approval for new 1003(a) and 1003(g) School Improvement Grants from VDOE
- Initiated development of retreats for elementary and middle school principals to develop an articulated plan for Mathematics achievement of all students
- Completed adoption process for Mathematics textbooks
- Initiated work towards implementing middle school flexible scheduling, implemented the new online Early Adolescent course and Early Adolescent Parent Academy offerings, and developed a Teacher Advisory curriculum that is available to all middle schools online
- Completed Montessori planning process to address short-term admission and enrollment issues and long-term policy and program issues and began implementation of recommendations
- Developed a Limited Early Release Model and implemented it at four elementary schools
- Completed 5 Program Evaluations and began planning for 3 in 2011-12
- Formalized process with Northern Virginia Community College around development of transitional college
- Developed plan for and implemented October 10 Professional Learning day in collaboration with Personnel Services
- Completed review and revision of secondary grading policy and procedures
- Collaborated with citizens and other departments in development of Strategic Plan for School Board review, revision, and adoption
- Developed comprehensive RFP for a K-8 Formative Assessment system
- Revised Teacher Evaluation Process in collaboration with Personnel Services
- Provided support for initial development of Hoffman-Boston restructuring process.

FY 2012 GOALS

Department Goal 1 (Student Success & Achievement)

Increase student achievement as measured by the SOL assessments and other office performance measures with particular focus on identified groups, including LEP, Black, Hispanic, and Students with Disabilities as set out in 2012-18APSS Strategic Plan. Reduce by at least 10% the percentage of students who fail SOL tests for each Adequate Yearly Progress (AYP) identified reporting group (All Students, Black, Hispanic, White, LEP, Economically Disadvantaged, and Students with Disabilities) and the under-representation in participation by identified groups in Reading and Mathematics by July 2012.

CURRICULUM/INSTRUCTION

FY 2012 GOALS (continued)

Department Goal 2 (Evaluation & Planning)

All APS classrooms observed within the APS Program Evaluation cycle will meet or exceed a mid-range score (4.0) in the *Instructional Domain* as measured by CLASS instrument.

Department Goal 3 (Instructional Monitoring & Support)

Increase the monitoring and support for schools during the school year as measured by the number of monitoring observations in APS schools; the number of Professional Development activities resulting from the observations; and achievement results (baseline data to be collected in 2011-2012).

Department Goal 4 (Parent Engagement & Communication)

Increase regular involvement of parents and citizens in schools and system-wide program planning and evaluation as measured by:

- Increase in the participation in the Advisory Council on Instruction (ACI) and Citizen Advisory Groups
- Increase in parents and citizens reporting a higher level of understanding of APS goals and programs through supporting the schools in developing and implementing family involvement activities

FY 2013 PRIORITIES

- Continue sustained implementation of all services described above
- Continue implementation and monitoring of new or revised programs and services noted above
- Develop and implement plan to address changes to the Elementary and Secondary Education Act (ESEA) flexibility waivers and/or reauthorization
- Continue ACI and Advisory Committee process
- Complete or continue the Program Evaluations of 6 offices in collaboration with Planning and Evaluation and specific office staff
- Implement Formative Assessment system K-8.
- Continued implementation of Mathematics initiatives developed in 2010-11 and begin implementation of Reading initiatives developed in 2011-12
- Initiate development of retreats for elementary and middle school principals to develop an articulated plan for Mathematics achievement of all students
- Continue process to update, review, and translate Programs of Studies & Master Schedule Course Codes
- Work collaboratively with Northern Virginia Community College on development of transitional college concept
- Provide support for new supervisors and specialists and develop a transition plan for a new Assistant Superintendent, Instruction
- Develop a process to review and revise elementary grading and reporting policies and procedures
- Continue implementation of wellness-related programs and instruction
- Continue implementation of programs for racially and/or ethnically diverse populations.

CURRICULUM/INSTRUCTION

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- For better management of funds, \$2,986 is moved from the arts education stipend account to the instruction central administration stipend account. Funds of \$1,756 are moved from the curriculum work account to the academic stipend account to cover the stipend increase for the middle school county honors chorus director and the middle school honors chorus accompanist to be in alignment with the responsibilities of the position. (801010, 801000-41204)

Staff Development

- Funds of \$35,000 are provided for professional learning support for schools with specific learning foci. (801200-45474)
- Funds of \$35,000 are provided for professional staff development in anticipation of middle school restructuring in FY 2014. (801000-45474)
- Funds of \$42,000 are provided for professional learning for UVA Executive Leadership Cohort at Wakefield High School. (801000-41220)
- Funds of \$150,000 are provided for additional professional learning opportunities for teachers to further fulfill their critical role in support of high quality teaching and learning as we focus on closing the achievement gap. (801140-43430)

Materials and Supplies

- The one-time expenditure of \$870,000 budgeted in FY 2012 for art textbook adoption for elementary general music and elementary and secondary visual arts is eliminated in FY 2013. (801010-46533)
- Funds of \$390,000 provided in the FY 2012 budget to fund the purchase of the new K-8 formative assessment system are moved to an equipment account in FY 2013 to fund the purchase of iPads at a 10:1 ratio to support the implementation of the K-8 formative assessment system. (801000-46517)
- Funds of \$800,000 are provided to phase-in the elementary science textbook adoption and to fund new textbooks for state-mandated courses such as Economics/Personal Finance. (801030-46533)

CURRICULUM/INSTRUCTION

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Equipment

- One-time cost of \$16,000 for furniture and materials added in the FY 2012 budget for the additional FLES schools is eliminated in FY 2013. (801200-48814)
- The K-8 formative assessment system requires the electronic administration of benchmark assessments in reading, mathematics, and science for all students each quarter. Funds of \$751,562 are provided to purchase iPads at a 10:1 ratio to support the implementation of the new K-8 formative assessment system. This amount is partially offset by a \$390,000 reduction in the funds that were budgeted in FY 2012 for the purchase of the formative assessment system. The net additional cost for FY 2013 is \$361,562. (801000-46528)
- Funds of \$44,500 are provided for concussion software packages for middle and high schools to align with VDOE mandates and APS policy to include the addition of baseline testing for students participating in the middle school athletic program. (801090-46528)

Other Operating Costs

- A 0.50 reading teacher position is removed from Campbell elementary school. This position was funded in FY 2012 by a redirection of funds (\$43,500) from the No Child Left Behind (NCLB) required Elementary and Secondary Education Act (ESEA) set-aside account when Campbell lost a 0.50 reading teacher due to the application of the planning factor formula. Funds of \$43,500 are moved back into the set-aside account. In FY 2013, only reading teacher positions allocated by the planning factor formula are budgeted at this school. (201020-41254, 801200-45696)
- Funding for the No Child Left Behind (NCLB) required Elementary and Secondary Education Act (ESEA) set-aside is reduced by \$11,672 as a result of the reduction in Title I funds. (801000-45696)
- Funds of \$25,000 are provided for printing and duplicating due to the increased costs for translation, production, and distribution of the Program of Studies. (801000-43587)
- Funds of \$168,870 are provided for language proficiency testing costs to include the administration of STAMP, the National Latin Exam, NOELLA and APRENDA in addition to funding Credit by Exam, workbooks, and on-line textbooks and resources. (801070-43433)

CURRICULUM/INSTRUCTION

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$5,215,444	\$5,184,249	\$5,455,413
Employee Benefits	\$1,277,290	\$1,357,945	\$1,472,537
Staff Development	\$392,645	\$507,121	\$767,365
Contractual Services	\$133,755	\$101,790	\$101,790
Materials & Supplies	\$532,228	\$2,263,532	\$1,803,532
Equipment	\$209,692	\$285,726	\$1,066,823
Other Operating Costs	<u>\$39,606</u>	<u>\$493,975</u>	<u>\$719,673</u>
Total	\$7,800,660	\$10,194,338	\$11,387,133

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Assistant Superintendent	1.00	1.00
Director	1.00	1.00
Professional Staff	1.00	1.00
Specialists	10.00	10.00
Supervisors	8.00	8.00
Teachers	14.30	14.30
Clerical	<u>15.00</u>	<u>15.00</u>
Total	50.30	50.30

ESOL/HILT

DESCRIPTION

English for Speakers of Other Languages (ESOL), High Intensity Language Training (HILT) and HILT Extension (HILTEX) comprise a competency-based program to teach English and academic content to Limited English Proficient (LEP) students at all levels. The program ensures that English Language Learners (ELLs) attain English proficiency to develop high levels of academic achievement and meet the State academic content standards that all students must meet. Annual assessments measure oral language, reading and writing skills for all LEP students. Parents receive information about their child's placement in the program. The ESOL/HILT Office supports schools to facilitate implementation and compliance with Title III requirements. As of Sept. 30, 2011, there were 3,689 LEP students enrolled in the program at World-Class Instructional Design and Assessment (WIDA) Levels 1-4. In addition, there were 928 students at WIDA Level 5 who have exited from direct services.

MAJOR SERVICES PROVIDED

- Ensure that Title III requirements are met (parental notification, assessment, professional development, supplemental staffing).
- Monitor progress and placement of students.
- Work in collaboration with Planning and Evaluation to provide training and to administer assessments for English Language Learners.
- Work with the Department of Student Services to address the needs of students identified for both ESOL/HILT and Special Education services.
- Develop curriculum to meet the instructional needs of ELLs.
- Provide professional development in meeting the linguistic and cultural needs of ELLs and their families.
- Oversee the elementary and secondary ESOL/HILT/HILTEX summer school program.
- Support schools in the implementation of the ESOL/HILT program by providing instructional support through school visits, observations of teachers, and working with administrators.
- Establish effective family involvement programs and support schools in their implementation.
- Build partnerships with community organizations to promote academic achievement of ELLs.

FY 2011 ACCOMPLISHMENTS

- Realigned HILTEX English Language Arts to become English 9 and English 10 courses.
- Worked with the Language Services Registration Center to implement W-APT and K-MODEL assessments.
- Successfully completed training and administration of assessments for Virginia Grade Level Alternative (VGLA) and ACCESS for ELLs.
- Developed curriculum reflecting WIDA standards and Sheltered Instruction Observation Protocol (SIOP) components for summer school, FLS/FLES program at Barcroft and Carlin Springs Elementary Schools, Secondary HILT A program, and VGLA implementation.
- Updated ESOL/HILT Blackboard site with most recent curriculum documents.
- Coordinated elementary and secondary summer school programs for ESOL/HILT/HILTEX students.
- Offered three George Mason University courses (Teaching Content to English Language Learners, Teaching Reading to English Language Learners, and Introduction to Community Interpreting).
- Provided first year of site-based SIOP training at ATS, continued to support training at Claremont, Henry, and Key, and initiated WIDA training for Mathematics Coaches and English Language Arts Specialist.
- Collaborated with Alexandria City Public Schools to provide VDOE WIDA training for secondary content and ESL teachers.

ESOL/HILT

FY 2011 ACCOMPLISHMENTS (continued)

- Continued to collaborate with Mathematics Office to review mathematics data for ELLs, to provide professional development for middle schools, and to conduct Principal Retreats.
- Continued working with Office of Special Education to provide professional development for staff.
- Provided program/professional development and support to: Greenbrier Learning Center, Arlington Diocese, AHC (Affordable Housing, Inc. of Arlington) after-school programs, and the Washington International School.
- Worked in collaboration with the Office of Minority Achievement and Edu-Futuro to provide Parent Expectations Support Achievement (PESA) and PARTICIPA training at 13 sites and to complete development of curriculum for PARTICIPA.
- Coordinated and presented two countywide conferences (Latino Youth Leadership Conference and Multicultural Parent Conference).

FY 2012 GOALS

- By 2012, increase by 5 percent the number of students who are able to accelerate their progression through the HILT program (move a level).
- By 2014, increase by 10 percent the number of high school students who have entered as HILT Math students and have successfully completed Algebra I and earned a verified credit by the end of their second year in high school.
- By 2012, increase by 5 percent the number of schools and offices/departments that have sponsored SIOP training for their staff.
- By 2013, increase by 5 percent the percentage of Limited English Proficient students who pass the English 11 SOL, using spring 2010 SOL scores as the baseline.

FY 2013 PRIORITIES

In order to address the Strategic Plan goals of ensuring a challenging and engaging education for all students, eliminating achievement gaps, recruiting, retaining, and developing exemplary staff, providing optimal learning environments, and strengthening support services to meet the needs of the whole child, the Office of ESOL/HILT has the following priorities:

- Implement recommendations from Program Evaluation.
- Continue to implement the State English language proficiency standards (WIDA-World Class Instructional Design and Assessment), establishing an integrated approach to English language acquisition across all disciplines to assist in the development of reading, writing, listening, and speaking skills for all students.
- Continue to implement the State assessment plan for LEP students to address requirements in the Elementary and Secondary Education Act (ESEA).
- Continue the implementation of the VGLA, an alternative assessment for the Reading SOL.
- Work with Department of Information Services to ensure that the LEP data is fully integrated into the new information system.
- Develop and implement curriculum following lesson/unit planning components that promote best practices for English Language Learners.
- Continue developing HILT/HILTEX curriculum that aligns with high school grade level standards; continue training secondary mainstream teachers in effective strategies for helping English Language Learners.
- Continue revising secondary HILT/HILTEX writing rubric to reflect new SOLs and to better align with WIDA standards.

ESOL/HILT

FY 2013 PRIORITIES (continued)

- Collaborate with the Mathematics Office to accelerate the progress of ELLs to meet and exceed grade level standards.
- Continue to work with other offices in the Department of Instruction and the Office of Special Education to establish and articulate a menu of opportunities and effective intervention practices to increase student performance.
- Continue to collaborate with the Office of Special Education to provide professional development that focuses on meeting the needs of dually identified students.
- Provide professional development to assist staff in acquiring the knowledge, skills, and behaviors to work effectively with our culturally and linguistically diverse student body, with a special focus on expanding the implementation of the SIOP model.
- Collaborate with the Department of Student Services, other offices in the Department of Instruction, and staff system-wide to develop and implement the PreK-16 Pathways initiative.
- Build relationships that support learning by providing family involvement programs such as PESA and PARTICIPA in collaboration with schools, community-based organizations, and other offices.
- Provide ongoing communication and training for staff and administrators regarding language access services to assist families in APS.
- Collaborate with schools, Departments of Information Services, Planning and Evaluation, Student Services, School & Community Relations, other offices in the Department of Instruction, and community-based organizations to accomplish the above-stated priorities.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- A new planning factor is created for teachers to serve the secondary dually-identified students (ESOL/HILT students with IEPs). The application of the new planning factor results in 7.0 teacher positions allocated to Gunston (1.0), Thomas Jefferson (1.50), Kenmore (1.0), Swanson (0.50), Williamsburg (0.50), Wakefield (1.0), Washington-Lee (1.0), and Yorktown (0.50). The new planning factor is shown below.

(802000-41254)

0.50 teacher position	1-12 dually-identified students (ESOL/HILT with IEP's)
1.00 teacher position	13-24 dually-identified students (ESOL/HILT with IEP's)
1.50 teacher positions	25-36 dually-identified students (ESOL/HILT with IEP's)
2.00 teacher positions	37-48 dually-identified students (ESOL/HILT with IEP's)
2.50 teacher positions	49-60 dually-identified students (ESOL/HILT with IEP's)
3.00 teacher positions	61-72 dually-identified students (ESOL/HILT with IEP's)
3.50 teacher positions	73-84 dually-identified students (ESOL/HILT with IEP's)
4.50 teacher positions	85-96 dually-identified students (ESOL/HILT with IEP's)

ESOL/HILT

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$938,891	\$965,303	\$1,632,827
Employee Benefits	\$257,410	\$288,655	\$556,845
Staff Development	\$0	\$0	\$0
Contractual Services	\$677	\$0	\$0
Materials & Supplies	\$24,498	\$31,948	\$31,948
Equipment	\$0	\$0	\$0
Other Operating Costs	<u>\$9,090</u>	<u>\$8,963</u>	<u>\$8,963</u>
Total	\$1,230,566	\$1,294,869	\$2,230,583

POSITION SUMMARY

	FY 2012 Adopted	FY 2013 Adopted
Staffing		
Supervisor	1.00	1.00
Teachers Specialists	2.00	2.00
Teachers School-Based	4.80	11.80
Teacher Assistants	4.50	4.50
Clerical	<u>0.00</u>	<u>0.00</u>
Total	12.30	19.30

LANGUAGE SERVICES AND REGISTRATION CENTER

(formerly the Intake Center)

DESCRIPTION

The Language Services and Registration Center is part of the ESOL/HILT Office and is responsible for registration and assessment of all students with non-English language backgrounds, and for evaluation and validation of foreign student transcripts. In addition, LSRC provides language translation and interpretation services and professional development for foreign language interpreters and translators.

MAJOR SERVICES PROVIDED

- Assess entering APS students with non-English backgrounds.
- Register entering APS students with non-English backgrounds.
- Evaluate foreign school transcripts of students entering grades 6 – 12.
- Provide orientation about schools and programs for parents and students.
- Recommend grade and program placement for entering APS students with non-English backgrounds.
- Serve as liaison between school staff, students and parents.
- Provide oral foreign language interpretation services throughout APS.
- Provide written foreign language translation services throughout APS.
- Provide professional development to providers of foreign language interpretation services.
- Provide professional development to providers of foreign language translation services.
- Conduct and publish an annual survey of APS students who have limited English proficiency.

FY 2011 ACCOMPLISHMENTS

- Completed:

1,581 Student Registrations	317 Foreign Transcript Evaluations
6,999 Interpretations	1,761 Students Tested
338 Translations (188,764 words)	18,047 Over-the-Phone Services
- Provided intensive professional development about administration of new WIDA assessments.
- Implemented new State required WIDA assessments for grades 3 – 12.
- Developed ancillary materials and forms for reporting results of new assessments.
- Completed new APS glossaries of educational terms in: English-Mongolian; English-Arabic; English-Amharic; English-Tigrinya.
- Provide APS staff access to new APS glossaries by publishing them on APS BlackBoard.
- Expanded and revised the APS English-Spanish Glossary of Educational Terms.
- Developed and offered professional development for foreign language interpreters.
- Created and published TheLSRC webpage on the APS website.
- Updated BlackBoard portal for LSRC, providing information for staff and internal and external users regarding language services and registration.

FY 2012 GOALS

- Investigate need, feasibility and impact of extending use of WIDA placement assessments for 100% of students in grades PK – 2.
- Study feasibility of reducing duration of registration and assessment processes for 100% of registrations.
- Provide support for the implementation of new language access policy approved by the School Board for the LSRC.

LANGUAGE SERVICES AND REGISTRATION CENTER

(formerly the Intake Center)

FY 2012 GOALS (continued)

- Provide support for full implementation of state testing requirements for 100% of K-12 students.
- Offer professional development and resources to assist staff in providing effective language access services to a culturally and linguistically diverse student body to all ESOL/HILT and freelance language service providers.

FY 2013 Priorities

- Research, study and consider new English assessments for secondary students.
- Research, study and consider new native language assessments for Spanish speakers.
- Implement a shorter process for registration and assessment and align LSRC registration and school registration.
- Implement APS Language Access Policy which falls under the activities of the LSRC.
- Provide professional development to schools and other APS staff about working with language interpreters.
- Provide professional development about translation and interpreting to APS and non-APS language service providers.
- Provide professional development for evaluators of student transcripts.
- Provide professional development for Test Administrators.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

LANGUAGE SERVICES AND REGISTRATION CENTER

(formerly the Intake Center)

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$759,797	\$808,177	\$865,431
Employee Benefits	\$183,722	\$216,830	\$230,517
Staff Development	\$0	\$0	\$0
Contractual Services	\$37,906	\$0	\$0
Materials & Supplies	\$7,971	\$3,298	\$3,298
Equipment	\$0	\$0	\$0
Total	\$989,396	\$1,028,305	\$1,099,246

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Coordinator	1.00	1.00
Teachers School-Based	1.00	1.00
Translator	1.00	1.00
Resource Assistants	5.50	5.50
Clerical	2.00	2.00
Total	10.50	10.50

GIFTED SERVICES

DESCRIPTION

The Gifted Services Office supports the provision of differentiated instruction for students who meet the multiple criteria established by the Arlington Local Plan for the Education of the Gifted, 2012-2017 in compliance with the Virginia Department of Education regulations.

MAJOR SERVICES PROVIDED

“Differentiated” refers to the modification of the existing curriculum at each grade level to meet the specialized needs of gifted students. Classroom teachers are trained to meet the needs of gifted students within the regular classroom through the appropriate modification of curriculum and instruction. When appropriate, opportunities for acceleration, independent study, intensified and Advanced Placement classes, International Baccalaureate classes, and other options are also available to these students. The Summer Laureate Program provides academic enrichment to highly able elementary students for three weeks each summer. Elementary schools with 500 or fewer students receive a 0.5 resource teacher for the gifted (RTG). Elementary Schools over 500 and each middle and high school receive a 1.0 RTG. All RTGs are itemized in individual school budgets.

FY 2011 ACCOMPLISHMENTS

- APS Outstanding Teacher of the Gifted recognized at Virginia Association of the Gifted Conference in October 2011
- Summer Laureate Program 2011
- Initial committee work on 5-Year Local Plan for the Education of the Gifted in response to the revised Regulations Governing the Education of the Gifted.
- Supplemental professional development school-based materials purchased and provided to K-12 schools in August 2011.

FY 2012 GOALS

- Engage in committee review and community feedback process of draft 5-Year Local Plan for the Education of the Gifted in response to the revised Regulations Governing the Education of the Gifted in order that Arlington Public Schools is in compliance by July 1, 2012.
- Reduce the over- or under-representation of identified groups in areas related to the achievement gap as per Strategic Plan indicator.

FY 2013 PRIORITIES

To address the Strategic Plan goals of ensuring that every student is challenged and engaged, eliminating achievement gaps, and recruiting and retaining high quality staff, the office of Gifted Services has the following priorities:

- Implement a new five-year Local Plan for the Education of the Gifted 2012-2017 effective July 1, 2012 to bring APS in compliance with newly revised Virginia Regulations Governing the Education of the Gifted.
- Deliver services to identified Gifted students and improve identification of and services to under-served populations.
- Assist classroom teachers in implementing appropriately enriched differentiated curriculum.
- Train and support staff in implementation of differentiated instruction for gifted students.
- Provide Gifted Services workshops and on-line Blackboard courses for teachers to earn their gifted credit points.

GIFTED SERVICES

FY 2013 PRIORITIES (continued)

- Collaborate with local school administrations, Office of Minority Achievement, minority achievement personnel in local schools, Resource Teachers for the Gifted and classroom teachers in characteristics of giftedness in under-served populations. Implement and support revised screening methods for identifying and supporting these populations in advanced classes at the secondary level.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

GIFTED SERVICES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$133,518	\$130,478	\$81,528
Employee Benefits	\$26,701	\$26,936	\$54,898
Staff Development	\$26,533	\$50,157	\$50,157
Contractual Services	\$0	\$0	\$17,476
Materials & Supplies	\$17,288	\$17,476	\$0
Other Operating Costs	<u>\$33,688</u>	<u>\$36,650</u>	<u>\$36,650</u>
Total	\$237,728	\$261,697	\$240,709

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Total	1.00	1.00

FINE ARTS

DESCRIPTION

The Fine Arts Program (formerly Fine Arts for the Gifted) promotes outstanding student achievement in the arts among highly-motivated and highly able artistic students. The program provides specialized fine arts experiences beyond the core curriculum. These programs are administered by the Arts Education Office under the supervision of the Arts Education Supervisor. The programs include Honors Elementary Chorus, 4-5; Junior Honors Band, 4-6; Junior Honors Orchestra, 4-6; Honors Band, 7 & 8; Honors Orchestra, 7 & 8; and the Fine Arts Apprentice Program, 10 – 12.

MAJOR SERVICES PROVIDED

- Provide county-wide opportunities for students to audition for Honors Elementary Chorus, 5; Junior Honors Band, 4-6; Junior Honors Orchestra, 4-6; Honors Band, 7 & 8; Honors Orchestra, 7 & 8; Honors Chorus Grades 6-8.
- Select conductors and managers for all Honors Programs.
- Coordinate practices and rehearsals for Honors Programs.
- Provide concerts for all Honors Programs.
- Provide county-wide opportunities for students to audition for the Fine Arts Apprentice Program, 10 – 12.
- Provide opportunities for Apprentice students in the arts, including workshops with visual artists, and opportunities to attend performing arts events.
- Monitor ongoing participation in the Apprentice Program and work with Secondary Directors of Guidance on reporting grades.

FY 2011 ACCOMPLISHMENTS

Successfully added Honors Chorus Grades 6-8.

FY 2011 GOALS

Smart Goals for the Arts Education Office are provided under the Department of Curriculum and Instruction.

FY 2013 PRIORITIES

To address the Strategic Plan goals of rising student achievement and responsive education, the Office of Arts Education has as a priority to provide enrichment opportunities for students in the visual and performing arts to include:

- Honors Band Program
- Honors Orchestra Program
- Honors Chorus Program to include 7-8
- Fine Arts Apprentice Program

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINE ARTS

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$5,669	\$7,912	\$7,912
Employee Benefits	\$880	\$604	\$604
Staff Development	\$0	\$0	\$0
Contractual Services	\$379	\$0	\$0
Materials & Supplies	\$2,151	\$3,065	\$3,065
Other Operating Costs	<u>\$7,140</u>	<u>\$7,192</u>	<u>\$7,192</u>
Total	\$16,219	\$18,773	\$18,773

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Positions	<u>0.00</u>	<u>0.00</u>
Total	0.00	0.00

OFFICE OF MINORITY ACHIEVEMENT

DESCRIPTION

The Office of Minority Achievement (OMA) works to promote, support, and advance the academic and personal excellence of students. Activities sponsored by OMA:

- Enable students to discover and utilize resources that will help them progress towards their personal goals;
- Promote effective communication with parents, staff, and the community;
- Contribute to the development of a culturally-competent organization where staff and students develop positive relationships and work effectively in cross-cultural situations.

MAJOR SERVICES PROVIDED

The Office of Minority Achievement collaborates with the George Mason University to provide the Early Identification and Pre-Early Identification programs for students who will be the first in their families to attend college, offers SAT preparation classes for students in grades 10-12, sponsors transition programs, collaborates with community-based groups and organizations to provide academic enrichment activities, scholarships and awards, sponsors community-based experiences, college visits, cohort programs and affinity groups, provides advocacy for students and families, monitors data, and provides professional development for staff.

FY 2011 ACCOMPLISHMENTS

- In collaboration with the English Language Arts Advisory Committee, OMA was able to provide an additional section for the SAT Preparation class to more students
- In collaboration with the Council for Cultural Competence, members of the office developed and implemented curriculum used in professional development focusing on developing the knowledge, attitudes, and skills required for a culturally-competent organization. Administrators, staff members in seventeen schools, and the Department of Instruction participate in various aspects of the training; in addition, staff members participate in Seeking Educational Equity and Diversity (SEED) I, SEED 2 and a PDP book group.
- Increased the number of minority students enrolled in college preparation courses, i.e. Early Identification Program, SAT preparation courses, etc.

FY 2012 GOALS

In order to address the Strategic Plan Goals of rising achievement, eliminating gaps in achievement, creating responsive education, and developing effective relationships, the Office of Minority Achievement has the following priorities:

- Increasing delivery of services to minority students enrolled in college preparation courses, i.e. Early Identification Program, Wakefield Cohorts, SAT Preparation Courses, etc.
- Maintain professional development offerings to teachers, administrators, and other staff members related to creating a culturally competent organization;
- Supporting the collaboration of the MSAN network;
- Strengthening parental involvement and parent engagement. by
 - Developing a clear series of processes for communicating and ensuring the continuity of services provided internally and externally to students and families.
 - Working directly with counseling, Minority Achievement Coordinators, bilingual resource assistants and school based administrators to create support systems of counseling services to minority students.

OFFICE OF MINORITY ACHIEVEMENT

FY 2013 PRIORITIES

- Supporting the Council for Cultural Competence as it continues to implement the Cultural Competence curriculum
- Collaborating with departments and offices to identify gaps in service delivery for students who represent groups for whom race/ethnicity and economic disadvantage continue to be predictors of success by:
 - Working directly with student counseling, minority achievement coordinators, bilingual resource assistants, and administrators to create a support system of counseling services to all minority students
 - Developing a clear system for communicating and ensuring continuity of services provided internally and externally to students and parents
 - Creating a structure that is networked across departments to conduct a gap analysis of system-wide achievement in an effort to promote and support teacher effectiveness and increase student performance

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- A 1.0 resource assistant (A-Scale) position is converted to create a 0.50 parent liaison (T-Scale) position to support the Minority Achievement program. (805000-41237, 41254)
- A 0.50 minority achievement coordinator position is added to study and implement an elementary Minority Achievement pilot. (805000-41254)

Other Operating Costs

- Funds of \$35,000 are added to program costs due to the increased costs for EIP and SAT prep courses. (805000-43433)

OFFICE OF MINORITY ACHIEVEMENT

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$273,725	\$352,668	\$405,219
Employee Benefits	\$77,037	\$84,667	\$125,958
Staff Development	\$12,399	\$25,768	\$25,768
Contractual Services	\$1,726	\$0	\$0
Materials & Supplies	\$12,264	\$9,609	\$9,609
Equipment	\$0	\$0	\$0
Other Operating Costs	<u>\$162,504</u>	<u>\$211,166</u>	<u>\$246,166</u>
Total	\$539,655	\$683,878	\$812,720

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Teachers School-Based	0.50	1.50
Resource Assistants	<u>1.00</u>	<u>0.00</u>
Total	2.50	2.50

INSTRUCTIONAL AND INNOVATIVE TECHNOLOGIES

The Office of Instructional and Innovative Technologies was moved from the Department of Instruction to the Department of Information Services in FY 2012. FY 2011 actual data is reported below. FY 2012 and FY 2013 data is reported in the Department of Information Services.

FINANCIAL SUMMARY

Category	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$1,157,096	\$0	\$0
Employee Benefits	\$285,282	\$0	\$0
Staff Development	\$19,478	\$0	\$0
Contractual Services	\$277,832	\$0	\$0
Materials & Supplies	\$124,860	\$0	\$0
Equipment	\$123,759	\$0	\$0
Other Operating Costs	<u>\$25,528</u>	<u>\$0</u>	<u>\$0</u>
Total	\$2,013,835	\$0	\$0

POSITION SUMMARY

Staffing	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Positions	<u>0.00</u>	<u>0.00</u>
Total	0.00	0.00

LIBRARY MEDIA SERVICES

DESCRIPTION

Library Media Services oversees the operation of and the development of 35 culturally rich and diverse library programs to meet the academic, social, and leisure interests of students and staff of the Arlington school community. Currently there are over 600,000 items in the collection with a district average of 173,000 circulations per month.

Library Media Services provides a Professional Library for use by all APS staff. Library Media Services supports all instructional areas through the purchase of high quality online resources that align with and extend the APS curriculum, while meeting the demands of the VA SOL.

Library Services is charged with overseeing the implementation of the division's Internet Safety program and works closely with Information Services to maintain the filtering software as required by state and federal legislation.

MAJOR SERVICES PROVIDED

Library Services aligns its services to the APS Strategic Goals

- Library Services ensures that each library collection is responsive to the needs and interests of the students and faculty served.
- APS library programs provide a rich and diverse collection of materials.
- Student achievement data is used to plan library lessons and activities in collaboration with the classroom teacher.
- Librarians work closely with their staffs, parents, and community to support family literacy and to encourage a love of reading for a lifetime.

Other services

- Library Services works with Information Services to ensure that the Internet Safety bypass process is in alignment with state and federal regulations
- The Professional Library provides research assistance to all APS staff members
- Library Services works with others outside of the Department of Instruction to implement new division initiatives such as providing input to the division technology plan, identifying appropriate applications for iPads, etc., and identifying options for students who do not have computer access at home

FY 2011 ACCOMPLISHMENTS

- Successfully implemented and provided training for all librarians and support staff on the new integrated library software for circulation and online catalog.
- Each school continued to analyze data related to the library collection to inform future purchases and practices.
- Librarians used data collected in 2010 to align the library program to the curriculum and to identify gaps in services and instruction.
- Librarians worked as part of a professional learning community to reflect on their work in areas of instruction, professional responsibilities and technology support. The work connected the reflection to components outlined by Danielson's *Enhancing Professional Practice*.

LIBRARY MEDIA SERVICES

FY 2012 GOALS

- The average age of the collection in APS school libraries will be no more than 15 years.
- By 2011-12, 50% of the middle school students in Grade 6 will achieve a score of at least 50% on the TRAILS Assessment of Information Literacy Skills.
- A set of common data elements will be defined for use in documenting the library program's impact on student achievement and overall growth of the library's ability to support curriculum.

FY 2013 PRIORITIES

- Upgrade the ACORN search and circulation computer as per recommendations from Information Services
- Establish procedures to complete a physical inventory of the library's collection.
- Continue the implementation and training of staff to utilize enhanced features and reporting capabilities of the library software.
- Implement data collection strategies developed in 2011-21012
- Continue to work with staff to eliminate gaps that exist within the instructional services provided to students and staff.
- Use of TRAILS Assessment will be expanded at all levels

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Equipment

- The platform change from XP to Windows 7 requires a different configuration for workstations to operate efficiently. \$80,000 is provided to upgrade approximately 166 school library computers to accommodate the memory requirements of the new platform. In addition, funds are provided to replace printers as they wear out. (814000-46528)

Contract Services

- The current software vender is migrating to a new platform that will offer enhanced features. \$15,000 is provided to upgrade software to maintain the partnership with the County library program. (814000-43568)
- Funds of \$20,000 are provided to support the additional demands for databases for use by students and staff, reflect the increased cost of databases, and replace the reduction of funding for databases previously provided by the Library of Virginia. (814000-46538)

LIBRARY MEDIA SERVICES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2011 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$452,358	\$463,427	\$499,040
Employee Benefits	\$119,891	\$135,980	\$156,004
Staff Development	\$8,168	\$10,731	\$10,731
Contractual Services	\$210,899	\$160,605	\$195,605
Materials & Supplies	\$73,852	\$33,718	\$33,718
Equipment	\$106,314	\$73,750	\$153,750
Other Operating Costs	<u>\$1,800</u>	<u>\$1,375</u>	<u>\$1,375</u>
Total	\$973,282	\$879,586	\$1,050,223

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Technical	2.00	2.00
Clerical	<u>4.00</u>	<u>4.00</u>
Total	7.00	7.00

OUTDOOR LABORATORY

DESCRIPTION

The Phoebe Hall Knipling Outdoor Laboratory is located in Fauquier County, near Gainesville, Virginia. This 210-acre tract of land is owned by the Arlington Outdoor Education Association and is made available to the school system as an outdoor science laboratory.

The laboratory is used as an extension of classes conducted by Arlington Public Schools. Student groups are scheduled for day or overnight visits for specific learning activities. Programs conducted at the laboratory are related to the grades 3-12 science curriculum, as well as other curricular areas. Students learn to observe in this natural environment, generalize about the interrelationships within the environment, and develop environmental awareness. Students learn how their decisions and behavior affect other living things. As they acquire knowledge and understanding from and about the environment, students develop competence in evaluating alternatives for using and managing resources.

MAJOR SERVICES PROVIDED

- Provide environmental instruction programs, grades 3-12, that correlate to the Standards of Learning (SOL).
- Maintain a variety of animal species in the animal lab to enhance student awareness of animal structure/adaptation, movement, feeding, and behavior.
- Provide resources on environmental education to teachers.

FY 2011 ACCOMPLISHMENTS

- Over 9,000 students attended day or overnight programs at the Outdoor Lab.
- More than 80 elementary students attended Outdoor Lab Summer Camp.

FY 2012 GOALS

- Provide environmental instruction programs, grades 3-12, that correlate to the Standards of Learning (SOL).
- Maintain a variety of animal species in the animal lab to enhance student awareness of animal structure/adaptation, movement, feeding, and behavior.
- Provide resources to teachers on environmental education.
- Collaborate with Arlington Outdoor Education Association to increase participation of underrepresented populations.

FY 2013 PRIORITIES

- Provide environmental instructional programs that correlate to the Standards of Learning.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

OUTDOOR LABORATORY

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contractual Services

- The Lease Agreement and Leased Space Building Costs accounts for the Outdoor lab increase a net total of \$2,086. (801031-45643, 48608)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2011 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$174,039	\$179,207	\$191,715
Employee Benefits	\$51,048	\$59,993	\$65,166
Staff Development	\$0	\$0	\$0
Contractual Services	\$98,323	\$101,430	\$104,016
Materials & Supplies	\$15,296	\$16,650	\$16,150
Equipment	\$0	\$0	\$0
Other Operating Costs	\$500	\$0	\$0
Total	\$339,206	\$357,280	\$377,047

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Teacher Specialists	1.00	1.00
Teacher Assistants	<u>2.00</u>	<u>2.00</u>
Total	3.00	3.00

CAREER, TECHNICAL, AND ADULT EDUCATION

DESCRIPTION

The Career, Technical and Adult Education (CTAE) program provides leadership for K-12 students through Business and Information Technology, Computer Science, Marketing, Technology Education, Trade and Industrial Program, And Family and Consumer Sciences. Moreover, the office also provides lifelong learning opportunities for adults of all ages in the Arlington community. According to the U.S. Bureau of Labor Statistics, 18 of the 20 fastest-growing occupations within the next decade will require career and technical education.

The office is responsible for recommending repairs and updates of equipment for exploratory and technical programs in the middle schools, high schools, and the Career Center. This involves selecting and purchasing functional, safe, state-of-the-art equipment for Business and Information Technology, Computer Science, Marketing, Technology Education, Trade and Industrial Program, and Family and Consumer Sciences.

Knowledge and skill attainment have become the most important factors in deciding a student's future success. In a knowledge-based economy, national data continue to show the market value of a high school diploma falling significantly. Unfortunately, too many students do not comprehend the requirements or urgency for raising their skills achievement to higher levels, including technical skills. The reality is that students must reach higher academic levels as reflected by Virginia's State Standards of Learning, be prepared for some post-secondary training, and engage in a lifetime of learning if they are to keep pace with the rapidly changing work and social environment. Arlington's Career and Technical Education program is well positioned to raise achievement of a growing number of students who benefit from rich and rigorous academic and technical skills taught within an applied context.

Career and Technical Education programs are mandated by the Standards of Quality and the Standards for Accreditation in Virginia. Periodic evaluations are made by the state staff and visiting committees. Reporting procedures are in place to collect data on student participation and progress in programs. Follow-up studies of graduates are conducted. As part of the instructional program in all middle and high schools, technical program effectiveness is assessed by each school in relation to the school's philosophy and evaluation criteria.

MAJOR SERVICES PROVIDED

- Promoting integrated-curricular activities to enhance connections between Career and Technical Education and non-CTE courses.
- Monitoring programs for effectiveness in preparing youth and adults for occupational performance.
- Maintaining program content consistent with current activities in business and industry and the home.
- Providing staff development in response to innovations in technology and industrial practices.
- Reviewing and evaluating research and current developments in the technical fields of study.
- Assisting schools in maintaining mandated program standards.
- Coordinating efforts to assist teachers and others to infuse career education in total curriculum so all students learn about themselves and the world of work.
- Updating the Exemplary Program and Evaluation Model and implement validated changes for the next cycle.

CAREER, TECHNICAL, AND ADULT EDUCATION

FY 2011 ACCOMPLISHMENTS

- Increased the number of state-approved industry certifications and license exams taken by students in CTE classes in APS to 49%.
- Expanded the Math in CTE Professional Development Program to include middle school and high school CTE programs.
- Worked with local colleges to increase the number of dual-enrollment offerings for APS students.
- Increased the number of teachers using the Can Do competency tracking tool.
- Developed and designed formal CTE pathways in Information Technology with college dual enrollment sequences.
- Revised the high school schedules to provide increased instructional time for students enrolled in the Arlington Career Center.
- Updated the APS Exemplary Program Review to align with the State Governors Exemplary Program Review.
- Increased the number of students earning CTE diploma seals with 49% of program completers earning Advanced Studies diploma.
- Established a Summer STEM Academy in the Governor's Career and Technical Academy Arlington for students to receive high school and college credit in Information Technology, Automotive Technology and Digital Photography.

FY 2012 GOALS

- Increase the number of state-approved industry certification and/or license exams taken by students in CTE classes in APS by 10%.
- Increase the number of formalized pathways by three for the 2010-2011 school year.
- Increase the number of program completers that pass certification exams to 40% or higher by 2012.
- Increase the program completer competency attainment rate, as reported by the completer demographics verification report, to 92%.
- Coordinate and revise high school schedules to provide 90 minutes of instruction for Career Center CTE courses, while maintaining 1.0 teacher contracts and planning and instructional time.

FY 2013 PRIORITIES

- Promote career and technical education programs to increase student preparation for college and career success.
- Increase student interaction with employers by fostering linkages between career and technical education programs and business/industry and government.
- Maintain technical laboratories and classrooms that meet curricular guidelines, enhance program outcomes, and promote safe program/operations.
- Foster collaboration between area post-secondary institutions, employers, and the Arlington Public Schools.
- Increase the overall competency attainment rate while decreasing the achievement gap in CTAE K-12 program areas as they relate to differences among ethnic, gender, and special population groups.
- Expand and maintain the use of a competency tracking system throughout CTE programs.
- Support continued implementation and expansion of Governor's Career and Technical Academy in Arlington.

CAREER, TECHNICAL, AND ADULT EDUCATION

FY 2013 PRIORITIES (continued)

- Increase the number of state approved industry certifications and/or license exams taken and passed by students enrolled in CTE classes in APS.
- Continue to enhance pathways so students are able to participate in a sequence of classes that would help prepare students for a related career.
- Enhance and expand STEM opportunities for APS students in kindergarten through twelfth grade.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Equipment

- Each year the vocational education equipment funds are redistributed from the Career, Technical, and Adult Education program to the schools for the Adopted Budget. (810000, 810300-48840, 48801)

Other Operating Costs

- Funds of \$82,884 are provided for increased NOVA dual enrollment tuition costs and increased participation in the program. Funds also reflect a portion of the cost of the summer program. These costs are partially offset by expected tuition revenue of \$10,000. (800000-43433, 32123)

CAREER, TECHNICAL, AND ADULT EDUCATION

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$929,150	\$651,010	\$703,450
Employee Benefits	\$125,850	\$174,304	\$194,202
Staff Development	\$5,131	\$0	\$0
Contractual Services	\$25,153	\$34,826	\$34,826
Materials & Supplies	\$108,071	\$71,986	\$71,986
Equipment	\$28,399	\$56,006	\$57,698
Other Operating Costs	<u>\$24,042</u>	<u>\$54,531</u>	<u>\$137,415</u>
Total	\$1,245,796	\$1,042,663	\$1,199,577

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Director	1.00	1.00
Supervisor	1.50	1.50
Specialist	0.50	0.50
Coordinator	0.50	0.50
Teacher	1.30	1.30
Clerical	<u>2.00</u>	<u>2.00</u>
Total	6.80	6.80

EXTENDED INSTRUCTION

DESCRIPTION

The office of Extended Instruction supports the educational needs of students outside of the traditional school program which including the oversight of SOL remediation programs and Supplemental Education Services for the Title I schools.

MAJOR SERVICES PROVIDED

The Extended Instruction office is responsible for:

- The allocation and distribution of the K-12 SOL remediation funds to the individual schools and programs.
- Evaluation and purchasing of intervention materials for remediation programs.
- Data collections, assessment, and state reporting of these funds.
- Application and assessment of Project Graduation grants.
- The management of the Extended Learning Opportunities, the No Child Left Behind federal and state mandated tutoring program for the Title 1 elementary schools in Improvement status.

FY 2011 ACCOMPLISHMENTS

- Provided tutoring services for 75 students at Drew, Hoffman Boston, and Randolph Elementary Schools.
- Project Graduation Academic Year Grant of \$20,000 awarded to support RISE classes in the high school.
- Project Graduation Summer Academy of \$20,000 awarded to support SOL remediation classes in summer school.

FY 2012 GOALS

- Increase the pass rate of Project Graduation (RISE) students to an 85% pass rate.
- Improve Summer School Participation by 5%.

FY 2013 PRIORITIES

- Continued implementation of Extended Learning Opportunities tutoring program.
- Continued support for SOL remediation programs including a review of intervention curriculum materials for after school remediation programs.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

EXTENDED INSTRUCTION

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$303,742	\$575,149	\$585,170
Employee Benefits	\$76,893	\$65,626	\$69,668
Staff Development	\$30	\$0	\$0
Contractual Services	\$4,353	\$2,375	\$2,375
Materials & Supplies	\$6,229	\$3,974	\$3,974
Other Operating Costs	<u>\$208</u>	<u>\$0</u>	<u>\$0</u>
Total	\$391,455	\$647,124	\$661,187

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Director	<u>1.00</u>	<u>1.00</u>
Total	1.00	1.00

SUMMER SCHOOL

DESCRIPTION

The Summer School office manages all aspects of Arlington Public School's summer program for students from Pre-Kindergarten through 12th grade. The program includes elementary summer courses that teach basic skills in language arts and mathematics. Secondary summer school programs offer courses that provide students the opportunity to retake courses they have failed or in which they received a lower than desired grade during the regular school year and classes to assist students who have not passed the Standards of Learning assessments. Students may also take a limited number of high school classes as new work for credit. Enrichment programs are offered at the Outdoor Lab, the Global Village Summit Program, and the Summer Laureate Program.

MAJOR SERVICES PROVIDED

The Summer School office is responsible for:

- Coordination with all department and service agencies to insure that an effective, efficient, and productive academic program is delivered to all students.
- Collaboration with the leadership teams at each site to support a quality program.
- Communication with all stakeholders, including parents and staff, so that information is distributed in a timely and accurate manner.
- Allocation, distribution, and monitoring of the Summer School funds to the schools and curriculum supervisors for materials and staff.
- Providing training for registrars and administrative specialists so that students are accurately enrolled and that the attendance and grades are accurately reported.
- Data collections, assessment, and state reporting for the summer program.
- Support and monitoring of the delivery of instruction.

FY 2011 ACCOMPLISHMENTS

- Approximately 27% of Arlington Public Schools students enrolled in the Summer School 2011 program.
- 96% of students enrolled in a New Work for Credit class were successful in earning credit.
- 93% of elementary students enrolled in Mathematics courses passed the end-of-course assessment.
- Project Graduation Summer Academy of \$20,000 awarded to support SOL remediation classes in summer school.
- 96% of students enrolled in courses for credit recovery were successful in earning a passing grade.
- 631 students participated in summer school enrichment opportunities.
- Added Math Camp 3-5, UVA Reading Clinic and Elementary STARTALK to summer program
- Expanded STEM Summer Academy and have Advanced Courses Preparation classes at all comprehensive high schools.

FY 2013 GOALS

- In summer School 2012 there will be a 100% graduation rate for seniors who need a summer school course in order to receive a diploma
- In Summer School 2012 the number of secondary students who complete summer school will increase by 5%
- In Summer School 2012 the enrollment of students from populations that are traditionally underrepresented in the elementary enrichment programs will increase by 5%

SUMMER SCHOOL

FY 2013 PRIORITIES

- Increase enrollment in summer school
- Increase enrollment of underserved populations in enrichment programs
- Monitor and support summer graduates to ensure completion

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$2,455,822	\$2,496,405	\$2,506,323
Employee Benefits	\$417,389	\$212,144	\$216,585
Staff Development	\$0	\$0	\$0
Contractual Service	\$0	\$41,702	\$41,702
Materials & Supplies	\$23,088	\$196,844	\$196,844
Equipment	\$0	\$0	\$0
Other Operating Costs	\$10,323	\$14,820	\$14,820
Total	\$2,906,622	\$2,961,915	\$2,976,274

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Coordinator	1.00	1.00
Clerical	0.50	0.50
Total	1.50	1.50

SCHOOL & COMMUNITY RELATIONS

DEPARTMENT SUMMARY

The School and Community Relations Department is responsible for media relations, community outreach, public information, the maintenance of the school system’s website, the Volunteers and Partners in Education Programs, Arlington Educational Television (AETV), Printing Services and the Instructional Materials Production Center. For The FY 2013 School Board’s Adopted Budget for School & Community Relations totals \$1,933,822 and includes 13.0 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
School and Comm Relations	\$845,900	11.00	\$1,506,653	11.00	\$1,638,528
Printing Services	\$137,175	2.00	\$275,430	2.00	\$295,294
TOTAL	\$983,075	13.00	\$1,782,083	13.00	\$1,933,822

SCHOOL & COMMUNITY RELATIONS

DESCRIPTION

To support effective communications, the School & Community Relations Department works to enhance internal and external communications for all segments of the Arlington Public Schools (APS) and between schools and the Arlington community. The department publishes a wide range of brochures; publicizes news and activities about APS; provides a communication link to the community through the AETV cable programming, electronic bulletin board, and informational programs; responds to media inquiries; organizes a number of annual events designed to inform parents and citizens about APS schools and programs; maintains the APS website and the *APS School Talk* service; recruits school volunteers and business partners; offers a variety of opportunities to connect parents and community members with APS; and provides communication counsel, training and support to schools and departments to help them meet their objectives, engage the community and build effective relationships with the diverse segments of APS and Arlington County.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Funds of \$30,000 are provided for Language Line Services, a contract service that provides on-the-phone interpreters to assist with calls from non-English speakers and to assist staff to connect with a parent in an emergency. (103000-43544)
- Funds of \$3,000 are provided for the Schools' portion of the annual cost of a new online community forum tool designed to allow a governing body the ability to host online forums to solicit feedback about a particular issue. This cost is being split 50/50 with the County as they are also using this service. (103000-43544)

SCHOOL & COMMUNITY RELATIONS

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$531,603	\$902,685	\$967,916
Employee Benefits	\$133,993	\$267,520	\$301,164
Staff Development	\$3,568	\$4,133	\$4,133
Contractual Services	\$82,600	\$149,020	\$182,020
Materials & Supplies	\$2,328	\$39,021	\$39,021
Equipment	\$1,674	\$62,829	\$62,829
Other Operating Costs	<u>\$90,134</u>	<u>\$81,445</u>	<u>\$81,445</u>
Total	\$845,900	\$1,506,653	\$1,638,528

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Director	1.00	1.00
Professional	5.00	5.00
Technical	3.00	3.00
Clerical	<u>2.00</u>	<u>2.00</u>
Total	11.00	11.00

PRINTING SERVICES

DESCRIPTION

The Print Shop, staffed by a Print Shop Supervisor and an assistant, provides high-quality reproduction of printed materials for departments and programs located in the Education Center and in the schools. Using three digital copiers (two Canon ImageRunner 110s and an Ikon CPP500 color copier) and ancillary equipment, the Print Shop handles over 90 percent of the reproduction tasks originating at the Education Center as well as requests for individual schools and other departments. Capabilities continue to expand and include a greater variety of colors, variations in folding, drilling and printing of larger off-size documents. The Print Shop Supervisor is responsible for ordering and maintaining supplies, maintaining all equipment, scheduling and prioritizing print projects, and the orderly operation of the shop.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$124,862	\$124,862	\$137,537
Employee Benefits	\$38,824	\$43,321	\$50,510
Contractual Services	\$110,772	\$64,999	\$64,999
Materials & Supplies	\$56,938	\$34,173	\$34,173
Equipment	\$0	\$0	\$0
Other Operating Costs	(\$194,221)	\$8,075	\$8,075
Total	\$137,175	\$275,430	\$295,294

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Professional (Supervisor)	1.00	1.00
Technical (Assistant)	<u>1.00</u>	<u>1.00</u>
Total	2.00	2.00

ADMINISTRATIVE SERVICES

DEPARTMENT SUMMARY

The Administrative Services Department comprises one program: Administrative Services. The FY 2013 School Board's Adopted Budget for Administrative Services totals \$893,061 and includes 3.5 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Administrative Services	<u>\$349,166</u>	<u>2.00</u>	<u>\$424,535</u>	<u>3.50</u>	<u>\$893,061</u>
TOTAL	\$349,166	2.00	\$424,535	3.50	\$893,061

ADMINISTRATIVE SERVICES

DESCRIPTION

The Assistant Superintendent of Administrative Services is responsible for shared evaluations of school principals with the Superintendent as well as professional development opportunities for principals and the annual Administrative Conference. Additionally, this department is responsible for specific system-wide issues such as discipline, safe school environments, and coordination with school administrators on handling serious situations. Direct support to principals and mentorship to new administrators is the responsibility of the Assistant Superintendent. The Assistant Superintendent serves as the liaison with each principal group, Student Advisory Board, and identified special projects addressing issues such as system-wide capacity and out-of-school time activities for youth. Participation in the County/Schools Collaboration Team, Arlington Gang Task Force, The Partnership for Children, Youth and Families, and other joint committees also falls under the responsibility of the Assistant Superintendent.

MAJOR SERVICES PROVIDED

- Administrative Professional Development (in collaboration with Personnel and Instruction) on Instructional Leadership.
- Collaboration with Facilities and Instruction addressing positive and appropriate learning spaces.
- Increase in-school options for discipline consequences resulting in decreasing out of school time and loss of instructional time.
- Coordination with other leadership to provide strong first-year support for new building administrators.
- Support for safety and security issues and on-going communication with police and Office of Emergency Management.

FY 2011 ACCOMPLISHMENTS

- Continued decrease in out-of-school suspensions and development of Second Chance Program to offer a prevention/intervention program for first time marijuana/alcohol incidents.
- Implementation of Progressive Planning Model to address future crowding.

FY 2012 GOALS

- Implementation of Second Chance Program for first-time marijuana/alcohol incidents.
- Collaboration with other departments to address capacity issues particularly at the elementary level.

FY 2013 PRIORITIES

- Initiation of the STEM (Science/Technology/Engineering/Math) curriculum focus at Hoffman-Boston Elementary.
- Support and collaboration for implementation of decisions regarding elementary capacity.

ADMINISTRATIVE SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$400,000 are provided to support Hoffman-Boston Elementary School. Funds include the following: a 0.50 Instructional Technology Coordinator (ITC) position to create a full-time position with the current 0.50 ITC position; a 1.0 STEM (Science, Technology, Engineering, and Mathematics) Coordinator position; ten days of professional development for all K-5 teachers at the school; and \$10,000 for site visits and preparation. (104000-41288, 41208, 40429, 45478)

Contract Services

- Funds of \$27,000 for evaluation costs are provided to support the out of school time assessment. (104000-43449)

Other Operating Costs

- Funds of \$21,000 were budgeted in FY 2012 for emergency shelter-in-place contingencies. This account is funded every three years so \$21,000 is eliminated in FY 2013. (104000-43433)

ADMINISTRATIVE SERVICES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$222,588	\$226,183	\$623,234
Employee Benefits	\$54,581	\$61,179	\$116,654
Staff Development	\$30,943	\$77,735	\$87,735
Contractual Services	\$7,507	\$12,640	\$39,640
Materials & Supplies	\$1,033	\$10,288	\$10,288
Equipment	\$13	\$760	\$760
Other Operating Costs	<u>\$32,501</u>	<u>\$35,750</u>	<u>\$14,750</u>
Total	\$349,166	\$424,535	\$893,061

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Assistant Superintendent	1.00	1.00
Coordinator-School-based	0.00	1.00
Instructional Technology Coordinator-School-based	0.00	0.50
Clerical	<u>1.00</u>	<u>1.00</u>
Total	2.00	3.50

STUDENT SERVICES

DEPARTMENT SUMMARY

The Department of Student Services includes four programs: Student Services, Special Education Services, Pupil Services, and the Interlude Program. The FY 2013 School Board's Adopted Budget for Student Services totals \$20,531,824 and includes 167.80 positions. IDEA funds are budgeted in the Grants and Restricted Programs Fund.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Student Services	\$1,513,769	3.70	\$1,618,679	3.70	\$1,677,004
Special Ed Services	\$10,047,403	116.60	\$11,808,654	121.10	\$13,540,249
Pupil Services	<u>\$3,985,814</u>	<u>41.60</u>	<u>\$4,633,747</u>	<u>43.00</u>	<u>\$5,314,571</u>
TOTAL	\$15,546,986	161.90	\$18,061,080	167.80	\$20,531,824

STUDENT SERVICES

DESCRIPTION

The Department of Student Services supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to all students in the Arlington Public Schools.

The Department of Student Services manages the system-wide programs in pupil services, elementary, middle and high school counseling services, and special education.

Special Education Coordinators provide ongoing technical assistance and support to local schools in all phases of the special education process to ensure compliance with federal and state mandates and the development of appropriate service delivery models. The preschool coordinator coordinates the activities of the preschool programs, including mandated Child Find activities. Speech/language pathologists, occupational therapists, physical therapists and teachers of students with visual disabilities or hearing impairments provide appropriate diagnostic, therapeutic or teaching services to students according to the provisions of their individualized education programs (IEPs). A team of assistive technology and augmentative communication specialists provide consultation, assessment, and assistive devices for students with disabilities as required.

The Interlude Program is a therapeutic program for students in grades one through twelve whose major disabling condition requires the combination of individualized education, highly-structured daily activities, and individual and family counseling, provided in a protective and supportive environment. Students enrolled in this program are provided therapeutic treatment by a licensed social worker or psychologist within a regular school setting. The program provides academic and therapeutic environments involving parental participation and a strong behavioral management component to prepare these students for transition back into a less restrictive local school program. Intensive academic remediation is offered as well as emphasis on self-concept and interpersonal relationships. Behavior modification strategies may be utilized to teach coping skills and to assist students to achieve positive behavioral changes.

The department provides alternative programs such as homebound instruction, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities. The department also oversees the administration of several grant-funded programs and services.

MAJOR SERVICES PROVIDED

- Mandated Services – Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, Pre-Kindergarten, Special transportation, Speech-language, Transition, Vision
- Coordination of countywide special education programs
- Instructional intervention supports
- Behavior and Autism Specialists support
- Dispute Resolution Process
- Homebound Instruction
- Parent Resource Center

STUDENT SERVICES

FY 2011 ACCOMPLISHMENTS

- Continued to make progress on performance related to compliance indicators of state performance plan.
- Supported schools with technical assistance, professional development and resources to implement special education services.
- Successfully mediated special education disputes that could not be resolved at school level.
- Increased transparency and accountability through parent communication and updates to website.
- Expansion of programs for students with autism
- Secondary Program for Students with Autism (Asperger's)
- Full continuum of MIPA programs (PreK-22)
- Completed many ADHD Strategic Plan activities
- Formed a recognized partnership with CHADD
- Provide ADHD professional development via CHADD to parents and staff
- Awarded VDOE's 3 year technical assistance grant in partnership with VCU's Autism Center for Excellence
- Successful of pilot iPads in several MIPA programs

FY 2012 GOALS

- During the 2011-12 school year, APS will increase the percent of students with disabilities scoring proficient on the Grade 4 Reading and Math SOLs with corresponding improvements in each reporting category.
- The Office of Special Education will work with APS schools to decrease by 10 percent the number of out of school suspensions for students with disabilities.
- During the 2011-12 school year, the Department of Student Services will work with all APS secondary schools to recruit and train 20 teachers using the Eliminating Barriers for Learning mental health curriculum.

FY 2013 PRIORITIES

- Continued use and expansion of assistive technology in special education programs
- Continued program development in Autism
- Collaborate with schools and Department of Instruction to examine student assessment results in math and reading, and assist schools with appropriate interventions to increase student achievement
- Continued use of reading and mathematics intervention programs
- Professional development for staff on differentiation of instruction for dually-identified students
- Provide support to ASEAC in the areas of reading, mathematics, autism , ADHD, and Twice Exceptional services
- Professional development of staff in evidence-based practice/positive behavioral supports in provision of mental health services
- Ensure appropriate programs and services are available for students with disabilities as a critical link in the continuum of services; and
- Provide individualized services for students with emotional disabilities requiring therapeutic intervention.

STUDENT SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$464,555	\$374,176	\$399,098
Employee Benefits	\$106,806	\$96,327	\$129,730
Staff Development	\$7,138	\$34,079	\$34,079
Contractual Services	\$858,512	\$1,005,925	\$1,005,925
Materials & Supplies	\$27,388	\$53,477	\$53,477
Equipment	\$16,237	\$10,070	\$10,070
Other Operating Costs	\$33,133	\$44,625	\$44,625
Total	\$1,513,769	\$1,618,679	\$1,677,004

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Assistant Superintendent	1.00	1.00
Counselor	0.20	0.20
Clerical	2.50	2.50
Total	3.70	3.70

SPECIAL EDUCATION/INTERLUDE SERVICES

DESCRIPTION

The Department of Student Services supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to all students in the Arlington Public Schools.

The Department of Student Services manages the system-wide programs in pupil services, elementary, middle and high school counseling services, and special education.

Special Education Coordinators provide ongoing technical assistance and support to local schools in all phases of the special education process to ensure compliance with federal and state mandates and the development of appropriate service delivery models. The preschool coordinator coordinates the activities of the preschool programs, including mandated Child Find activities. Speech/language pathologists, occupational therapists, physical therapists and teachers of students with visual disabilities or hearing impairments provide appropriate diagnostic, therapeutic or teaching services to students according to the provisions of their individualized education programs (IEPs). A team of assistive technology and augmentative communication specialists provide consultation, assessment, and assistive devices for students with disabilities as required.

The Interlude Program is a therapeutic program for students in grades one through twelve whose major disabling condition requires the combination of individualized education, highly-structured daily activities, and individual and family counseling, provided in a protective and supportive environment. Students enrolled in this program are provided therapeutic treatment by a licensed social worker or psychologist within a regular school setting. The program provides academic and therapeutic environments involving parental participation and a strong behavioral management component to prepare these students for transition back into a less restrictive local school program. Intensive academic remediation is offered as well as emphasis on self-concept and interpersonal relationships. Behavior modification strategies may be utilized to teach coping skills and to assist students to achieve positive behavioral changes.

The department provides alternative programs such as homebound instruction, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities. The department also oversees the administration of several grant-funded.

MAJOR SERVICES PROVIDED

- Mandated Services – Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, Preschool, Special transportation, Speech-language, Transition, Vision
- Special Education Review committee (SERC)
- Due Process and Appeals
- Homebound
- Parent Resource Center

SPECIAL EDUCATION/INTERLUDE SERVICES

FY 2010 ACCOMPLISHMENTS

- Continued to make progress on performance related to compliance indicators of state performance plan.
- Supported schools with technical assistance, professional development and resources to implement special education services.
- Successfully mediated special education disputes that could not be resolved at school level.
- Updated school district's Special Education Policies & Procedures Manual.
- High parent satisfaction rating of the ASEAC parent survey.
- Established Saturday hours for the Parent Resource Center and tracked number of calls, cases and parent workshops.
- Successful VDOE federal special education monitoring visit.
- Increased transparency and accountability through parent communication and updates to website.
- Implementation of Full-day pre-kindergarten special education programs.
- Oversaw a committee process of parents and staff leading to the adoption of literacy and mathematics materials for students with autism.
- Expansion of programs for students with autism
- Secondary Program for Students with Autism (Asperger's)
- Full continuum of MIPA programs (PreK-22)
- Pre-kindergarten Autism Class (PAC)

FY 2011 GOALS

- During the 2010-11 school year, APS will increase the percent of students with disabilities scoring proficient on the Grade 4 Math SOLs with corresponding improvements in each reporting category.
- The Office of Special Education will work with APS schools to decrease by 10 percent the number of out of school suspensions for students with disabilities.
- The Office of Special Education will form a recognized partnership with CHADD and provide ADHD train the trainer professional development to 20 secondary teachers and 20 parents.

FY 2013 PRIORITIES

- Continued program development in Autism
- Collaborate with schools and Department of Instruction to examine student assessment results in math and reading, and assist schools with appropriate interventions to increase student achievement
- Continue Intervention Assistance Team/Special education overrepresentation work with an increased focus on second language learners
- Provide support to ASEAC in the areas of reading accountability, autism , ADHD, and Twice Exceptional services
- Professional development of staff in evidence-based practice/positive behavioral supports in provision of mental health services
- Program evaluation of management and efficiency of operations within the Office of Special Education
- Implementation process for ADHD Task Force Five Year Strategic plan
- Implementation process for Mental Health Task Force Strategic Plan
- Ensure appropriate programs and services are available for students with disabilities as a critical link in the continuum of services; and
- Provide individualized services for students with emotional disabilities requiring therapeutic intervention.

SPECIAL EDUCATION/INTERLUDE SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Planning factors provide certain central staffing based on the number of children receiving services. Based on the planning factors, the speech pathologist allocation is increased by 1.5 positions, the coordinator allocation is increased by a 1.0 position, the vision specialist increased by 1.0 position, and the occupational therapist increased by 1.0 position. (105100-41208, 105110-41222, 105120-41222, 105150-41281)

Materials and Supplies

- Funds of \$60,000 are provided for autism services to include materials for new classes and specialized professional development for teachers and other support staff. (105100-46506)
- Funds of \$225,000 are provided to support reading and mathematics. Reading funds are to support ongoing costs associated with the research-based programs for students with disabilities to purchase student and staff materials, on-going professional development, and initial teacher training. Mathematics funds are to support professional development and program materials. (105100-46506)

Equipment

- Funds of \$50,000 are provided for assistive technology devices to support the technology needs of students with disabilities. (105100-46817)

SPECIAL EDUCATION/INTERLUDE SERVICES

FINANCIAL SUMMARY

Category	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Salaries (<i>includes hourly</i>)	\$7,771,046	\$8,523,646	\$9,604,343
Employee Benefits	\$1,851,394	\$2,624,162	\$2,940,060
Staff Development	\$8,644	\$9,840	\$9,840
Contractual Services	\$385,217	\$501,221	\$501,221
Materials & Supplies	\$22,960	\$80,035	\$365,035
Equipment	\$3,534	\$69,750	\$119,750
Other Operating Costs	<u>\$4,608</u>	<u>\$0</u>	<u>\$0</u>
Total	\$10,047,403	\$11,808,654	\$13,540,249

POSITION SUMMARY

Staffing	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Supervisor	1.00	1.00
Assistant Supervisor	1.00	1.00
Coordinators	10.70	11.70
Teacher Specialists	77.90	81.40
Teacher Assistants	<u>26.00</u>	<u>26.00</u>
Total	116.60	121.10

PUPIL SERVICES

DESCRIPTION

The Department of Student Services supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to all students in the Arlington Public Schools.

The Department of Student Services manages the system-wide programs in pupil services, elementary, middle and high school counseling services, and special education. The department supervises the provision of psychological and social work services in all schools. Psychologists perform special education assessments, provide consultation services to teachers and direct intervention with students. Social workers provide social assessments as mandated in the special education process and an array of social services that benefit students and families. School-based counselors provide guidance and counseling services to support students' academic program.

The Office of Pupil Services oversees the monitoring of students receiving home instruction, requests for psychological transfer, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities. The department also oversees the administration of several grant-funded projects aimed at children who are homeless or families in need.

MAJOR SERVICES PROVIDED

- Social work services
- Counseling services
- Psychological services
- Psychological transfers
- Home instruction
- Student Records
- Substance abuse services
- Homeless services
- Section 504 services
- Scholarship and financial aid information services
- School attendance specialists

FY 2011 ACCOMPLISHMENTS

- Increased transparency and accountability through parent communication and updates to website.
- Project Extra Step was evaluated by the Virginia Department of Education for compliance with federal regulations under the McKinney-Vento Homeless Assistance Act. The program was found to be in compliance. Suggestions for improvement included using achievement data to document needs for tutoring and other services and a recommendation to add referral information to the enrollment/identification form which is currently being used.
- Students in grades 6-12 participate in academic planning. 98% of students have planning meeting dates in eSchoolPlus as of July 27, 2011.
- Disseminated guidance documents related to indoor recess and inclement weather, and antibullying
- Breaking the Silence lesson, supporting de-stigmatizing mental health concerns presented in all elementary schools in fifth grade.
- Provided a cohort of middle and high school teachers with specialized training on mental health issues impacting adolescents using the Eliminating Barriers for Learning curriculum.

PUPIL SERVICES

FY 2012 GOALS

- Department of Student Services will work with schools to increase the percentage of students to 70% or higher who report that they have an adult at school with whom they can talk about “almost anything” as measured by the Community Satisfaction Survey.
- During the 2011-12 school year, the Department of Student Services in partnership with CHADD and provide ADHD train the trainer professional development to 50 IAT committee school personnel and 20 parents.
- During the 2011-12 school year (Phase I), the Department of Student Services will provide assistance to all APS school counseling programs in preparing to apply for Recognized American School Counselor Model Program (RAMP) certification over a five year period.

FY 2013 PRIORITIES

- Continued focus on PreK-16 Committee
- College and Career Readiness: Expand current 4-6 yr. academic planning process to PreK-16
- Expand the use of College B4 6 and Naviance Program
- Professional development of staff in evidence-based practice/positive behavioral supports in provision of mental health services
- Continued expansion of Backpack Buddies Program
- Implementation of ADHD Task Force Five Year Strategic plan
- Implementation of Mental Health Task Force Strategic Plan
- Continue alignment of School Counseling Plans with ASCA model and APS focused objectives
- Consistent use of Steps to Respect as evidenced based anti-bullying program at elementary level

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds are provided for a 1.0 FTE substance abuse counselor position to provide prevention and intervention support to the three comprehensive high schools and alternative programs. This position adds to the current 2.5 FTE substance abuse counselor positions for a total of 3.5 positions. APS' ability to respond to the increase in student needs around substance abuse requires an additional position. (105250-41219)
- Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment, school social worker/visiting teacher position is increased by a 0.2 position and the school psychologist position is increased by a 0.2 position. (105200-41267, 105210-41235)

PUPIL SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Staff Development

- Funds of \$5,000 are provided for in-service costs to increase counselor professional learning and skill development. (105200-45430)

Contract Services

- Funds of \$18,000 are provided to implement Naviance Success at middle schools. Naviance Success is an online college and career planning program for students currently used in our high schools. It has a counselor management function that assists in tracking student career interests, surveying students and parents, monitoring college and scholarship applications, and accessing information on more than 300 colleges. This information can automatically be forwarded to school counselors and can be assessed from school or home. (105200-43544)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$3,112,154	\$3,454,521	\$3,940,979
Employee Benefits	\$819,825	\$1,057,915	\$1,229,281
Staff Development	\$4,486	\$11,984	\$16,984
Contractual Services	\$46,846	\$78,032	\$96,032
Materials & Supplies	\$2,503	\$31,295	\$31,295
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$3,985,814	\$4,633,747	\$5,314,571

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	2.00	2.00
Teacher Specialists	33.60	34.00
Counselors	3.50	4.50
Clerical	<u>2.50</u>	<u>2.50</u>
Total	41.60	43.00



PERSONNEL SERVICES

DEPARTMENT SUMMARY

Personnel Services includes five programs: Personnel Services, Substitutes, Payroll, Employee Benefits and the Employee Assistance Program (EAP). The FY 2013 School Board's Adopted Budget for Personnel Services totals \$14,200,452 and includes 28.50 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Personnel Services	\$2,506,972	18.00	\$3,285,728	18.00	\$3,559,450
Substitutes	\$3,408,150	0.00	\$3,343,403	0.00	\$3,357,001
Payroll	\$505,156	5.00	\$522,407	5.00	\$538,604
Employee Benefits	\$6,037,072	0.00	\$11,935,341	0.00	\$6,281,154
Employee Assistance Program	<u>\$247,958</u>	<u>5.50</u>	<u>\$427,544</u>	<u>5.50</u>	<u>\$464,243</u>
TOTAL	\$12,705,308	28.50	\$19,514,423	28.50	\$14,200,452

PERSONNEL SERVICES

DESCRIPTION

The Personnel Services department provides collaborative, proactive and responsive leadership in the human resources field to all levels of the school system in order to further the effective and efficient delivery of quality services to APS employees, parents and students, and to Arlington residents. Personnel Services is responsible for the administration of all aspects of the personnel and payroll programs for APS including recruitment and selection of staff; maintaining the STARS Oracle database; classification and re-classification of positions; employee benefits programs; licensure of teachers; evaluation of staff; retirement programs; employee recognition programs; terminations; board-staff communications program; payroll programs; and grievances and discipline problems.

MAJOR SERVICES PROVIDED

- Enhance the systematic recruitment of highly-qualified applicants to increase the availability of highly-qualified teachers, administrators, and other employees;
- Continue recruitment efforts with special focus on increasing the applicant pool;
- Support the development and retention of potential administrators and teachers from inside the APS system;
- Implement a system to measure the performance of programs in Personnel Services;
- Review and revise Personnel Policies and PIPs;
- Classification and reclassification of positions;
- Maintain teacher and administrative Licensure;
- Handle employee grievances and discipline matters;
- Administer the employee recognition program.

FY 2011 ACCOMPLISHMENTS

- Achieved gains in increasing highly-qualified teacher applicants.
- Provided support for the evaluation process through professional development.
- Refined the process for collecting evaluations and reporting data in response to the Virginia Department of Education guidelines.
- Reviewed health insurance plan designs with a focus on addressing changes in health care laws and the possibility of premium increases.
- Developed investment policy statement that governs review of 403b fund performance.
- Expanded paperless online open enrollment process.
- Continued process of revising personnel policies.
- Provided updates on personnel policies and procedures to administrators.
- Expanded online job application process to include administrators.
- Focused on customer service with an emphasis on resolving issues in a proactive manner.
- Returned signed teacher contracts via email.
- Streamlined the process for assisting and tracking employees returning to work after medical absences.
- Increased the percentage of staff meeting the “highly qualified” standard as identified in the Virginia Department of Education Instructional Personnel Report.
- Decreased the number of vacant classroom positions at the beginning of the school year.
- Implemented a procedure in STARS to identify teachers who had not returned signed contracts by the due date resulting in centralized tracking and receipt of contracts.
- Streamlined the process for assisting and tracking employees returning to work after medical absences.
- Increased the proportion of staff using self service online functions.

PERSONNEL SERVICES

FY 2011 ACCOMPLISHMENTS (continued)

- Expanded self service modules available to employees.
- Enhanced the APS Benefits at a Glance online document which provides a brief summary of APS employee benefits.
- Provided option for employees to complete open enrollment online using the self service feature of STARS.
- Provided several opportunities for employees to meet with 403b vendors and receive advice regarding contributions for retirement.
- Provided an option for employees to receive W2 forms online or by mail.
- Decreased the number of out-of-cycle payments by increasing timekeeper training.
- Increased the number of wellness-related activities advertised for employees.
- Improved Personnel Services' ability to capture, report and provide updated data to enhance the decision-making process.
- Provided staff development on effective implementation of the evaluation system.
- Refined the process for collecting evaluations and recording their receipt in the STARS system.

FY 2012 GOALS

- APS will increase by 5% the number of highly-qualified teacher applicants by September 30, 2012.
- Increase the number of pre-screened teacher applicants by 8% by April 2012.
- During the 2012 recruitment season, increase by 75% the number of professional staff development sessions that focus on recruitment, retention and evaluation of employees.
- Increase the retention rate of teachers new to the profession (particularly in the first three years) by 2%.
- Utilize baseline data on succession planning with emphasis on providing professional development opportunities for employees that will groom talent for consideration of future positions.
- Conduct an annual review of personnel related school board policies (SBP) and policy implementation procedures (PIP) and rewrite or revise 15% by July 2012.
- Increase by 50% the number of Personnel Services office staff development sessions with an emphasis on service to clientele and cultural competence.

FY 2013 PRIORITIES

- Enhance systematic recruitment initiatives to increase the availability of highly-qualified teachers, administrators, and other employee applicants.
- Continue recruitment efforts with special focus on increasing the highly-qualified applicant pool.
- Support the development of opportunities for potential administrators, teachers and other employees with an emphasis on succession planning.
- Increase the roster of eligible substitutes by expanding recruitment and screening efforts.
- Continue on-going updates for the Substitute Teacher Assignment Network (STAN).
- Expand online tools for employees to enhance self service access to information.
- Continue the accurate and timely delivery of services to employees.
- Increase monitoring and analysis of benefit programs for efficiencies and cost-saving opportunities.
- Continue to explore opportunities to identify savings which can be realized by collaborating with the county government on benefits program interests.
- Increase communications of benefits via newsletters, meetings, fairs, etc.
- Continue to provide an integrated behavior risk management function and assistance through the EAP.

PERSONNEL SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Funds of \$75,000 are provided for leadership development as well as the annual cost of the DuPont eLearning System, an online professional development option that will allow school and central department support staff to access professional development on a wide range of topics. (106000-43586)
- Funds of \$31,925 are added for a consultant to review and update the position classification specifications so they can be placed online. (106000-43565)

Equipment

- Funds of \$7,000 are provided for new hardware needed after upgrading Smart Find Express, the Substitute Teacher Assignment Network (STAN) system. (106000-48847)

PERSONNEL SERVICES

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$1,630,891	\$5,345,025	\$5,486,205
Employee Benefits	\$362,724	\$463,977	\$482,594
Lapse and Turnover	\$0	(\$3,362,500)	(\$3,362,500)
Staff Development	\$349,493	\$643,164	\$643,164
Contractual Services	\$101,387	\$72,711	\$179,636
Materials & Supplies	\$16,208	\$15,915	\$15,915
Equipment	\$2,056	\$12,496	\$19,496
Other Operating Costs	<u>\$44,213</u>	<u>\$94,940</u>	<u>\$94,940</u>
Total	\$2,506,972	\$3,285,728	\$3,559,450

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Assistant Superintendent	1.00	1.00
Assistant Director	2.00	2.00
Professional (Specialists)	7.00	7.00
Clerical	<u>8.00</u>	<u>8.00</u>
Total	18.00	18.00

SUBSTITUTES

DESCRIPTION

The substitute program includes recruitment, hiring, compensation, and termination of substitutes as well as oversight of a computerized assignment system for teachers and assistants. Substitutes are employed to act as replacements for teachers as well as other staff who are absent due to illness, leave or in-service training. Funding supports the compensation for substitutes and related activities.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Substitute office will:

- Provide instructional support to ensure adequate coverage within the schools due to personal, sick, and professional development;
- Increase the roster of eligible highly qualified substitutes.

FY 2011 ACCOMPLISHMENTS

- Increased the roster of eligible substitutes by expanding recruitment efforts;
- Increased the roster of highly-qualified substitutes for Title 1 schools;
- Managed payroll process for substitutes in an efficient manner;
- Continued on-going updates of the Substitute Teacher Assignment Network (STAN).

FY 2012 GOALS

- Increase the roster of highly-qualified substitute with teaching credentials who will be available to cover short term and long term positions.

FY 2013 PRIORITIES

- Increase the roster of eligible substitutes with teaching credentials by expanding recruitment and screening efforts.
- Continue on-going updates for the Substitute Teacher Assignment Network (STAN).
- Expand online tools for employees to enhance self service access to information.
- Continue the accurate and timely delivery of services to employees.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

SUBSTITUTES

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contract Services

- Funds of \$13,598 are provided for the increased annual maintenance fee as a result of upgrading Smart Find Express, the Substitute Teacher Assignment Network (STAN) system. (106040-43875)

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$3,153,084	\$3,094,481	\$3,094,481
Employee Benefits	\$255,066	\$236,724	\$236,724
Contractual Services	\$0	\$12,198	\$25,796
Materials/Supplies	\$0	\$0	\$0
Total	\$3,408,150	\$3,343,403	\$3,357,001

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Positions	0.00	0.00
Total	0.00	0.00

PAYROLL SERVICES

DESCRIPTION

The Payroll Office is responsible for the administration of all aspects of the payroll program including disbursing semi monthly payroll for all employees, maintaining leave records, filing state and federal taxes, and processing and mailing W-2's.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, Payroll Services will:

- Timesheet Analysis
- Memo payments
- Payroll
- W-2's
- Customer Service

FY 2011 ACCOMPLISHMENTS

- Expand online opportunities for employees through Self Service.
- Continue the accurate and timely delivery of services to employees and administrators.
- Increase the utilization of W-2 online service.
- Increased timekeeper training to decrease the number of out-of-cycle payments.
- Provide overtime and pay run results reporting to finance and Senior Staff.

FY 2012 GOALS

- Refine implementation of various aspects of the Oracle system to support monitoring of payroll processes.
- Increase the training sessions for payroll staff to improve efficiencies of the department.

FY 2013 PRIORITIES

- Expand online resources for employees to view paychecks and taxation calculations.
- Streamline process work flows through timesheet management.
- Effectively manage input of time at the school level.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

PAYROLL SERVICES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$396,820	\$400,382	\$413,108
Employee Benefits	\$108,283	\$122,025	\$125,496
Materials & Supplies	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Staff Development	<u>\$53</u>	<u>\$0</u>	<u>\$0</u>
Total	\$505,156	\$522,407	\$538,604

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Professional (Supervisor)	1.00	1.00
Professional (Specialists)	<u>4.00</u>	<u>4.00</u>
Total	5.00	5.00

EMPLOYEE BENEFITS

DESCRIPTION

School Board employees are offered a variety of benefits, both mandatory and optional. The School Board and the employee share the costs of most programs. Only the employer costs are budgeted here. The benefits offered are as follows:

- Retirement Plans
- Social Security
- Life Insurance
- Health Programs
- Worker's Compensation
- Unemployment Compensation
- Long-term Disability
- Flexible Benefits
- Long Term Care

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Benefits office will:

- Administer the health and welfare programs listed above.
- Analyze the benefits cost.
- Assist employees with changes and review of their needs.

FY 2011 ACCOMPLISHMENTS

- Focused on customer service with an emphasis on resolving issues in a proactive manner.
- Streamlined the process for assisting and tracking employees returning to work after medical absences.
- Created an APS Benefits at a Glance online document which provides a brief summary of APS employee benefits.
- Provided option for employees to complete open enrollment online using the self service feature of STARS.
- Provided several opportunities for employees to meet with 403b vendors and receive advice regarding contributions for retirement.

FY 2012 GOALS

- Convene committee to review all health benefits.
- Implement 403(b) committee to review vendor investment selections.
- Review FMLA process.

FY 2013 PRIORITIES

- Increase communications of benefits through newsletters, meetings, fairs, and through the benefits website.

EMPLOYEE BENEFITS

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- The overall budget for Health insurance is reduced \$6 million as a result of lower than expected claims in FY 2010 and FY 2011. (106200-42420)

Contractual Services

- Funds of \$70,000 are provided to continue to evaluate existing health plan design for active and retired employees and to assist in the development of an RFP for a new Medicare insurance plan. (106200-43565)
- In FY 2012, a one-time expense of \$50,000 was added for consulting services to guide the work of the new health insurance committee. This one-time expense is eliminated in FY 2013. (106200-43565)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$2,170,708	\$2,550,000	\$2,550,000
Employee Benefits	\$3,761,455	\$9,219,849	\$3,545,662
Staff Development	\$37	\$0	\$0
Contractual Services	\$12,500	\$80,000	\$100,000
Materials/Supplies	\$32	\$0	\$0
Other Operating Costs	<u>\$92,340</u>	<u>\$85,492</u>	<u>\$85,492</u>
Total	\$6,037,072	\$11,935,341	\$6,281,154

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Positions	<u>0.00</u>	<u>0.00</u>
Total	0.00	0.00

EMPLOYEE ASSISTANCE PROGRAM

DESCRIPTION

The mission of Arlington Employee Assistance Program is to have happy, healthy and productive employees of Arlington Public Schools and Arlington County Government.

MAJOR SERVICES PROVIDED

To provide essential support to employees of Arlington County Government as well as Arlington Public Schools to achieve Strategic Plan goals, the Employee Assistance Program Services include:

Client Services (employees, family members, retirees)

- Individual consultations, referral services, short-term problem resolution, follow-up services, support groups
- Monthly EAP Newsletter
- Arlington EAP Web-site

Management Services

- Management consultation services
- Supervisor referrals for work related issues
- Mediation/Conflict Resolution services
- Fitness-for-Duty coordination
- Monthly Frontline Supervisor Newsletter

Wellness Activities

- Health promotion activities
- Annual volleyball, kickball, and bowling tournaments
- Prevention and health screening services
- Coordination of site based Wellness Coordinators
- Monthly Wellness Watch Newsletter

Work Group Services

- Training and Education
- Team Building

Health Services

- APS Process Referrals coordinated with Personnel Services
- Employee requests for medical accommodations
- Return to work medical clearance
- Bus Driver physicals
- Worker's compensation consultation

Federally Mandated Programs and Services

- Department of Transportation Drug Testing Program
 - Maintain random roster for testing
 - Provide chain of custody forms
 - Notification of employees
 - Substance Abuse Professional (SAP) Services
 - Mandatory supervisor training
 - Maintain mandatory training records

EMPLOYEE ASSISTANCE PROGRAM

MAJOR SERVICES PROVIDED (continued)

- OSHA records and annual OSHA report
 - Blood borne pathogen training
 - Maintain OSHA records

Emergency Response Services

- 24-hour on call access to Arlington EA Professional
- Critical Incident Stress Management
- ESF-16 for National Incident Management System

Committee Representation

- Cultural Competence (member and facilitator)
- Public Health Emergency Response Team
- Food Services Advisory Committee
- Health Benefits Review Committee
- Comprehensive School Health Advisory Committee
- Risk Management Committee

FY 2011 ACCOMPLISHMENTS

- Increased number of staff participating in Cultural Competence training and awareness.
- Consulted with ACG Human Resources on final draft of Psychological Fitness for Duty Policy
- Stream-lined and coordinated with APS Personnel Services process for assisting and tracking employees returning to work after medical absences.
- Increased employees participating in Wellness Activities such as Kickball, Volleyball, Bowling Tournaments and programs such as Active for Life and Biggest Loser.
- Worked to decrease employee absenteeism by offering and staffing APS sponsored free flu shot clinics and employee health screenings.
- Provided immediate response to Critical Incidents experienced by APS and ACG (PRCR, DHS, DES, DMF, Campbell and others).
- Made available 24-hour telephone accessibility for supervisors either through EAP Director or EAP emergency cell phone.
- Increased on-line accessibility to EAP newsletters, forms, and related information.
- Provided increased number of internal training and orientation to both ACG and APS.
- Evaluated cost saving measures and employee accessibility by moving EAP offices to new location.
- Updated Bloodborne Pathogen Emergency Control Plan.

FY 2012 GOALS

- Increase the availability of EAP services and reduce expenses by moving EAP office to new location.
- Increase EAP training offered to ACG and APS employees
- Stream-line the Process Referrals to EAP

FY 2013 PRIORITIES

- Implement a supervisor training program for APS and ACG supervisors on how to use the EAP.
- Use the 2010-2011 Annual Report to identify APS and ACG departments that require increased outreach.
- Increase employee participation in Wellness activities in order to reduce the overall use of healthcare.

EMPLOYEE ASSISTANCE PROGRAM

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- The Lease Agreement and Leased Space Building Costs accounts increased a net total of \$2,237. (106300-45643, 48653)

Other Operating Costs

- County Board Shared Costs increases by \$21,597. Because the Employee Assistance Program is 50% funded by the County, any increases in this program are shared equally, increasing their contribution. (106300-43413)

EMPLOYEE ASSISTANCE PROGRAM

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$487,090	\$503,035	\$540,692
Employee Benefits	\$124,473	\$141,609	\$160,011
Staff Development	\$3,798	\$15,882	\$15,882
Contractual Services	\$11,154	\$112,523	\$114,760
Materials and Supplies	\$6,765	\$10,645	\$10,645
Equipment	\$1,872	\$7,041	\$7,041
Other Operating Costs	(\$387,194)	(\$363,191)	(\$384,788)
Total	\$247,958	\$427,544	\$464,243

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Director	1.00	1.00
Professional	2.50	2.50
Clerical	2.00	2.00
Total	5.50	5.50



FINANCE AND MANAGEMENT SERVICES

DEPARTMENT SUMMARY

The Operating Fund budget for the Department of Finance and Management Services includes four programs: Finance, Other Administrative Accounts, Purchasing, and School/County Shared Buildings. The Finance Department also has oversight of the Extended Day program. This program includes 53.0 positions, is budgeted in the Community Activities Fund, and does not appear in the Operating Fund programs summarized below. Likewise, the Finance Department has oversight for the Food and Nutrition Services program. This program includes 6.0 FTE positions and 120 cafeteria staff and is budgeted in the Food and Nutrition Services Fund.

The FY 2013 School Board's Adopted Budget for Finance & Management Services totals \$12,246,877 and includes 18.75 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Finance	\$1,327,340	13.00	\$1,808,328	13.75	\$1,794,254
Other Admin Accts	\$3,111,614	0.00	\$13,506,980	0.00	\$9,697,445
Purchasing	\$1,583,889	6.75	\$1,489,371	5.00	\$1,229,811
School/Cty Shared Bldgs	<u>(\$427,950)</u>	<u>0.00</u>	<u>(\$429,831)</u>	<u>0.00</u>	<u>(\$474,633)</u>
TOTAL	\$5,594,893	19.75	\$16,374,848	18.75	\$12,246,877

FINANCE AND MANAGEMENT SERVICES

DESCRIPTION

The Finance and Budget Offices are responsible for the budgeting, accounting, and auditing functions for the eight funds managed and operated by the Arlington Public Schools totaling more than \$440 million dollars. In addition, the department is responsible for the financial management of all school activity funds, all federal, state and other grants totaling over \$18 million, and for approximately \$27 million of bond construction funds.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Finance and Budget office will:

- Ensure there is a clear link between the Budget and the Strategic Plan;
- Monitor the on-line payment system for the collection of various fees by APS;
- Provide required CIP financial and planning information in a timely manner;
- Collaborate with Arlington County to include the use of school facilities; and
- Implement rules and procedures to provide greater accountability as part of the operation of the business application (STARS).

FY 2011 ACCOMPLISHMENTS

- Association of School Business Officials International (ASBO) – Meritorious Budget Award for Fiscal Year 2010-2011
- Government Finance Officers Association (GFOA) – Distinguished Budget Presentation Award for Fiscal Year 2010-2011
- Replaced Manatee student activity fund software in schools.

FY 2012 GOALS

- Fully implement the new student activity software and train all new users; develop training materials for new users.
- Create a complete library of division wide Memorandums of Understanding.
- Automate process for retirees to pay for health insurance premiums.
- Prepare for and participate in the RFI and RFP process to either implement a new ERP system or upgrade the current Oracle system that supports all financial activity. Document the critical areas that should be addressed in implementing or upgrading the financial system. Develop a plan for reassigning work or reorganizing the department to ensure that the implementation is successful.
- Develop plan for expanding the use of p-cards division wide; solicit advice from program managers to ensure that their needs and concerns are addressed by changes to the program.
- Continue to update Finance and Budget policies and procedures to reflect current practices and to make them easier to follow. This is a two year goal with the most complex policies updated first.
- Put a budget calendar in place for internal users; bring more financial staff into the budget development process and redesign the review process.
- Provide the Superintendent and the School Board with periodic budget reviews.
- Provide support and data needed for the state efficiency study.

FINANCE AND MANAGEMENT SERVICES

FY 2013 PRIORITIES

- Have an implementation plan for the division's RFP in place and on track to be completed. Implement changes in financial policy as needed.
- Continue to modify and improve the budget document in order to provide greater transparency and readability as well as to continue receiving the ASBO and GFOA budget awards.
- Streamline a variety of financial activities and redeploy resources to better support the division in meeting its goals.
- Improve financial reporting and develop training for program managers.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- As a result of restructuring the department of Finance and Management Services, a 0.75 clerical position is moved from the Purchasing Office to Finance and Management Services. (107110, 107210-41309)

Contractual Services

- Funds of \$32,600 are provided for the new school activity funds accounting system. An additional \$2,000 is provided for the student activity funds audit fees. (107100-43544)
- Funds of \$58,000 are provided to pay APS' share of the State Efficiency Review. (107100-43544)
- Due to the expiration of certain capital leases, funds of \$932,817 are reduced. (107140-43544)
- In FY 2012, \$200,000 was budgeted in Information Services to purchase administrative computers to allow APS to replace these computers on a four year cycle. This one-time cost is eliminated. In FY 2013, to continue the four year replacement cycle, \$115,000 is added to the Lease/Purchase account in Finance to lease these computers. (900000-45587, 107140-43544)
- Funds of \$30,000 are provided for consultants to review the current planning factors and current fee structures of Arlington Public Schools. (107100-46565)

FINANCE AND MANAGEMENT SERVICES

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries <i>(includes hourly)</i>	\$1,007,263	\$1,236,920	\$1,220,830
Employee Benefits	\$277,319	\$462,523	\$341,939
Staff Development	\$2,871	\$7,705	\$7,705
Contractual Services	\$51,590	\$87,995	\$210,595
Materials & Supplies	(\$21,435)	\$5,040	\$5,040
Equipment	\$3,072	\$0	\$0
Other Operating Costs	<u>\$6,660</u>	<u>\$8,145</u>	<u>\$8,145</u>
Total	\$1,327,340	\$1,808,328	\$1,794,254

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Professional (Analysts)	5.00	5.00
Technical	3.00	3.00
Clerical	<u>2.00</u>	<u>2.75</u>
Total	13.00	13.75

OTHER ADMINISTRATIVE ACCOUNTS

DESCRIPTION

The Department of Finance and Management Services manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's Reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by Education Center personnel, is also funded by this program, as are postage needs of the system for payroll, accounts payable and purchasing mailings.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- A one-time expense of \$1,325,000 added in FY 2012 for the Professional Learning Day for T-scale and A-scale staff is eliminated in FY 2013. (107110-40429)
- Funds totaling \$1.75 million for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013. Of this amount \$1,690,000 were for employees paid from the Operating Fund, \$37,000 for employees paid from the Community Activities Fund, \$20,000 for employees paid from the Cafeteria Fund, and \$3,000 for employees paid from the Capital Projects Fund. (107110-40429)

Contract Services

- The recommended life cycle of an instructional computer is four years. APS has established a four-year replacement cycle based upon this recommendation. The computers scheduled for replacement will meet or exceed this life cycle. Lease funds of \$360,000 are budgeted in the Finance department for the first year of a four-year lease for the replacement of one quarter of the instructional computers needed to maintain a 4:1 student to computer ratio. Additional from the State technology grant will support a portion of this replacement. (107140-43544)
- Due to the expiration of certain capital leases, funds of \$932,817 are reduced. (107140-43544)

Equipment

- The one-time expenditure of \$120,000 budgeted in FY 2012 for Yorktown furniture and equipment needs for Phase II of the construction project is eliminated in FY 2013. (107110-48848)
- Funds of \$103,029 are provided for the anticipated increase in furniture and equipment needs at Yorktown High School due to the completion of Phase III of the reconstruction project. (107110-48848)
- A centrally-budgeted planning factor allocation for replacement of classroom furniture is increased by \$1,553 based on student enrollment. (107110-48848)
- In FY 2012, \$200,000 was allocated to purchase administrative computers to allow APS to replace these computers on a four year cycle. This one-time cost is eliminated in the Office of Information Services Management in the Department of Information Services. In FY 2013, to continue the four year replacement cycle, \$115,000 is added to the Lease/Purchase account in Finance to lease these computers. (900000-48847, 107140-43544)

OTHER ADMINISTRATIVE ACCOUNTS

Equipment (continued)

- Twenty additional relocatables are needed in FY 2013 to accommodate increasing enrollment in those buildings where the enrollment will exceed current capacity. Funds of \$1,003,700 are allocated to purchase any necessary furniture and technology. (107110-48808, 48814)

Other Operating Costs

- A one-time VRS reserve of \$1.8 million added in FY 2012 is eliminated in FY 2013. (107110-40403)
- Additional funding of \$400,000 is placed in the OPEB Reserve in order to fully fund the Annual OPEB Cost (AOC) and to prevent the Net OPEB Obligation (NOO) from increasing. (107110-40404)
- Funds of \$75,000 is added to the program cost account which was inadvertently reduced in FY 2012. (107110-43433)

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries	\$11,625	\$3,015,000	\$0
Employee Benefits	\$2,726	\$0	\$0
Staff Development	\$242	\$0	\$0
Contractual Services	\$3,584,977	\$3,033,582	\$2,575,765
Material/Supplies	\$0	\$43,000	\$43,000
Equipment	\$34,320	\$1,218,511	\$2,206,793
Other Operating Costs	<u>(\$522,276)</u>	<u>\$6,196,887</u>	<u>\$4,871,887</u>
Total	\$3,111,614	\$13,506,980	\$9,697,445

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Positions	<u>0.00</u>	<u>0.00</u>
Total	0.00	0.00

PURCHASING

DESCRIPTION

The Purchasing Office serves all departments and schools throughout Arlington Public Schools with the procurement of goods and services. The Purchasing Office establishes term contracts to meet specific requirements in accordance with the Virginia Public Procurement Act (VPPA) and Arlington County School Board's Purchasing Resolution.

The Purchasing Office's primary objective is to provide high quality goods and services at a fair and reasonable price in the right quantity and delivered at the time when needed by departments and schools.

The Purchasing Office supports the educational mission of the school system.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Purchasing office will:

- Process daily requisitions into Purchase Orders through STARS
- Establish Term Contracts for various goods and services
- Issue Invitation For Bids (IFB) and Request For Proposals (RFP) for goods, services and construction above \$50,000
- Dispose of surplus property
- Review and revising the purchasing resolution and purchasing policies and procedures as necessary
- Train department and school staff on how to make procurements on behalf of Arlington Public Schools

FY 2011 ACCOMPLISHMENTS

- Documented RFP/RFI process to meet the needs of end users and shortened the timeline for major purchases.
- Reduced the time for approving purchase orders.

FY 2012 GOALS

- Revise the Arlington Public Schools Purchasing resolution.
- Continue to update the Arlington Public Schools Purchasing Policies and Policy Implementation Procedures (PIPs) for Purchasing; revised policies will be approved by Senior Staff
- Complete training materials to facilitate purchasing goods and services and to ensure best practices.
- Prepare for and participate in the RFI and RFP process to either implement a new ERP system or upgrade the current Oracle system that supports all financial activity. Document the critical areas that should be addressed in implementing or upgrading the financial system. Develop a plan for reassigning work or reorganizing the department to ensure that the implementation is successful.
- Decrease purchase orders by 10 percent by working with vendors to automate purchasing process on frequently used items.
- Streamline a variety of purchasing activities and redeploy resources to better support the division in meeting its goals.

PURCHASING

FY 2013 PRIORITIES

- Conduct a satisfaction survey of staff who purchase goods and services.
- Continue to streamline purchasing activities.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- As a result of restructuring the department of Finance and Management Services, a 0.75 clerical staff position is moved from the Purchasing Office to Finance and Management Services and a 1.0 professional staff is moved to the School Board office for the internal auditor position. (107110, 107210, 101000-41309, 41205)

PURCHASING

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$442,567	\$537,129	\$445,837
Employee Benefits	\$123,037	\$308,681	\$140,413
Staff Development	\$3,994	\$7,200	\$7,200
Contractual Services	\$1,010,595	\$631,920	\$631,920
Materials & Supplies	\$2,050	\$3,641	\$3,641
Equipment	\$0	\$0	\$0
Other Operating Costs	\$1,646	\$800	\$800
Total	\$1,583,889	\$1,489,371	\$1,229,811

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Director	1.00	1.00
Assistant Director	1.00	1.00
Professional	3.00	2.00
Clerical	<u>1.75</u>	<u>1.00</u>
Total	6.75	5.00

SCHOOL/COUNTY SHARED BUILDINGS

DESCRIPTION

This program account serves as a placeholder for the funds that are reimbursed to the School Operating Fund budget by the County for the operational costs that are incurred by the schools on behalf of the County at three facilities: Drew, Hoffman-Boston and Langston.

The account provides a credit to the School Operating Fund budget. Arlington Public Schools is “reimbursed” by the County for costs incurred by the schools on behalf of County programs. The County shares space in three school buildings and reimburses the schools for a portion of the operational costs. These costs include custodial, utilities, maintenance and administrative expenses.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Other Operating Costs

- The County credit for custodial, maintenance, and utility costs for Drew, Hoffman-Boston, and Langston increases by \$44,802. (107130,49991,49993,49995)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Other Operating Costs	(\$427,950)	(\$429,831)	(\$474,633)
Total	(\$427,950)	(\$429,831)	(\$474,633)

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
<u>Staffing</u>		
Positions	0.00	0.00
Total	0.00	0.00

FACILITIES AND OPERATIONS

DEPARTMENT SUMMARY

The Facilities and Operations Department includes six programs: Facilities and Operations Management, Risk Management, Plant Operations, Other Plant Operations (Buildings), Buildings/Grounds Maintenance, and Transportation. In addition to the positions shown below, 6.25 positions and supply funds associated with Design & Construction are budgeted in the Major Construction program in the Capital Projects Fund. A project manager position for the Minor Construction/Major Maintenance program is also budgeted in the Capital Projects Fund.

The FY 2013 School Board's Adopted Budget for Facilities & Operations totals \$30,510,564 and includes 269.25 positions.

<u>Program</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Positions</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Positions</u>	<u>FY 2013 Adopted</u>
Facilities and Operations	\$600,720	4.75	\$653,753	4.75	\$728,493
Risk Management	\$537,167	0.00	\$685,933	0.00	\$685,933
Plant Operations	\$1,892,830	14.00	\$2,216,097	14.00	\$2,290,634
Other Plant Operations	\$3,234,818	10.00	\$3,410,004	10.00	\$4,581,259
Maintenance	\$6,762,581	67.00	\$7,484,061	67.00	\$7,830,664
Transportation	<u>\$12,158,627</u>	<u>173.50</u>	<u>\$14,469,307</u>	<u>173.50</u>	<u>\$14,393,581</u>
TOTAL	\$25,186,743	269.25	\$28,919,155	269.25	\$30,510,564

FACILITIES AND OPERATIONS MANAGEMENT

DESCRIPTION

Facilities and Operations Management provides oversight and authority for facilities planning, capital improvement programs, building and grounds maintenance, custodial services, energy management, and transportation. Approximately 4.5 million square feet of space in 39 buildings and more than 400 acres of land are managed and maintained. About 245 buses, vans, pickups, sedans, trailers, and moveable equipment are included in the bus and support vehicle fleet. The Facilities and Operations Department provides facilities, facility services and transportation services for the APS community that are consistently inviting, appropriate, safe, comfortable, accessible and clean.

MAJOR SERVICES PROVIDED

Facilities Planning is responsible to develop, analyze, and evaluate APS student demographic data to improve enrollment projections, capital improvement priorities, student accommodation and boundary decision processes.

Design and Construction Services is responsible for the oversight and management of multiple major capital construction projects through all phases from initial planning and community involvement through design to final construction and occupancy.

The **Risk Management** program provides the optimal mix of loss prevention, loss control and risk financing strategies to ensure a stable and predictable cash flow resulting from the schools' exposure to risk of financial loss. The risk of loss under Risk Management authority includes property fire and casualty insurance, public and professional liability, vehicular liability, and employee fidelity.

Plant Operation or Custodial Services is responsible for managing the daily cleaning of approximately 4.5 million square feet of school building and office space. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance staff to coordinate Minor Construction and Major Maintenance (MC/MM) projects.

Maintenance Services performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function of the department is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy that includes scheduled maintenance and system replacement, minor capital improvements and facility renewal.

Transportation Services is responsible for the safe, effective and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. The amount of transportation needed is governed by the needs of the neighborhood schools, countywide program offerings and the extent to which students are transported to non-neighborhood schools. The department provides the required services based on student placement and the policies governing pupil transportation. Transportation services include support for Pre-K, after-school activities, athletics, summer school and PRCR summer camps.

FACILITIES AND OPERATIONS MANAGEMENT

MAJOR SERVICES PROVIDED (continued)

Aquatics Management Office is responsible for the overall management of the swimming pool facilities and daily operations for the Aquatic Centers at Wakefield, Washington-Lee and Yorktown high schools. Aquatics Services provides Learn to Swim and a Water Safety instruction for all third, fourth, ninth and tenth grade students, in coordination with physical education. Recreational programs are offered at all three sites and are open to Arlington residents during community operating hours.

FY 2011 ACCOMPLISHMENTS

- Commenced construction on Phase I of the Yorktown High School project.
- Updated housing generation factors to ensure data accuracy for improved projections to aid decision making.
- Prepared cost recovery documents for the Snow Emergencies in December and February and received confirmation that those costs would be compensated through federal and state funds.
- September 30, 2010 student enrollment was 100.8% of the projection.
- Prepared information and data to support the successful passage of a bond referendum in the November of 2010.

FY 2012 GOALS

- Complete the Arlington Facilities Student Accommodation Plan (AFSAP) to support decisions on relocatable placement, student assignment strategies and capital improvement activities by February of 2011.
- Develop online forms to improve the accuracy and completeness of risk management data collection for student injuries and fire incident reporting by June 2011.

FY 2013 PRIORITIES

- Improve enrollment projection accuracy.
- Develop plans to accommodate increased numbers of students.
Enhance the F & O Website to better communicate programs and increase its use for interactive collection of requests for services and reporting.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FACILITIES AND OPERATIONS MANAGEMENT

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contract Services

- Funds of \$3,000 are provided for costs associated with map-making and hosting online address locator services via the APS and County websites. (108000-43568)
- Funds of \$7,048 are provided for the annual site-wide license for GIS services to allow unlimited downloads of the software and unlimited access to training materials. (108000-43568)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$421,047	\$447,887	\$495,178
Employee Benefits	\$94,797	\$121,610	\$139,011
Staff Development	\$942	\$2,210	\$2,210
Contractual Services	\$68,209	\$61,100	\$71,148
Materials & Supplies	\$15,725	\$18,284	\$18,284
Equipment	\$0	\$2,662	\$2,662
Other Operating Costs	\$0	\$0	\$0
Total	\$600,720	\$653,753	\$728,493

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Assistant Superintendent	1.00	1.00
Professional	2.00	2.00
Clerical	<u>1.75</u>	<u>1.75</u>
Total	4.75	4.75

RISK MANAGEMENT

DESCRIPTION

The Risk Management program provides the optimal mix of loss prevention, loss control and risk financing strategies to ensure a stable and predictable cash flow resulting from the schools' exposure to risk of financial loss. The risk of loss under Risk Management control includes property fire and casualty insurance, public and professional liability, vehicular liability, and employee dishonesty. The office also provides consultation and technical assistance in the prevention of workplace accidents, risk transfer in contracts and other agreements, and emergency response coordination with Arlington County Government emergency services providers.

MAJOR SERVICES PROVIDED

- Review and analyze student, employee and vehicle exposure to loss and develop loss prevention, loss control, risk transfer and risk financing strategies as appropriate.
- Conduct Loss control and prevention inspections in the Art and Theater programs, Athletics and Physical Education, Career and Technical education, Playgrounds and Playfields, Science laboratories and other areas of special risk.
- Provide workplace and environmental safety programs as required.
- Assist schools with plans for fire, evacuation, weather, shelter, and special risk response plans.
- Review insurance and risk transfer provisions in contracts, agreements, leases, memoranda of understanding and facility use permits.
- Manage litigation for covered losses in automobile and general liability, covered school board legal matters.
- Manage recovery for School Board claims against others for losses resulting from automobile accidents, property losses and declared emergencies.
- Represent APS in the Incident Command Structure of Arlington County for general command, shelter, transportation and medical services.

FY 2011 ACCOMPLISHMENTS

- Initiate loss control and prevention inspections for Technical and Career Education classrooms.
- Manage assessment of theater safety, needed repairs and training for theater instructors.
- Continued a five year program of progressive reduction in total cost of risk by consolidating necessary insurance through a risk retention pool.
- In September 2009, approximately 100 APS science teachers, art teachers and maintenance supervisors received training on the Life Cycle of Chemicals, MSDS and Inventory Controls of chemicals.

FY 2012 GOALS

- Reduce the incidence of student accidents during athletic and play events by 10% from 150 by the end of the reporting period for FY 2011.
- Reduce the frequency of losses for which APS is responsible as measured by risk financing (insurance) reports by 15% in fiscal year 2011.

FY 2013 PRIORITIES

To provide essential support to achieve Strategic Plan goals, Risk Management will pursue the following:

- Continue Incident Command awareness for school emergency response plans.
- Improve Fire Drill compliance at individual school sites.
- Continue physical and procedural inspections in areas of high risk exposure.

RISK MANAGEMENT

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Contractual Services	<u>\$537,167</u>	<u>\$685,933</u>	<u>\$685,933</u>
Total	\$537,167	\$685,933	\$685,933

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Positions	<u>0.00</u>	<u>0.00</u>
Total	0.00	0.00

PLANT OPERATIONS

DESCRIPTION

Plant Operations (or Custodial Services) is responsible for managing the daily cleaning and bimonthly inspection of approximately 4.5 million square feet of school building and office space. Plant Operations works with school administrators and custodial staff in order to augment staff performance, staff hiring and selection, and management of custodial staff. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance staff to coordinate Minor Construction and Major Maintenance (MC/MM) projects.

MAJOR SERVICES PROVIDED

- Custodial Management
- Custodial Supply/Equipment Purchases
- Recycling Management
- Integrated Pest Management

FY 2011 ACCOMPLISHMENTS

- Collaborated with the Department of School and Community Relations to develop the Plant Operations' portion of the APS goes Green website.
- Updated Plant Operations Department website.
- Purchased automatic scrubbers for schools increasing the efficiency of the custodial staff.
- Purchased additional snow blowers for secondary schools; all middle and high schools have a minimum complement of two snow blowers.
- Conducted training seminars for custodial supervisors in the summer and at Spring Break and for line custodial staff in summer.
- Green Seal Products use increased from 10 to 30% in 2009-10 and 2010-11 remained at 30%.
- Supervised the custodial clean-up of two Design and Construction projects (Yorktown Phase I and Thomas Jefferson) as well as the post-summer school cleaning.
- Increased the number of inspections by 33% over 2009-10 with 29,516 inspection areas with an average score of 98.27%. 2010-2011 inspection numbered 13,251 and an average score of 82.83%.
- Increased the volume of recyclable materials by 36% over 2008-2009. 2009-10 recycling production of 374.79 tons and 2010-11 numbers 451.52 tons.
- Currently implementing reducing trash volume by diverting furniture and related items to scrap metal dumpster.

FY 2012 GOALS

- All locations will achieve an overall score of 82.8% for cleanliness, as evaluated by the semi-monthly Quality Control Reports by 2012.
- Increase recycling tonnage in Arlington Public Schools facilities by 2012 by 10% from 387 to 430 tons.
- Increase the number of Green Seal of custodial supply products by 2012 from 30% to 40%.

PLANT OPERATIONS

FY 2013 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Plant Operations department will pursue the following:

- Continue to increase recycling collections.
- Improve cleanliness of buildings as evidenced in higher Quality Control Report scores.
- Continue to increase the number of Green Seal products in use.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Plant Operations program is a decrease of \$4,527. (108210-45624,45630,45680)

PLANT OPERATIONS

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$810,284	\$908,855	\$975,109
Employee Benefits	\$272,322	\$290,990	\$303,800
Staff Development	\$10,231	\$12,350	\$12,350
Contractual Services	\$550,510	\$842,960	\$838,433
Materials & Supplies	\$71,805	\$119,884	\$119,884
Equipment	\$169,402	\$36,500	\$36,500
Other Operating Costs	<u>\$8,276</u>	<u>\$4,558</u>	<u>\$4,558</u>
Total	\$1,892,830	\$2,216,097	\$2,290,634

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Director	1.00	1.00
Specialist	1.00	1.00
Clerical	1.00	1.00
Custodians (Central)	<u>11.00</u>	<u>11.00</u>
Total	14.00	14.00

OTHER PLANT OPERATIONS

DESCRIPTION

The Plant Operations-Other Buildings budget represents the cost of operating buildings owned or leased by the school system. These buildings include 4600 Fairfax Drive, Clarendon Education Center, Arlington Education Center, Syphax Center, Langston and Thurgood Marshall. The costs include lease payments, utilities, parking fees and other lease expenses such as taxes and utilities.

FY 2013 PRIORITIES

To provide essential support to achieve Strategic Plan goals, Other Plant Operations will pursue the following:

- Continue to monitor and manage leases and other costs associated with the properties; and
- Assess the spatial requirements of the system for administrative functions system-wide and recommend alternatives.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- The Lease Agreement and Leased Space Building Costs accounts for the consolidation of the Clarendon Education Center and the Syphax building increase by \$982,647 to reflect the anticipated increase in lease costs and other charges for rented space at the new location. (108220-45643, 45653)
- The Lease Agreement account for Arlington Mill increases by \$205,842 as a result of an increase in the amount of space being leased. (108220-45643)
- The Lease Agreement and Leased Space Building Costs accounts for the Marshall Building increase \$3,973. (108200-45643, 45653)
- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Plant Operations program is an increase of \$37,519. (108220-45624,45630,45680)

OTHER PLANT OPERATIONS

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$419,414	\$335,792	\$451,460
Employee Benefits	\$141,704	\$344,567	\$170,173
Contractual Services	\$2,579,036	\$2,715,760	\$3,945,741
Materials & Supplies	\$17,389	<u>\$13,885</u>	<u>\$13,885</u>
Equipment	\$61	<u>\$0</u>	<u>\$0</u>
Other Operating Costs	<u>\$77,214</u>	<u>\$13,885</u>	<u>\$0</u>
Total	\$3,234,818	\$3,410,004	\$4,581,259

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Custodians	<u>10.00</u>	<u>10.00</u>
Total	10.00	10.00

MAINTENANCE

DESCRIPTION

Maintenance Services performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function of the department is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy that includes scheduled maintenance and system replacement, minor capital improvements and facility renewal.

MAJOR SERVICES PROVIDED

- Preventive Maintenance
- Routine repairs
- 365/24/7 Emergency Service
- MC/MM Project Work - Infrastructure and equipment upgrades
- Relocatable installation/moves/extractions
- Energy Management
- Security/Alarms
- Collaboration with the Design & Construction Division in new building specification review and commissioning
- Works with School Plant Operations Division and County in Snow/Ice removal
- Moves of APS functions/Offices

FY 2011 ACCOMPLISHMENTS

- Consolidated and improved second (evening) shift for HVAC Preventive Maintenance function
- Added 38 classroom spaces via additional relocatables and existing interior space conversions
- Started 10 year major roofing program completing new roofs at Career Center and Tuckahoe Elementary School.
- Completed initial phase of installing security systems at all APS schools
- Streamlined MC/MM process, improving both quality and quantity of outcomes within prescribed budgets and time lines. Also developed a detailed 3-year plan for MC/MM.
- Improved 24/7 On-Call system by increasing roster to include more staff, spreading On-Call cycle to once quarterly and spreading related overtime more evenly among staff
- Satisfied every staff request for career development training courses
- Launched a comprehensive automated customer feedback system (K12 – Insight) for all Work Orders
- Successfully piloted a software interface between our Event and Energy scheduling systems
- Increased HVAC equipment under remote control to above 87% system-wide

FY 2012 GOALS

- Complete second phase of new APS Security system for improved operational efficiency for school Office Staff and Extended Day programs. Design basic Security access control system for administrative buildings
- Start a new cash-incentive based program for all schools to participate in Energy Savings Initiatives
- Increase HVAC equipment under remote control to at least 92%

MAINTENANCE

FY 2013 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Maintenance Services department will pursue the following:

- Continue to execute HVAC master plan, seeking additional resources and reorganizing existing resources to maximize efficiency.
- Continue to execute the long term roofing plan with 2-3 more major replacements
- Increase the use of reporting and data capture from the 'TMATalk' work order system.
- Complete all MC/MM programmed projects within allocated fund year.
- Continue to grow second (evening) Preventive Maintenance shift to include additional trades by converting vacated positions from day to evening.

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$3,731,581	\$4,125,937	\$4,498,421
Employee Benefits	\$1,077,302	\$1,323,118	\$1,297,237
Staff Development	\$16,214	\$30,200	\$30,200
Contractual Services	\$684,252	\$837,426	\$837,426
Materials & Supplies	\$1,124,252	\$1,082,639	\$1,082,639
Equipment	\$122,660	\$81,691	\$81,691
Other Operating Costs	\$6,320	\$3,050	\$3,050
Total	\$6,762,581	\$7,484,061	\$7,830,664

POSITION SUMMARY

	FY 2012 Adopted	FY 2013 Adopted
Staffing		
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	3.00	3.00
Maintenance Workers	60.00	60.00
Clerical	2.00	2.00
Total	67.00	67.00

TRANSPORTATION

DESCRIPTION

Transportation Services is responsible for the safe, effective and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. The amount of transportation needed is governed by the needs of the neighborhood schools, countywide program offerings and the extent to which students are transported to non-neighborhood schools. The department provides the required services based on student placement and the policies governing pupil transportation. Transportation services include support for Pre-K, after-school activities, athletics, summer school and PRCR summer camps.

MAJOR SERVICES PROVIDED

- Transporting students safely to and from school
- Adhering to the McKinney-Vento Homeless Assistance Act of 1987
- Complying with No Child Left Behind (NCLB)
- Transporting pre-school students in early childhood programs
- Transporting eligible students to out-of county programs
- Providing special transportation for special needs students
- Providing buses for county-wide focus program offerings such as, IB, Spanish Immersion, HB Woodlawn, and VPI
- Providing buses for extracurricular field trips, Planetarium, Swimming and Outdoor Lab
- Providing buses for athletic activities, competitions and practices
- Providing late buses for after school instructional, enrichment, remediation and co-curricular activities

FY 2011 ACCOMPLISHMENTS

- Purchased, installed and began implementation of a routing software system to efficiently route school buses.
- Implemented new strategies that resulted in reduced overtime and other operating costs.
- Established a collaborative partnership with Arlington County Equipment Bureau to improve bus maintenance services and customer satisfaction.
- Conducted a Transportation Efficiency Study.

FY 2012 GOALS

- Implement first stage recommendations of the consultant hired to review transportation operations before the start of the school year in 2012-13.
- Transportation will significantly reduce the number of buses that are late to school.

FY 2013 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Transportation Department will pursue the following:

- Continue to use process and performance management to study transportation services procedures and operations.
- Implement recommendations of the consultant study of transportation operations including, routes, stops, organizational structure, bus maintenance and customer service.
- Continue building on the use of the Edulog routing software. Study the Transportation processes to determine opportunities for efficiency and improved customer service.

TRANSPORTATION

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$150,000 are provided for the implementation of the Transportation Efficiency Study. Of this amount, \$68,000 is budgeted in the compensation contingency account for staff reorganization. (108400-40429)

Contractual Services

- Funds of \$150,000 are provided for the implementation of the Transportation Efficiency Study. Of this amount, \$82,000 is provided for consultants to assist with change management and software implementation. (108400-43565)

Materials and Supplies

- Funds of \$2,500 are added for bus driver and bus attendant uniform costs. (108400-46678)

Equipment

- In FY 2012, \$788,000 for eight new buses was added to provide transportation for students attending classes at the Career Center from their home directly to the Career Center. This one-time expense is eliminated in FY 2013. (108400-48804)
- In FY 2012, \$98,500 for one new bus was added to support the two new Virginia Preschool Initiative (VPI) classes. This one-time expense is eliminated in FY 2013. (108400-48804)

TRANSPORTATION

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$5,898,862	\$6,449,460	\$7,101,603
Employee Benefits	\$1,972,519	\$2,378,837	\$2,452,968
Staff Development	\$2,313	\$3,095	\$3,095
Contractual Services	\$1,849,884	\$1,996,433	\$2,078,433
Materials & Supplies	\$1,109,519	\$1,140,884	\$1,143,384
Equipment	\$1,377,219	\$2,334,486	\$1,447,986
Other Operating Costs	<u>(\$51,689)</u>	<u>\$166,112</u>	<u>\$166,112</u>
Total	\$12,158,627	\$14,469,307	\$14,393,581

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Director	1.00	1.00
Specialist	1.00	1.00
Dispatcher	1.00	1.00
Clerical	3.00	3.00
Bus Drivers	127.50	127.50
Bus Attendants	<u>40.00</u>	<u>40.00</u>
Total	173.50	173.50

INFORMATION SERVICES

DEPARTMENT SUMMARY

The Information Services Department includes Information Services Management and six other areas: Service Support Center, Technology Training Services, Instructional and Innovative Technologies, Network and Infrastructure Services, and Accountability, Assessment and Evaluation. The FY 2013 School Board's Adopted Budget for Information Services totals \$16,329,101 and includes 78.80 positions.

Program	FY 2011 Actual	FY 2012 Positions	FY 2012 Adopted	FY 2013 Positions	FY 2013 Adopted
Information Services Management	\$1,064,612	8.00	\$1,233,988	8.00	\$1,126,425
Technology Services	\$752,935	0.00	\$0	0.00	\$0
User Support Group	\$0	0.00	\$0	0.00	\$0
Service Support Center	\$1,813,293	18.00	\$2,253,810	18.00	\$2,501,585
Enterprise Solutions	\$2,681,958	14.00	\$3,026,262	14.00	\$4,450,166
Network & Infrastructure Services	\$3,580,315	9.00	\$2,339,219	9.00	\$2,511,703
Hardware Support Group	\$0	0.00	\$0	0.00	\$0
Technology Training Services	\$0	8.00	\$960,590	8.00	\$1,076,506
Instructional & Innovative Technologies	\$0	9.80	\$1,696,746	13.80	\$2,432,127
Accountability, Assessment & Evaluation	<u>\$1,843,073</u>	<u>8.00</u>	<u>\$2,200,225</u>	<u>8.00</u>	<u>\$2,230,589</u>
TOTAL	\$11,736,186	74.80	\$13,710,840	78.80	\$16,329,101

INFORMATION SERVICES MANAGEMENT

DESCRIPTION

The Department of Information Services provides support and solutions that promote education in Arlington. The department delivers technologies and data that support and promote student learning, effective teaching, user productivity, accountability in decision-making, reliable communication and best business practices. The department is responsible for the development of clear strategies to support instructional goals and to anticipate future technology trends, including coordinating the ongoing implementation, evaluation and updating of the APS Technology Strategic Plan. Successful implementation of the plan represents one of the requirements that must be met by APS to continue receiving No Child Left Behind federal funds for technology and e-Rate funds distributed through the Virginia Department of Education.

MAJOR SERVICES PROVIDED

- Technical support and solutions which promote student learning
- Management of the APS data systems in support of all APS departments
- Guidance in the effective and efficient use of technology
- Daily processing and delivery of APS school mail, parcel and US mail services

FY 2011 ACCOMPLISHMENTS

- Piloted iPads for instructional and administrative functions
- Re-Introduced support for Apple computers
- Preparation work for Phase 1 of the Platform project

FY 2012 GOALS

- Provide reliable access to information and technology services.
- Use APS resources efficiently to provide information and technology services.
- APS staff and students are satisfied with access to reliable and valid information and technology services.

FY 2013 PRIORITIES

- Complete Phases 2 and 3 of the Platform Project
- Complete a transition to a new Student Information System
- Preparation for an upgrade or replacement of the ERP system

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

INFORMATION SERVICES MANAGEMENT

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contractual Services

- The recommended life cycle of an instructional computer is four years. APS has established a four-year replacement cycle based upon this recommendation. The computers scheduled for replacement will meet or exceed this life cycle. Lease funds of \$360,000 are budgeted in the Finance department for the first year of a four-year lease for the replacement of one quarter of the instructional computers needed to maintain a 4:1 student to computer ratio. Additional funds from the State technology grant will support a portion of this replacement. (107140-43544)

Equipment

- In FY 2012, \$200,000 was allocated to purchase administrative computers to allow APS to replace these computers on a four year cycle. This one-time cost is eliminated. In FY 2013, to continue the four year replacement cycle, \$115,000 is added to the Lease/Purchase account in Finance to lease these computers. (900000-48847, 107140-43544)

INFORMATION SERVICES MANAGEMENT

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$204,648	\$778,141	\$841,348
Employee Benefits	\$51,157	\$207,660	\$236,890
Staff Development	\$6,890	\$5,925	\$5,925
Contractual Service	\$75,284	\$6,000	\$6,000
Materials & Supplies	\$6,706	\$8,262	\$8,262
Equipment	\$719,204	\$228,000	\$28,000
Other Operating Costs	<u>\$723</u>	<u>\$0</u>	<u>\$0</u>
Total	\$1,064,612	\$1,233,988	\$1,126,425

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Assistant Superintendent	1.00	1.00
Supervisor	1.00	1.00
Coordinator	1.00	1.00
Technology Architect	1.00	1.00
Data Architect	1.00	1.00
AV Materials Inspector	1.00	1.00
Mail Clerk/Driver	1.00	1.00
Clerical	<u>1.00</u>	<u>1.00</u>
Total	8.00	8.00

TECHNOLOGY SERVICES

DESCRIPTION

As a result of the reorganization of the Information Services department, the Technology Services area was eliminated in FY 2012 and positions and funds were redistributed to other programs. FY 2011 actual data is displayed below.

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$565,192	\$0	\$0
Employee Benefits	\$127,772	\$0	\$0
Staff Development	\$2,387	\$0	\$0
Contractual Services	\$56,904	\$0	\$0
Materials & Supplies	\$225	\$0	\$0
Equipment	\$23	\$0	\$0
Other Operating Costs	\$432	\$0	\$0
Total	\$752,935	\$0	\$0

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Positions	0.00	0.00
Total	0.00	0.00

SERVICE SUPPORT CENTER

DESCRIPTION

The Service Support Center provides district-wide technology support to all APS personnel in technology resources including, but not limited to, technology hardware, network services, email, and desktop software. Serves as the initial entry point for all technology requests.

MAJOR SERVICES PROVIDED

- Email services
- Inventory and replacement of all computers
- Software delivery to computers at schools and administrative offices
- Consultation services on technology related initiatives
- Help desk for all IS provided services
- Provide leadership, coordination, and consultation in areas of information technology management which have system-wide impact

FY 2011 ACCOMPLISHMENTS

- The Service Support Center was new for FY 2012

FY 2012 GOALS

- The modernization of the IT infrastructure
- Upgrade email system
- Upgrade workstations to Windows 7
- Upgrade the wireless network
- Increase the quality of service provided to customers
- Implement

FY 2013 PRIORITIES

- Improve the effectiveness and efficiency of delivered services
- Complete the new infrastructure platform
- Implementation of IS reorganization

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Funds of \$85,000 are provided for the additional hardware and software maintenance costs for the new platform project. The yearly contractual costs include KACE, VDI, and IS service. (911200-43875)

SERVICE SUPPORT CENTER

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$1,187,196	\$1,542,051	\$1,633,790
Employee Benefits	\$313,991	\$480,814	\$551,850
Staff Development	\$27,509	\$13,000	\$13,000
Contractual Services	\$168,441	\$95,900	\$180,900
Materials & Supplies	\$2,253	\$20,835	\$20,835
Equipment	\$113,435	\$101,210	\$101,210
Other Operating Costs	<u>\$468</u>	<u>\$0</u>	<u>\$0</u>
Total	\$1,813,293	\$2,253,810	\$2,501,585

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Manager	1.00	1.00
Specialist	1.00	1.00
Analyst	7.00	7.00
Technician	7.00	7.00
Clerical	<u>1.00</u>	<u>1.00</u>
Total	18.00	18.00

ENTERPRISE SOLUTIONS

DESCRIPTION

The Enterprise Solutions office is responsible for the planning, design and support of APS data and business systems. This unit has major responsibility for ensuring that APS staff and the community have access to accurate data to support instructional and business decisions. The work involves a wide range of interactions with the school system and County government, software vendors and consultants. This office manages two major system-wide initiatives, the Enterprise Resources Planning (ERP) system (STARS), and eSchoolPlus+, the student information system. Services include custom application development, support and maintenance of APS instructional systems, support and maintenance of APS administrative systems and support for data delivery services.

MAJOR SERVICES PROVIDED

- Management of all APS data and business systems
- Efficient generation of reports
- Support of the data and reporting requirements of all departments and schools

FY 2011 ACCOMPLISHMENTS

- Implemented the Web based Dashboards that provides educators with the ability to transform data into knowledge while driving academic improvement, instructional effectiveness, transparency and accountability.
- Rolled out the following Web based Services for Parents and Community to track their students progress and activities.
- Student Information Center (Portal to view Student Demographic, Attendance, Schedule, Report Card and Discipline information)
- APS Grades Online (Portal for the Teachers Grade Book that allows Teachers to interact with Parents and Student online)
- Online First Day Packets (Allowing Parents to enter Emergency Contact and other related information online)
- Web based Grade book that provides a more flexible tool for teachers to track and communicate student progress and performance.
- Coordinated Interactive White Board installations

FY 2012 GOALS

- Redeploy Enterprise Resource Planning Applications (STARS) with more Functionality that aligns the system with improved Business Practices.
- Implement new Student Information System to support the growing needs of APS and improve efficiency of Administration and most importantly support Instruction.
- Implement a Data Warehouse to support APS Staff and community with a central repository of Instructional, Assessment and Student Data.

FY 2013 PRIORITIES

- Design the Student Dashboards for School Administration and teachers that will provide a complete snapshot of the student performance and help identify individual student needs.
- Align all Business and Student centric systems to support mobile devices.

ENTERPRISE SOLUTIONS

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contract Services

- Funds of \$600,000 are provided for implementation assistance and change management assistance during the upgrade of the Oracle ERP system to Release 12. (913000-43565)
- Funds of \$80,000 are provided for the annual maintenance fee and software modifications for a data warehouse in order to provide a single longitudinal source of data for decision making and effective resource and effort allocations. (913000-43569)

Other Operating Costs

- Funds of \$500,000 are provided to upgrade the Oracle ERP system to Release 12. (913000-43433)

ENTERPRISE SOLUTIONS

FINANCIAL SUMMARY

Category	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Salaries (<i>includes hourly</i>)	\$1,197,686	\$1,430,951	\$1,599,481
Employee Benefits	\$308,310	\$413,514	\$488,888
Staff Development	\$3,742	\$9,702	\$9,702
Contractual Services	\$20,238	\$0	\$680,000
Materials & Supplies	\$17,346	\$42,095	\$42,095
Equipment	\$88,470	\$30,000	\$30,000
Other Operating Costs	<u>\$1,046,166</u>	<u>\$1,100,000</u>	<u>\$1,600,000</u>
Total	\$2,681,958	\$3,026,262	\$4,450,166

POSITION SUMMARY

Staffing	FY 2012 Adopted	FY 2013 Adopted
Director	1.00	1.00
Project Manager	1.00	1.00
Analyst	7.00	7.00
Supervisor	1.00	1.00
Developer	2.00	2.00
Database Administrator	<u>2.00</u>	<u>2.00</u>
Total	14.00	14.00

NETWORK & INFRASTRUCTURE SERVICES

(formerly Network Support Group)

DESCRIPTION

The Network & Infrastructure Services office provides the data and video network infrastructure to support the integration of technology into the instructional program and administrative functions throughout APS. Network & Infrastructure Services is the support center for video services and telecommunications programs.

MAJOR SERVICES PROVIDED

- Telecommunications services including wireless
- Consultation services on technology related initiatives
- Technical and engineering support for electronic classrooms and the distance learning program.
- Support for the cable television/video distribution systems
- Installation and support of classroom video equipment
- Design and construction of the data, voice and video cable infrastructure

FY 2011 ACCOMPLISHMENTS

- Replaces Groupwise email system with Exchange
- Upgraded and increased the capacity of the data storage systems
- Completed the upgrade of all sites to VOIP capability
- Supported a significant expansion of smart phones and cellular services

FY 2012 GOALS

- Research and pilot VOIP technologies
- Research and specifications for industry standard critical video systems

FY 2013 PRIORITIES

- Implement VOIP technologies
- Upgrade critical video systems to industry standards

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Contractual Services

- Funds of \$100,000 are provided for the additional hardware and software maintenance costs for the new platform project. The maintenance is for Aruba wireless, Juniper gateway, and Kaspersky virus protection. (912100-43564)

NETWORK & INFRASTRUCTURE SERVICES

(formerly Network Support Group)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$1,136,446	\$845,965	\$909,782
Employee Benefits	\$284,917	\$255,135	\$263,802
Staff Development	\$16,756	\$8,850	\$8,850
Contractual Services	\$1,111,563	\$1,250,355	\$1,350,355
Materials & Supplies	\$47,229	\$32,095	\$32,095
Equipment	\$808,548	(\$107,181)	(\$107,181)
Other Operating Costs	<u>\$174,856</u>	<u>\$54,000</u>	<u>\$54,000</u>
Total	\$3,580,315	\$2,339,219	\$2,511,703

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2011 Adopted</u>	<u>FY 2013 Adopted</u>
Assistant Director	1.00	1.00
Supervisor	1.00	1.00
Analyst (Network)	3.00	3.00
Technician (Network)	1.00	1.00
Analyst (Telecommunications)	1.00	1.00
Video Technicians	<u>2.00</u>	<u>2.00</u>
Total	9.00	9.00

TECHNOLOGY TRAINING SERVICES

DESCRIPTION

The Office of Technology Training Services provides district-wide technology training and support to all APS personnel in business resources including, but not limited to, STARS, eSchool+, IEPOnline and desktop software.

MAJOR SERVICES PROVIDED

- User support and training for eSchoolPlus
- User support and training for STARS
- Guidance and best practices on reporting and use of business systems
- Support of grade exporting

FY 2011 ACCOMPLISHMENTS

- Developed training modules for implementation of new platform, email system and computer operating systems.
- Developed ‘recipe cards’ in support of Cognos reports.
- Developed and implemented training for alternative gradebook pilot.

FY 2012 GOALS (Shared Technology Services Goals)

- Provide professional development opportunities and materials for APS staff and parents related to the new platform, email system and computer operating systems.
- Expand number of virtual and asynchronous professional development opportunities and materials to provide resources to a greater number of APS staff anytime and anywhere.

FY 2013 PRIORITIES

- Provide professional development for APS staff and community related to the new Student Information System.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

Staff Development

- Funds of \$50,000 are provided to provide Information Services staff with technology-related professional development courses. (914000-45474)

TECHNOLOGY TRAINING SERVICES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$0	\$748,824	\$780,903
Employee Benefits	\$0	\$187,270	\$221,107
Staff Development	\$0	\$23,800	\$73,800
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$0	\$696	\$696
Equipment	\$0	\$0	\$0
Other Operating Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$0	\$960,590	\$1,076,506

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Specialist	<u>7.00</u>	<u>7.00</u>
Total	8.00	8.00

INSTRUCTIONAL AND INNOVATIVE TECHNOLOGIES

DESCRIPTION

The Office of Instructional and Innovative Technologies provides resources and services that support teaching and learning with technology including the integration of computer hardware/software, peripheral devices, web-based content, video, distance learning technologies, instructional materials development, and video and multimedia production. The office is also charged with research and testing of new and innovative technologies with instructional implications and applicability and development of implementation strategies as warranted.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Instructional & Innovative Technologies office will:

- Implement the use of technology to increase productivity and to strengthen and enhance instructional programs.
- Coordinate support to schools through the selection, support, and professional development of Instructional Technology Coordinators.
- Coordinate support to schools designed to strengthen and enhance the instructional program through the use of instructional video subscriptions, digital resources, & e-textbooks, Blackboard Learn and other software/online resources.
- Provide all staff with the professional development, hardware, and software necessary to use technology to effectively support the instructional program and administrative tasks.
- Supports and coordinates all distance learning/online learning classes, including development and revision of the online Arabic, Chinese, and Japanese classes.
- Collaborate with Department of Instruction Offices to implement the digital resources and e-textbooks adopted in this textbook cycle.
- Support the creation and design of online professional development offerings, using online tools such as Blackboard, Collaborate and Google.
- Research, evaluate and recommend new and innovative technologies to support and enhance student learning.

FY 2011 ACCOMPLISHMENTS

- Supported distance learning/online classes in which 229 students participated in 19 offerings.
- Hired three Instructional Technology Coordinators, provided orientation and ongoing assistance.
- Expansion of services provided through Arlington's implementation of Blackboard Learn, including training, support, and additional digital resources.
- Customization of Chinese I online curriculum provided during the 2010-2011 school year to middle and high school students.
- Developed and provided Chinese II and Japanese online courses.
- Worked with Arab Academy to refine Arabic Online Courses and provided local teachers to assist with the speaking component of the courses.
- Implement a new TSIPs review process to ensure that APS instructional personnel new to Arlington meet or exceeded the State of Virginia technology competencies, over 200 staff successfully completed TSIPs.
- Provided staff with over 84,000 instructional video clips through online subscriptions.

INSTRUCTIONAL AND INNOVATIVE TECHNOLOGIES

FY 2012 GOALS

- Revise TSIPs requirements to reflect state changes for APS instructional staff and revise PIP to reflect new process.
- Continue to review instructional applications to determine the applications' effectiveness in supporting instructional and/or curriculum content goals, increased motivation for student learning, and provide opportunities that extend the learning experiences outside the classroom.
- Increase by 25% the number of students served, and number of professional development courses facilitated through distance/online learning services,
- Increase by 25% the use of resources provided through Blackboard.
- Increase by 25% the use of online professional development resources, including Atomic Learning tutorials, Collaborate Sessions, NorthTier Courses and webinars

FY 2013 PRIORITIES

- Continued support for digital textbook adoption, including Social Studies, Mathematics and Music.
- Continue to collaborate with World Languages Office to modify and improve the online Chinese, Arabic and Japanese courses.
- Collaborate with Social Studies office to provide online Personnel Finance Course
- Collaborate with and support Dept. of Instruction initiatives, ex. Formative Assessment, World Languages oral language assessments, etc.
- Collaborate with school and curriculum staff to pilot innovative technologies to support and enhance student learning (EX. Beyond Textbooks-iPad project, Algebra I app.)
- Continue to work with offices, programs and schools to utilize Blackboard Learn to support goals and objectives.
- Continue to support the creation of online professional development offerings, using online tools including Blackboard and Collaborate.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

- Due to the reorganization of responsibilities, the Office of Instructional and Innovative Technologies is moved from the Department of Instruction to the Department of Information Services.

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds for a 1.0 online Japanese teacher position and a 1.0 online Chinese teacher position are provided to support countywide Japanese and Chinese classes. These positions have been funded previously from the staff contingency account. (916000-41254)

INSTRUCTIONAL AND INNOVATIVE TECHNOLOGIES

Salaries and Benefits (continued)

- Two 0.50 FTE Arabic teacher positions are added to the current two 0.50 FTE Arabic teacher positions to create two full-time positions for all middle schools. A 1.0 FTE online Arabic teacher for high schools is also provided. (916000-41254)

Contractual Services

- Funds of \$26,900 are provided to cover the increase in the annual fee for Blackboard Learn, Blackboard Mobile and Learning Objects due to increased enrollment and increased license fees. (916000-46538)
- Funds of \$63,097 are provided to cover increases in the countywide subscriptions to online videos (Video on Demand Services: Discovery Streaming, Learn360.com, and BrainPOP) and in license fees. (916000-46538)

Equipment

- Funds of \$350,000 are provided for Phase II of the software replacement and updates project. This funding supports upgrading the Career, Technical, and Adult Education (CTAE) labs to Windows 7, providing software site licenses for assessment software in music classes, purchasing a basic set of common applications for mobile technologies, providing software site licenses for Engineering software, and upgrading software for assistive technology titles used in special education classrooms. (916000-46528)
- In FY 2012, a one-time cost of \$88,480 was added to fund the laptops needed to provide technology instruction in schools where computer labs were converted to classrooms. This one-time expense is eliminated in FY 2013. (916000-46528)

INSTRUCTIONAL AND INNOVATIVE TECHNOLOGIES

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (<i>includes hourly</i>)	\$0	\$810,112	\$1,111,600
Employee Benefits	\$0	\$234,653	\$317,029
Staff Development	\$0	\$49,409	\$49,409
Contractual Services	\$0	\$278,500	\$305,400
Materials & Supplies	\$0	\$100,082	\$163,179
Equipment	\$0	\$184,595	\$446,115
Other Operating Costs	<u>\$0</u>	<u>\$39,395</u>	<u>\$39,395</u>
Total	\$0	\$1,696,746	\$2,432,127

POSITION SUMMARY

<u>Staffing</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Supervisor	1.00	1.00
Specialist	1.00	1.00
Teachers School-Based	2.80	6.80
Professional Staff	1.00	1.00
Teacher Assistants	<u>4.00</u>	<u>4.00</u>
Total	9.80	13.80

ACCOUNTABILITY, ASSESSMENT, AND EVALUATION

(formerly Planning & Evaluation)

DESCRIPTION

The Office of Accountability, Assessment, and Evaluation is responsible for administering, supervising and/or coordinating the testing program, program evaluation, research, strategic plan, department and school management plans, accreditation, enrollment and numerous federal, state and local reports. Information is collected, analyzed and disseminated to the public, Arlington Public Schools staff, and the Virginia Department of Education.

MAJOR SERVICES PROVIDED

- Coordinating and administering assessment program
- Developing the APS strategic plan
- Completing federal and state reports
- Providing support for school management and department plans
- Coordinating compliance with accreditation requirements
- Monitoring enrollment
- Evaluating instructional programs
- Reporting on strategic plan indicators and satisfaction survey results.

FY 2011 ACCOMPLISHMENTS

- Administered and reported results for more than 30,000 SOL tests across all schools and programs, 5,000 ACCESS for ELLs tests of English language proficiency, and local option assessments at grades 2, 4 and 6 (Stanford 10 and Degrees of Reading Power).
- Trained school-based staff on use of state student information system (EIMS).
- Managed and reported on the site-based surveys from parents, teachers and students for all schools and programs.
- Managed and facilitated the collection of race and ethnicity identification data for all active students to meet new federal requirements.
- Conducted a survey of all students, grades 4-12, identifying computer and internet access available to support their school work at home.
- Provided schools with SOL data to support school management plans.
- Reported 2009-10 progress on over 100 strategic plan indicators.
- Designed and presented plan for developing new strategic plan.
- Reported results of SAT and AP/IB tests.
- Completed annual reports on Graduates and Dropouts.
- Submitted numerous state-mandated reports regarding student enrollment, attendance, and graduation.

FY 2012 GOALS

- Establish baseline data on observations of differentiation in classrooms.
- Increase the accuracy of student data captured in eSchool+ to facilitate quicker access to assessment results.
- Develop the indicators for the 2011-2017 Strategic Plan

ACCOUNTABILITY, ASSESSMENT, AND EVALUATION

(formerly Planning & Evaluation)

FY 2013 PRIORITIES

- Administer and report results for more than 30,000 SOL tests and 5,000 ACCESS for ELLs tests across all schools and programs
- Support data requirements of the 2011-2017 Strategic Plan
- Improve the process for supporting, preparing and reviewing School and Department Management Plans.
- Report evaluation results for scheduled programs.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- School testing funds of \$41,380 are moved from the Accountability Administration program to the Assessment program to better reflect actual costs. (920000, 922000-41360)
- Funds of \$10,000 are provided to form an in-house audit team to monitor the during the Spring SOL test administrations, to provide feedback regarding methods and procedures employed during testing, and to evaluate conformance to standard testing procedures. (922000-41298)

Contractual Services

- Evaluation funds of \$1,000 are moved from the Accountability Administration program to the Evaluation program to better reflect actual costs. (920000, 921000-43449)
- Contract services funds of \$43,000 are moved from the Accountability Administration program to the Evaluation program to better reflect actual costs. (920000, 921000-43544)

Materials and Supplies

- Testing materials funds of \$116,618 are moved from the Accountability Administration program to the Assessment program to better reflect costs. (920000, 922000-46532)
- Funds of \$105,000 for testing materials are provided for increased annual fees and additional AP and IB exam fees due to increased student participation. (920000-46532)
- Funds of \$34,000 are moved from the substitute-professional leave account to the testing materials account to better reflect actual costs. (922000-41295, 46532)

ACCOUNTABILITY, ASSESSMENT, AND EVALUATION

(formerly Planning & Evaluation)

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Other Operating Costs

- In FY 2012, a one-time cost of \$100,000 was added to conduct a Pre-K survey for the purpose of estimating future APS elementary student enrollments. This one-time expense is eliminated in FY 2013. (920000-43409)
- In FY 2012, a one-time cost of \$30,000 was added to conduct site-based surveys for schools that have had a recent change in leadership. This one-time expense is eliminated in FY 2013. (920000-43409)
- Survey costs of \$125,000 are moved from the Accountability Administration program to the Evaluation program to better reflect actual costs. (920000, 921000-43409)

FINANCIAL SUMMARY

<u>Category</u>	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Salaries (includes hourly)	\$845,310	\$829,316	\$843,028
Employee Benefits	\$193,258	\$219,154	\$226,806
Staff Development	\$45,272	\$17,880	\$17,880
Contractual Services	\$228,157	\$274,570	\$274,570
Materials & Supplies	\$528,016	\$598,605	\$737,605
Equipment	\$0	\$0	\$0
Other Operating Costs	\$3,060	\$260,700	\$130,700
Total	\$1,843,073	\$2,200,225	\$2,230,589

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Director	1.00	1.00
Assistant Director	2.00	2.00
Data Architect	0.00	0.00
Specialist	3.00	3.00
Clerical	2.00	2.00
Total	8.00	8.00



OTHER FUNDS

Community Activities Fund

Comprehensive Services Act Fund

Food and Nutrition Services Fund

Capital Projects Fund

Bond Fund

Debt Service Fund

Grants and Restricted Programs Fund

OTHER FUNDS

The Other Funds section includes financial and summary information for the Community Activities Fund, the Comprehensive Services Act Fund, the Cafeteria Fund, the Capital Projects Fund, the Grants and Restricted Programs Fund, and the Debt Service Fund. A separate appropriation is received for each of these funds.

OTHER FUNDS SUMMARY

	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
<u>Revenue</u>			
County Transfer	\$46,573,992	\$54,548,790	\$51,188,959
County Transfer - Re-Estimate	\$0	\$6,034,477	\$6,938,050
State	\$5,690,541	\$4,412,184	\$4,431,401
Local	\$26,227,883	\$20,688,605	\$20,323,886
Federal	\$9,069,616	\$5,901,895	\$6,711,199
Carry Forward	<u>\$0</u>	<u>\$0</u>	<u>\$1,975,000</u>
Total	<u>\$87,562,032</u>	<u>\$91,585,951</u>	<u>\$91,568,495</u>
<u>Expenditures</u>			
Community Activities Fund	\$13,493,100	\$15,374,691	\$15,786,209
Capital Projects Fund	\$6,943,019	\$12,604,997	\$8,199,282
Debt Service Fund	\$33,238,053	\$38,262,647	\$41,931,618
Food & Nutrition Services Fund	\$6,679,089	\$6,512,508	\$6,943,476
Comprehensive Services Act Fund	\$3,906,666	\$3,650,000	\$3,650,000
Grants & Restricted Programs Fund	<u>\$21,255,644</u>	<u>\$15,181,108</u>	<u>\$15,057,910</u>
Total	<u>\$85,515,571</u>	<u>\$91,585,951</u>	<u>\$91,568,495</u>

COMMUNITY ACTIVITIES FUND

DESCRIPTION

The Community Activities Fund provides support for the operation of joint community/school facilities and programs. These include the Humanities Project, the Planetarium, Youth Services, Alternatives for Parenting Teens, Extended Day, Swimming Pools, Drew, Carver, Gunston and Thomas Jefferson Community Centers, and the Career Center. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance Department administers the fund.

COMMUNITY ACTIVITIES FUND SUMMARY

	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Revenue			
County Transfer Funds	\$5,575,855	\$7,408,123	\$7,663,609
Local Revenue/Fees	<u>\$7,893,257</u>	<u>\$7,966,568</u>	<u>\$8,122,600</u>
Total	\$13,469,112	\$15,374,691	\$15,786,209
Expenditures			
The Humanities Project	\$147,532	\$154,764	\$161,101
Planetarium	\$54,480	\$331,216	\$182,658
Youth Services	\$19,052	\$0	\$0
Alt for Parenting Teens	\$223,780	\$236,280	\$253,635
Extended Day	\$7,726,911	\$8,800,292	\$8,773,027
Swimming Pools	\$1,345,205	\$1,393,814	\$1,551,714
Career Center	\$810,568	\$988,225	\$1,002,265
Gunston Comm Center	\$1,419,006	\$1,523,439	\$1,629,609
Jefferson Comm Center	\$1,656,001	\$1,836,839	\$2,109,078
Drew Comm Center	\$0	\$15,882	\$22,521
Carver Comm Center	<u>\$90,565</u>	<u>\$93,940</u>	<u>\$100,601</u>
Total	\$13,493,100	\$15,374,691	\$15,786,209

THE HUMANITIES PROJECT

DESCRIPTION

The Humanities Project, an artist-in-education program administered by the Arlington Public Schools, provides cultural enrichment through performances, workshops, residencies, and teacher workshops for each of Arlington's schools. Students at all grade levels experience approximately two visiting artists annually. Through this program, theatre, dance, music, literary and visual arts can be integrated into the curriculum.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the office of Humanities will:

- Sponsors assemblies, residencies, and workshops in each of Arlington's schools.
- Provides poetry workshops and residencies with professional poets through the Pick a Poet program.
- Partner with the Kennedy Center to provide arts integration workshops for Arlington Public School teachers.
- Provide support to arts partners that provide programs in the schools (Arlington Independent Media, Signature Theatre, Kennedy Center).

FY 2011 ACCOMPLISHMENTS

- Provided at least two unique opportunities for each school through the Artists in the Schools program (including 7 residencies, over 150 in school artist performances and poetry workshops)
- Offered four additional opportunities: Adventure Theater – Earth Day program, NSO: Beethoven Rocks!, Unified Jazz Ensemble; Kids Euro-Fest
- Received grant from VA Commission for the Arts
- Created 2011-12 Directory and new virtual showcase website
- Increased Pick a Poet visits from 72 requests (09-10) to 151 requests (10-11); including 7 additional schools
- Increased Moving Words submissions from 512 poems (09-10) to over 900 poems (10-11)
- Coordinated Middle School Poetry Slam at Gunston Middle School with Regie Cabico (modeled after successful Jefferson residency piloted in the 09-10 school year).
- Hosted professional development poetry workshop with Heidi Mordhorst during National Poetry Month for 25 teachers.
- Co-hosted a professional development workshop for teachers with the Kennedy Center

FY 2012 GOALS

- Smart Goals for the Humanities Project are provided under the Department of Curriculum and Instruction.

FY 2013 PRIORITIES

- Continue working with artists to create and adjust programs to incorporate the Virginia Standards of Learning and support the Strategic Plan goals for Arlington Public Schools;
- Encourage teachers from all subject areas to take full advantage of The Humanities Project and its resources;
- Work with APS and the Kennedy Center to create meaningful workshop opportunities through the education partnership with the Professional Development for Teachers Office of the Kennedy Center's Education Division;

THE HUMANITIES PROJECT

FY 2013 PRIORITIES (continued)

- Identify and apply for grants to accommodate both the growing school demands for residencies and higher artist fees; and
- Further align the Humanities Project with the APS Strategic Plan to be “responsive to each student, in collaboration with families and the community” through dynamic partnerships and programs that allow students to appreciate the fine and performing arts, further develop the skills needed to succeed in the 21st century, and nurture the needs of the whole child.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (810013-40429)

THE HUMANITIES PROJECT

FINANCIAL SUMMARY

	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Revenue			
County Transfer Funds	<u>\$146,682</u>	<u>\$154,764</u>	<u>\$161,101</u>
Total	\$146,682	\$154,764	\$161,101
Expenditures			
Salaries (<i>includes hourly</i>)	\$58,669	\$59,994	\$64,125
Employee Benefits	\$17,620	\$19,812	\$22,018
Staff Development	\$0	\$263	\$263
Contractual Services	\$0	\$380	\$380
Materials & Supplies	\$1,487	\$1,898	\$1,898
Equipment	\$0	\$0	\$0
Other Operating Costs	<u>\$69,756</u>	<u>\$72,417</u>	<u>\$72,417</u>
Total	\$147,532	\$154,764	\$161,101

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Coordinator	<u>1.00</u>	<u>1.00</u>
Total	1.00	1.00

PLANETARIUM

DESCRIPTION

The Planetarium offers programs to school children and the general public in astronomy and other related subjects. The Planetarium seats 68 people in a theatre with a domed ceiling. Projection instruments create a replica of the night sky on the domed ceiling. School programs are designed for kindergarten students through grade twelve.

While the Planetarium is reserved on school days for the exclusive use of school children, the staff offers programs in the evenings and on weekends for the general public. These include, but are not limited to, adult astronomy courses, "The Stars Tonight," and multimedia art/science productions.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the office of the Planetarium will:

- Provide instructional programs, K-12, that correlate to the Standards of Learning (SOL);
- Provide ancillary instructional programs, K-12, for curriculum enrichment;
- Provide seasonal programs for the public; and
- Provide stargazing programs and adult education astronomy courses for the public.

FY 2011 ACCOMPLISHMENTS

- Collaborated with staff and community to renovate planetarium and purchase equipment.

FY 2012 GOALS

- Provide instructional support for science for students in Kindergarten to Grade 12.

FY 2013 PRIORITIES

- Provide support to upgrade instructional programs

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Revenue

- Planetarium admission fees were budgeted as an expense offset in FY 2012. For FY 2013, admission fees are budgeted as revenue and increased from \$6,200 to \$8,500. (201-000000-32134)

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- A 0.50 FTE teacher position is added to the current 0.50 FTE teacher position to create a full-time position for the Planetarium. (801032-41254)
- Hourly funds are reduced \$25,309 because of the addition of the 0.5 FTE teacher position. (801032-41230)

PLANETARIUM

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contract Services

- Funds of \$10,500 are added to the Transportation account in anticipation of the re-opening of the Planetarium. (801032-45472)

Other Operating Costs

- A one-time expenditure of \$230,000 budgeted in FY 2012 for a portion of the capital improvements needed for the Planetarium building is eliminated in FY 2013. (801032-40403)
- Funds of \$33,750 are provided to purchase fifteen additional full-dome shows in anticipation of the re-opening of the Planetarium. (801032-43433)
- The revenue offset of \$6,200 is moved to a revenue account for FY 2013. (801032-43433, 32134)
- Funds of \$250 for printing and \$250 for local travel are added in FY 2013 in anticipation of the re-opening of the Planetarium. (801032-43587, 45477)

PLANETARIUM

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Revenue			
County Transfer Funds	\$50,128	\$331,216	\$174,158
Local Revenue/Fees	<u>\$5,462</u>	<u>\$0</u>	<u>\$8,500</u>
Total	\$55,590	\$331,216	\$182,658
Expenditures			
Salaries (<i>includes hourly</i>)	\$45,008	\$61,634	\$76,121
Employee Benefits	\$7,661	\$23,932	\$39,937
Contractual Services	\$348	\$14,850	\$25,350
Materials & Supplies	\$1,463	\$5,000	\$5,000
Equipment	\$0	\$2,000	\$2,000
Other Operating Costs	<u>\$0</u>	<u>\$223,800</u>	<u>\$34,250</u>
Total	\$54,480	\$331,216	\$182,658

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Teachers	<u>0.50</u>	<u>1.00</u>
Total	0.50	1.00

YOUTH SERVICES

DESCRIPTION

The Youth Services Program was created in response to community needs addressed in a series of recommendations from the Arlington Task Force on Youth. This program provided support for a range of school/community related activities. In FY 2012 remaining funds were moved to programs and schools in order to provide greater accountability. FY 2011 actuals are listed below.

FINANCIAL SUMMARY

	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Revenue			
County Transfer Funds	\$6,140	\$0	\$0
Total	\$6,140	\$0	\$0
Expenditures			
Salaries (<i>includes hourly</i>)	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Contractual Services	\$6,252	\$0	\$0
Other Operating Costs	\$12,800	\$0	\$0
Total	\$19,052	\$0	\$0

POSITION SUMMARY

	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Staffing		
Positions	0.00	0.00
Total	0.00	0.00

ALTERNATIVES FOR PARENTING TEENS

DESCRIPTION

This alternative program serves pregnant and parenting teens in Arlington County and is conducted collaboratively with Arlington Public Schools and Arlington County Department of Human Services. It is an innovative year-round alternative school program for adolescent (school-aged) mothers and their children. The program includes academic and career and technical education courses, comprehensive health services, transportation, instruction in parenting education, and a developmental licensed infant care center. Early intervention services for the children including WIC, PIE, Child Find, medical identification and follow through on treatment, and dental support, which contribute to school readiness. Students may remain in the program for up to two years, and maintain enrollment through their base school.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Alternatives for Parenting Teens office will:

- Assist students in achieving academic success by providing high-quality child care, instruction, and remediation for positive SOL assessment results;
- Support healthy mothers and healthy babies through prenatal/postnatal appointments, infant stimulation, well-child checkups, up-to-date immunizations, and prevention of subsequent childbearing among teenage mothers;
- Instruct students in positive parenting, life management, and employability skills in a smaller, more personalized education setting, including career counseling and other transitional services;
- Help participants learn how to provide a safe, stimulating environment for their child and prepare their child for school readiness.

FY 2011 ACCOMPLISHMENTS

- Completed second year in new Reed School building with licensed on-site child care
- A total of 57 students attended school at Reed (25 pregnant teens and 32 teenage mothers) and 54 babies were cared for in the Reed and Career Center Infant Care Centers
- A total of 94 pregnant and parenting teens participated (57 at Reed, 32 in other schools, 5 at home)
- Twenty-five FEC/APT seniors graduated high school in 2010-2011
- Only one low-birth-weight baby was born to an adolescent mother in Arlington
- Continued reduction in adolescent pregnancy and births to teens in Arlington

FY 2012 GOALS

- Because regular attendance is critical to students' success in school, our goal is to decrease by 10% the number of absences during the 2011-2012 school year as measured by comparing the percentage of absences at the end of the first marking period to the percentage of absences at the end of the school year.
- Since our students are 100% minority, we want to improve the academic achievement of our targeted students (as identified by earning a D or an E on the first, second, or third quarter report card) by reducing the number of D's and E's that they earn on the end of the year report card by 25% for each identified student.

ALTERNATIVES FOR PARENTING TEENS

FY 2013 PRIORITIES

- Create fatherhood specialist position.
- Increase outreach assistance to young fathers.
- Move oversight of transportation for teen parents & children to Transportation Department.
- Convert hourly positions to salaried positions.
- Continue efforts to reduce adolescent pregnancy.
- Continue to provide high quality instruction for adolescent parents and their children.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (810120-40429)

ALTERNATIVES FOR PARENTING TEENS

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Revenue			
County Transfer Funds	<u>\$223,703</u>	<u>\$236,280</u>	<u>\$253,635</u>
Total	\$223,703	\$236,280	\$253,635
Expenditures			
Salaries (<i>includes hourly</i>)	\$171,284	\$176,682	\$189,174
Employee Benefits	\$47,775	\$56,027	\$60,890
Equipment	\$129	\$0	\$0
Other Operating Costs	<u>\$4,592</u>	<u>\$3,571</u>	<u>\$3,571</u>
Total	\$223,780	\$236,280	\$253,635

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Coordinator	1.00	1.00
Supervisor	0.25	0.25
Program Specialist	<u>0.75</u>	<u>0.75</u>
Total	2.00	2.00

EXTENDED DAY

DESCRIPTION

The Extended Day Program provides a safe, enriching and fun environment before and after school each day for over 3,200 children. Offering age appropriate and asset-building activities, over 375 child care professionals work in 22 elementary schools, five middle schools and the Stratford Program to meet the individual needs of each child and the expectations of every family. Established in 1969, the Extended Day Program is the state's oldest school-sponsored child care program and a leader in the industry.

Through a variety of asset building activities and experiences, the Extended Day Program plays a critical role in the development of young people's social and academic skills and experiences. Cognitive and social skills are enhanced through the building of positive relationships and participation in a wide variety of games, art, drama, cooking, science, recreation and other projects and events.

The Extended Day Program is operated under the Department of Finance and Management Services and meets state licensing standards as established by the Virginia Department of Social Services. These standards include requirements for staff qualifications, adult-to-child ratios, programmatic and administrative procedures and expectations and a number of "best practice" principles.

An integral part of the Arlington community, Extended Day supports the educational mission of the schools by:

- Instilling feelings of value, competence and confidence in each child
- Building positive relationships with children, families and the community
- Presenting opportunities for children to participate daily in enriching, thought provoking activities and experiences
- Valuing the cultural diversity of the students
- Meeting the needs of families with a high level of customer service
- Hiring and training qualified and experienced staff

MAJOR SERVICES PROVIDED

- Before school child care in 22 elementary schools and the Stratford Program
- After school child care in 22 elementary schools, five middle schools and the Stratford Program
- Services to meet the individual needs of children
- Daily asset-building activities and events
- Daily homework support
- Child care services to support the needs of families with children attending schools with unique calendars (Barcroft & Campbell)
- Child care services for children attending summer school
- Convenient online services, including registration, payments and access to account and family information
- On-going staff development

EXTENDED DAY

FY 2011 ACCOMPLISHMENTS

- Emphasized and supported asset-building programming, including on-going projects, community service opportunities, regularly scheduled guests and special events
- Accommodated an enrollment increase, while decreasing wait lists
- Increased by over 30 percent the number of staff attaining the state-mandated annual requirement of 16 hours of staff development
- Increased online payments each month, eventually surpassing 50 percent of the payments being made online
- Purchased a web-based accounts receivable system for the Extended Day Central Office, which offers online services, including registration, payments and family access to account and general information
- Participated in the County-wide Out of School Time (OST) Committee, including the development of an annual conference.
- Participated in the development of a new OST Council to promote collaboration among local organizations and agencies serving youth during non-school hours
- Increased the variety of nutritious items served for the afternoon daily snack
- Increased the leadership profile of supervisory staff by requiring continuous involvement in professional learning opportunities, including research and presentations
- Held two Courageous Conversation forums with staff

FY 2012 GOALS

- Further align planning and programming with APS 2011-2017 Strategic Plan Goals through high-quality, asset-building activities
- Enhance programming by offering more elaborate ongoing and theme-related activities and events
- Initiate a Reading for Science program at Randolph and Hoffman-Boston in support of instruction
- Complete an analysis and revision of the process for calculating Extended Day fees and the income-based fee scale to ensure accessibility and equity
- Develop supervisor cohort groups to increase collaboration and sharing of programmatic ideas
- Develop a comprehensive Supervisors Handbook, containing policies, procedures and best practice principles necessary to operate a high-quality, asset-building child care program
- Participate in the development and presentation of the 2nd Annual Out of School Time Conference
- Expand ongoing staff professional learning opportunities to include supervisor-led trainings and workshops
- Implement by March 1, the first day of summer and fall registration, a new office management system and provide staff training and support
- Establish a partnership with George Mason University to have each Extended Day elementary school site participate in its *Go Green with Gunston* environmental education program

EXTENDED DAY

FY 2012 PRIORITIES

- Reestablish a second Specialist position in the Extended Day Central Office, with a focus on providing on-site program support through ongoing observation and quality assessment
- Increase collaboration and cooperation between APS instructional staff and Extended Day staff to enrich the support of instructional goals in out of school time
- Expand the Reading for Science program to additional schools
- Continue the formation of partnerships with various local organizations and agencies to provide asset-building opportunities and experiences
- Support the new Out of School Time Council's efforts to develop a coordinated network of organizations and agencies that serve children in non-school time, including the hosting of an annual conference
- Expand the collaboration with the Department of Parks, Recreation & Cultural Affairs to include other local child-serving agencies and programs in sharing staff development opportunities and other resources

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (107300, 107310-40429)
- Aides hourly funds decreased by \$157,910 to better reflect actual costs. (107310, 107320-41377)
- Substitute teacher-personal leave account decreased by \$139,057 to better reflect actual costs. (107310-41247)
- A 0.5 FTE clerical position is eliminated to partially offset the addition of 1.0 FTE specialist position which was eliminated several years ago due to budget constraints. This position is essential due to the increasing emphasis on high quality, asset-building Out of School Time programming. This position will monitor and support site programming, provide quality assessment, and support staff development in alignment with the APS Strategic Plan goals. (107300-41309, 41244)

EXTENDED DAY

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Staff Development

- Staff development funds decreased by \$45,529 to better reflect actual costs. (107300-41242)

Contractual Services

- Transportation costs increased by \$18,111 to better reflect actual costs. (107310, 107320, 107330-45472)
- Advertising costs decreased by \$3,000 to better reflect actual costs. (107310-45372)
- Contract services costs increased by \$37,818 to better reflect actual costs. (107300-43544)
- Postage costs decreased by \$3,000 to better reflect actual costs. (107300-45585)

Materials and Supplies

- Meals and snacks increased by \$111,265 to better reflect actual costs. (107300, 107310, 107320, 107330-46725)
- Office supplies decreased by \$3,340 to better reflect actual costs. (107300-46525)
- General supplies increased by \$17,170 to better reflect actual costs. (107310, 107320, 107330-46519)

Other Operating Costs

- Credit card fee decreased by \$11,000 to better reflect actual costs. (107300-43527)
- Local travel decreased by \$1,500 to better reflect actual costs. (107300-45477)

EXTENDED DAY

FINANCIAL SUMMARY

	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	\$590,772	\$1,402,224	\$1,374,959
Local Rev/Ext Learning	\$0	\$8,000	\$8,000
Local Rev/Fees	<u>\$7,138,971</u>	<u>\$7,390,068</u>	<u>\$7,390,068</u>
Total	\$7,729,743	\$8,800,292	\$8,773,027
<u>Expenditures</u>			
Salaries (<i>includes hourly</i>)	\$5,276,030	\$6,224,251	\$6,040,453
Employee Benefits	\$1,142,019	\$1,340,521	\$1,380,059
Lapse & Turnover	\$0	(\$217,849)	(\$217,849)
Staff Development	\$6,880	\$110,623	\$65,094
Contractual Services	\$52,353	\$114,914	\$164,843
Materials & Supplies	\$574,188	\$540,458	\$665,553
Equipment	\$53,463	\$35,500	\$35,500
Other Operating Costs	<u>\$621,978</u>	<u>\$651,874</u>	<u>\$639,374</u>
Total	\$7,726,911	\$8,800,292	\$8,773,027

POSITION SUMMARY

	FY 2012	FY 2013
	<u>Adopted</u>	<u>Adopted</u>
<u>Staffing</u>		
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	1.00	2.00
Clerical	4.50	4.00
Supervisors	23.00	23.00
Assistant Supervisors	<u>22.00</u>	<u>22.00</u>
Total	52.50	53.00

SWIMMING POOLS – AQUATICS FACILITIES MANAGEMENT

DESCRIPTION

The Aquatics Management Office is responsible for the overall management of the swimming pool facilities and daily operations for the Aquatic Centers at Wakefield, Washington-Lee and Yorktown high schools. The Aquatics Office provides Learn to Swim and a Water Safety instruction for all third, fourth, ninth and tenth grade students, in coordination with physical education. Recreational programs are offered by Parks and Recreation at all three sites and are open to Arlington residents during community operating hours.

MAJOR SERVICES PROVIDED

- Responsible for overall management, swimming pool operations and building maintenance of the Aquatic Centers at Wakefield, Washington-Lee and Yorktown high schools.
- Supports APS Physical Education and Athletic programs, Community Swimming, Rentals, and Community Instruction presented by Arlington Parks and Recreation.
- Delivers Water Safety instruction to all third, fourth, ninth and tenth grade students, as an integral component of the physical education curriculum and
- Provides pool management and lifeguard coverage for community access programs managed by APS and Parks and Recreation.

FY 2011 ACCOMPLISHMENTS

- Provided water safety instruction to 5,600 elementary and high school students.
- Achieved a 95% agree or strongly agree on overall satisfaction with service delivery at the Aquatic Centers.
- Exceeded overall revenue goals for Community Swimming and Rentals.
- Hosted High School Swimming and Diving District Championships.
- Supported Parks and Recreation Community Aquatics Instruction in the delivery of over 460 infant, pre-school and youth Learn to Swim classes, and 93 Water Fitness classes for adults and seniors.
- Hosted three Age Group Potomac Valley Swim Meets and one Senior Circuit Meet

FY 2012 GOALS

- Increase from 95% to 97% the percentage of responses to the Annual Customer Satisfaction Survey who answer “Strongly Agree” or “Agree” on overall satisfaction with the service delivery at the Aquatic Centers.
- In FY 2011, increase by 5% over FY2012 the amount of revenue generated by Community Swim, Facility Rentals and Special Events.

FY 2013 PRIORITIES

- Continue to improve customer satisfaction and overall satisfaction.
- Increase revenue generated by each of the Aquatic Centers.

SWIMMING POOLS – AQUATICS FACILITIES MANAGEMENT

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (108500-40429)
- The Aquatics Office provides administrative support to pool operations. Since the implementation of the current MOU with the County for pool operations, the office is responsible for a larger amount of administrative and accounting duties. Funds for a 0.50 administrative assistant position is provided to create a full-time position to help with the increased responsibilities. (108500-41309)
- Hourly funds of \$64,231 are provided to cover the increase of lifeguard wages by \$1.00 per hour. The new wages are more compatible with other Municipal Aquatic facilities in the Metro area. (108500-41377)
- Hourly funds of \$14,764 are provided to cover additional lifeguards needed to meet safety and health department standards due to the larger size of the new Yorktown pool. (108500-41377)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Aquatics Centers is an increase of \$18,578. (108500-45624,45630,45680)

Materials

- Due to the increased usage of swimming pools, funds of \$20,000 are added for pool supplies and pool maintenance equipment. (108500-46519)

SWIMMING POOLS – AQUATICS FACILITIES MANAGEMENT

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Revenue			
County Transfer Funds	\$636,440	\$843,814	\$851,182
Local Revenue/Fees	<u>\$696,930</u>	<u>\$550,000</u>	<u>\$700,532</u>
Total	\$1,333,370	\$1,393,814	\$1,551,714
Expenditures			
Salaries (<i>includes hourly</i>)	\$900,812	\$911,426	\$1,041,266
Employee Benefits	\$167,266	\$211,417	\$200,899
Staff Development	\$6,751	\$9,550	\$9,550
Contractual Services	\$416,292	\$414,472	\$433,050
Materials & Supplies	\$92,122	\$86,312	\$106,312
Equipment	\$36,979	\$36,900	\$36,900
Other Operating Costs	<u>(\$275,017)</u>	<u>(\$276,263)</u>	<u>(\$276,263)</u>
Total	\$1,345,205	\$1,393,814	\$1,551,714

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Coordinator	1.00	1.00
Clerical	0.50	1.00
Instructors	<u>6.00</u>	<u>6.00</u>
Total	7.50	8.00

CAREER CENTER

DESCRIPTION

The Career Center facility houses the Arlington Career Center, the Columbia Pike Branch Public Library, and the Television, Distance Learning and Production Services departments. In addition, the Alternative for Parenting Teens Program, the Outreach Program, and two preschool programs for students with disabilities have found a home at the Career Center. The facility operates year-round Monday through Friday from 7:30 a.m. until 10:00 p.m.; Saturdays from 8:00 a.m. to 5:00 p.m.; and Sundays from 1:00 p.m. to 5:00 p.m. The principal of the Career Center is responsible for the management of the total facility including supervision, upkeep, maintenance, and security. This budget supports the building custodial staff, security staff, utility costs, and building and equipment repair costs.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (109600-40429)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Career Center is a decrease of \$24,816. (109600-45624,45630,45680)

CAREER CENTER

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	\$811,518	\$988,225	\$1,002,265
Local Revenue/Fees	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$811,518	\$988,225	\$1,002,265
<u>Expenditures</u>			
Salaries (<i>includes hourly</i>)	\$392,626	\$401,693	\$430,350
Employee Benefits	\$148,339	\$150,923	\$161,122
Contractual Services	\$244,705	\$384,251	\$359,435
Materials & Supplies	<u>\$24,898</u>	<u>\$51,358</u>	<u>\$51,358</u>
Total	\$810,568	\$988,225	\$1,002,265

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Staffing</u>		
Resource Assistant	1.00	1.00
Custodians	<u>8.50</u>	<u>8.50</u>
Total	9.50	9.50

GUNSTON COMMUNITY CENTER

DESCRIPTION

Gunston is a joint-use facility serving the educational, cultural, recreational and community needs of Arlington County citizens. The facility provides enhanced spaces for all building tenants and users. Systematic procedures are in place to ensure effective shared building use seven days a week.

The Community Activities Fund supports those functions necessary to administer, coordinate and service the many needs of this multi-purpose facility and its users. Administrative services provide for the development and implementation of general rules and procedures, budgeting, the monitoring of activities and programs. Other responsibilities include the planning of emergency and security procedures, monitoring funding and expenditures and the management of operational staff. An APS/County software program enhances the coordination function by providing accurate and coordinated schedules, up-to-date reports, and resource allocations. This program is accessible to all APS and County staff through an APS web site.

The service function includes ensuring that the administrative, supervisory, technical, custodial and maintenance services are rendered appropriately to meet the multi-faceted needs of Gunston's clientele seven days a week.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (109200-40429)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Gunston Community Center is an increase of \$21,134. (109200-45624,45630,45680)

Materials and Supplies

- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations result in an increase of \$397 for cleaning supplies in this program. (109200-46613)

GUNSTON COMMUNITY CENTER

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Revenue			
County Transfer Funds	\$1,415,269	\$1,522,439	\$1,629,109
Local Revenue/Bldg Rental	<u>\$431</u>	<u>\$1,000</u>	<u>\$500</u>
Total	\$1,415,700	\$1,523,439	\$1,629,609
Expenditures			
Salaries (<i>includes hourly</i>)	\$700,483	\$721,312	\$776,663
Employee Benefits	\$230,027	\$253,240	\$282,528
Staff Development	\$0	\$0	\$0
Contractual Services	\$381,471	\$459,866	\$481,000
Materials & Supplies	\$106,561	\$88,221	\$88,618
Equipment	<u>\$464</u>	<u>\$800</u>	<u>\$800</u>
Total	\$1,419,006	\$1,523,439	\$1,629,609

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Staffing		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	12.00	12.00
Clerical	<u>1.00</u>	<u>1.00</u>
Total	15.50	15.50

THOMAS JEFFERSON COMMUNITY CENTER

DESCRIPTION

The Thomas Jefferson facility was conceived and constructed as a shared, joint-use building serving the educational, recreational and community needs of the citizens of Arlington County. The success of such a goal involves blending a large number of utilization and program needs in the Jefferson facility and providing staff to meet these needs. Day-to-day operations require a process to ensure the shared utilization of the facility without interference with established priorities.

The Community Activities Fund supports the segment of the Thomas Jefferson Middle School and Community Center program necessary to administer, coordinate and service the utilization of a multi-purpose facility. Administrative services include the establishment of rules and procedures for facility usage, the monitoring of activities, budgeting, the conduct of business functions, and the establishment of emergency and security procedures and operational staffing. The coordination functions include the establishment of effective and efficient scheduling practices, the publication of activities, informing and arranging for necessary services and the distribution and control of supplies and equipment. The service functions include ensuring that supervisory, technical, custodial and maintenance services are rendered appropriately to meet the multi-faceted needs.

The Thomas Jefferson facility serves the community seven days a week for as many as seventeen hours each day. It serves a middle school educational program and an adult and continuing education program. Many community organizations and groups within Arlington County use the facility. Activities involve more than 50,000 participants each month.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds totaling \$37,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Community Activities Fund as follows: \$11,500 from Extended Day, \$2,500 from Swimming Pools, \$8,000 from Thomas Jefferson Community Center, \$6,000 from Gunston Community Center, \$6,500 from Career Center, \$1,500 from The Humanities Project, and \$1,000 from Alternatives for Parenting Teens. (109100-40429)

Contractual Services

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Thomas Jefferson Community Center is an increase of \$135,209. (109100-45624,45630,45680)

THOMAS JEFFERSON COMMUNITY CENTER

FISCAL/ORGANIZATION CHANGES FY 2013 (continued)

Materials and Supplies

- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations result in an increase of \$788 for cleaning supplies in this program. (109100-46613)

FINANCIAL SUMMARY

	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
Revenue			
County Transfer Funds	\$1,604,638	\$1,819,339	\$2,094,078
Local Revenue/Bldg Rental	<u>\$51,463</u>	<u>\$17,500</u>	<u>\$15,000</u>
Total	\$1,656,101	\$1,836,839	\$2,109,078
Expenditures			
Salaries (<i>includes hourly</i>)	\$777,722	\$804,425	\$863,752
Employee Benefits	\$267,873	\$299,145	\$376,060
Staff Development	\$399	\$0	\$0
Contractual Services	\$511,886	\$623,518	\$758,727
Materials & Supplies	\$88,607	\$97,621	\$98,409
Equipment	<u>\$9,514</u>	<u>\$12,130</u>	<u>\$12,130</u>
Total	\$1,656,001	\$1,836,839	\$2,109,078

POSITION SUMMARY

	FY 2012 Adopted	FY 2013 Adopted
Staffing		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	13.00	13.00
Clerical	<u>1.00</u>	<u>1.00</u>
Total	16.50	16.50

DREW COMMUNITY CENTER

DESCRIPTION

The Drew Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department and Adult Education. A summer camp is also based in the Drew facility.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	\$0	\$15,882	\$22,521
Total	\$0	\$15,882	\$22,521
<u>Expenditures</u>			
Salaries (<i>includes hourly</i>)	\$0	\$0	\$0
Employee Benefits	\$0	\$15,882	\$22,521
Total	\$0	\$15,882	\$22,521

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Staffing</u>		
Coordinator	1.00	1.00
Total	1.00	1.00

CARVER COMMUNITY CENTER

DESCRIPTION

The Carver Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department, Senior Citizens Program, Adult Education and Cultural Affairs. This center serves the educational, recreational and community needs of Arlington County citizens. After school programs and summer camps are available.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	<u>\$90,565</u>	<u>\$93,940</u>	<u>\$100,601</u>
Total	\$90,565	\$93,940	\$100,601
<u>Expenditures</u>			
Salaries (<i>includes hourly</i>)	\$66,533	\$69,195	\$74,509
Employee Benefits	<u>\$24,032</u>	<u>\$24,745</u>	<u>\$26,092</u>
Total	\$90,565	\$93,940	\$100,601

POSITION SUMMARY

	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Staffing</u>		
Resource Assistant	1.00	1.00
Total	1.00	1.00



COMPREHENSIVE SERVICES ACT FUND

DESCRIPTION

The Comprehensive Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services funding to better meet the needs of children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. The intent of CSA is to provide programs and services that are child-centered, family-focused, and community-based. This program also seeks to ensure free and appropriate education to students whose severe behavioral and/or emotional problems require a more intensive level of service than can be provided within the existing special education program.

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
Revenue			
County Transfer Funds	\$1,964,832	\$2,307,500	\$2,307,500
Virginia CSA Funding	<u>\$1,837,746</u>	<u>\$1,342,500</u>	<u>\$1,342,500</u>
Total	\$3,802,578	\$3,650,000	\$3,650,000
Expenditures			
Contractual Services	<u>\$3,906,666</u>	<u>\$3,650,000</u>	<u>\$3,650,000</u>
Total	\$3,906,666	\$3,650,000	\$3,650,000



FOOD AND NUTRITION SERVICES

DESCRIPTION

The Food and Nutrition Services Office is a self-supporting \$6.5 million business. Over 120 food service professionals take pride in serving 11,000 customers daily at 34 schools and satellite centers. Lunch, breakfast and a la carte items are available at all locations.

The food service program, as an extension of the educational programs in the schools, is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the food service program are administered by the United States Department of Agriculture through the regional office and implemented within the Commonwealth of Virginia by the State Department of Education.

The program's objective is to improve the health of students by providing a variety of palatable, high-quality, safe, nutritious foods that students will enjoy eating at a price affordable to them. Students are provided the opportunity to make educated, healthy food choices that will have positive long-term health, academic and physical outcomes.

The program supports the educational mission of the schools through:

- Providing a variety of nutritious choices that meet the Dietary Guidelines for Americans
- Offering a high level of customer service
- Valuing the cultural diversity of our students
- Hiring and training the best staff possible

MAJOR SERVICES PROVIDED

- Administer National School Breakfast and Lunch programs
- Administer the Federal Free and Reduced Lunch program
- Create menus
- Cater APS special functions
- Allow and monitor online meal payments
- Participate in the Monitoring of APS wellness policy

FY 2011 ACCOMPLISHMENTS

- Breakfast is now served at every school including the Career Center, Teen Parenting and the Infant Center.
- Converted McKinley, Nottingham, Key, Arlington Science Focus and Long Branch into onsite cooking kitchens providing freshly prepared meals on a daily basis
- Selected for a complete operation and administrative review. We were found to be in total compliance and were commended for achieving a best practices district.
- Increased total meal participation by 4.5%
- Increased breakfast participation by 1%
- Developed productive relationships with stakeholders

FOOD AND NUTRITION SERVICES

FY 2012 GOALS

- Increase the availability of local products in the school lunch program
- Continue to develop partnerships with local farmers and expand farm to school programs
- Include other local food manufacturers in our bid specification processes
- Update POS technology systems

FY 2013 PRIORITIES

- Provide serve safe training for entire food service staff.
- Complete elementary kitchen conversions

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$20,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Cafeteria Fund. (107400-40429)
- Cafeteria helper account increased by \$18,963 to better reflect actual costs. (107400-41306)
- Overtime account increased by \$9,229 to better reflect actual costs. (107400-41317)
- Cafeteria substitute account increased by \$50,000 to better reflect actual costs. (107400-41303)

Contractual Services

- Equipment maintenance account increased by \$500 to better reflect actual costs. (107400-43875)

Materials and Supplies

- To cover the increase in the cost of food and supplies, a net increase of \$314,491 is provided to various material and supply accounts. (107400-46700, 46721, 46705, 46715, 46735, 46525, 46746, 46526, 46749)

Equipment

- Additional equipment account decreased by \$150,000. (107400-48800)
- Computer equipment/software account decreased by \$16,000 to better reflect actual costs. (107400-46528)

FOOD AND NUTRITION SERVICES

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Other Operating Costs

- Budget reserve increased by \$97,778. (107400-40403)
- Food/catering decreased by \$150 to better reflect actual costs. (107400-45485)
- Printing and duplicating account increased by \$7,000 to better reflect actual costs. (107400-43587)

FINANCIAL SUMMARY

	<u>FY 2011 Actual</u>	<u>FY 2012 Adopted</u>	<u>FY 2013 Adopted</u>
Revenue			
Local Revenue	\$3,112,134	\$2,981,449	\$3,041,385
State Revenue	\$77,901	\$75,886	\$74,091
Federal Revenue	<u>\$3,670,527</u>	<u>\$3,455,173</u>	<u>\$3,828,000</u>
Total	\$6,860,562	\$6,512,508	\$6,943,476
Expenditures			
Salaries (<i>includes hourly</i>)	\$2,439,306	\$2,361,573	\$2,452,517
Employee Benefits	\$799,053	\$804,612	\$891,017
Staff Development	\$1,505	\$6,700	\$6,700
Contractual Services	\$20,901	\$1,200	\$1,700
Materials & Supplies	\$3,295,452	\$2,959,909	\$3,274,400
Equipment	\$112,107	\$190,000	\$24,000
Other Operating Costs	<u>\$10,765</u>	<u>\$188,514</u>	<u>\$293,142</u>
Total	\$6,679,089	\$6,512,508	\$6,943,476

POSITION SUMMARY

	<u>FY 2012 Actual</u>	<u>FY 2013 Adopted</u>
Staffing		
Director	1.00	1.00
Management Staff	3.00	3.00
Clerical	1.00	1.00
Drivers	<u>1.00</u>	<u>1.00</u>
Total	6.00	6.00



CAPITAL PROJECTS FUND

DESCRIPTION

The Capital Projects Fund provides funding to support the Minor Construction/Major Maintenance (MC/MM) program as well as Major Construction projects funded by current revenues as outlined in the Capital Improvement Plan. Staff costs for personnel who manage the MC/MM and bond-funded construction programs are included in this fund.

MAJOR SERVICES PROVIDED

- Project planning
- Major scheduled maintenance
- Systems replacements
- Minor capital projects
- Major capital projects at the School Board's discretion

FY 2011 ACCOMPLISHMENTS

- Successfully completed 28 new classroom spaces through relocatables and classroom conversions in time for school opening. Also, introduced option for purchase for relocatables to realize long-term saving.
- Revised program management process to improve completion rate of projects.

FY 2012 GOALS

- Complete Phase I of security system program.
- Complete study of middle school theaters and implement recommendations for improvements.
- Develop three-year replacement program for major components.
- Complete additional HVAC equipment and control work at multiple locations.
- Install new fields at HB Woodlawn and Glebe

FY 2013 PRIORITIES

- Continue to improve school building HVAC systems.
- Continue to increase program replacement of major school components such as fields, playgrounds, gym floors.
- Continue replacement program for roofing systems.
- Conduct study of elementary school stages and implement recommendations for improvements.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Salaries and Benefits

- Funds are budgeted for a 2.68% compensation adjustment for eligible employees, for a 5% compensation increase mandated by the General Assembly as a result of changes in the Virginia Retirement System (VRS), and for changes resulting from retirement, separation, or reclassification.
- VRS Retirement is adjusted to reflect the shift of the payment of the 5% employee share from APS back to the employee. Other fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$3,000 for a one-time bonus payment for employees in FY 2012 are eliminated in FY 2013 in the Capital Projects Fund. (110000-40429)

CAPITAL PROJECTS FUND

FISCAL/ORGANIZATIONAL CHANGES FY 2013 (continued)

Contractual Services

- A one-time expenditure of \$40,000 added in FY 2012 to convert computer labs into classrooms is eliminated in FY 2013. (110000-48600)
- A one-time expenditure of \$2,130,000 budgeted in FY 2012 to fund the purchase of relocatables due to increasing enrollment is eliminated in FY 2013. (110000-48600)
- A one-time expenditure of \$1,030,000 budgeted in FY 2012 for planning and design needs related to capacity issues as a result of increasing enrollment is eliminated in FY 2013. (111000-48900)
- Twenty additional relocatables are needed in FY 2013 to accommodate increasing enrollment in those buildings where the enrollment will exceed current capacity. Funds of \$2,203,125 are allocated to purchase the additional relocatables. (110000-48600)
- Funds of \$126,000 are added to the Minor Construction/Major Maintenance consultant fees account. (110000-43565)

Other Operating Costs

- Funds of \$5,302,080 budgeted in FY 2012 in a Capital Reserve for capacity issues as a result of increasing enrollment is eliminated in FY 2013. (111000-40403)
- Funds of \$721,465 are provided in FY 2013 in a Capital Reserve account. (111000-40403)
- Funds of \$74,378 are reduced in Minor Construction/Major Maintenance Budget Reserve account. (110000-40403)

CAPITAL PROJECTS FUND

FY 2013 MC/MM Projects by Location

Abingdon

Replace sewage ejector pit	<u>\$25,625</u>
	\$25,625

Ashlawn

New Terraflex Gym Floor	<u>\$51,250</u>
	\$51,250

Barcroft

Painting	<u>\$102,500</u>
	\$102,500

Carlin Springs

Ventilation unit overhaul	<u>\$35,875</u>
	\$35,875

Claremont

Replace PA system	<u>\$10,250</u>
	\$10,250

Drew

Water infiltration correction	<u>\$200,000</u>
	\$200,000

Glebe

Footpath lights to neighborhood	<u>\$21,125</u>
	\$21,125

Gunston

Replace PA system	<u>\$10,250</u>
	\$10,250

Henry/Career Center

Repave/restripe parking lot	<u>\$76,875</u>
	\$76,875

Henry

HVAC improvements	<u>\$20,500</u>
	\$20,500

Jamestown

Table and bench replacement	<u>\$76,875</u>
Painting	<u>\$102,500</u>
	\$179,375

Long Branch

Painting	<u>\$102,500</u>
	\$102,500

McKinley

Table and bench replacement	<u>\$76,875</u>
	\$76,875

CAPITAL PROJECTS FUND

Randolph

New VCT Floor	<u>\$41,000</u>
	\$41,000

Stratford

Awning for path to trailer	<u>\$25,000</u>
	\$25,000

Taylor

New Terraflex Gym Floor	<u>\$76,875</u>
	\$76,875

Trade Center

Fire alarm replacement	<u>\$121,250</u>
	\$121,250

Tuckahoe

Painting	<u>\$102,500</u>
	\$102,500

Wakefield

Repair bleachers	<u>\$100,000</u>
	\$100,000

Washington-Lee

Repair bleachers	<u>\$40,000</u>
	\$40,000

Subtotal Projects by Location	\$1,419,625
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CAPITAL PROJECTS FUND

FY 2013 MC/MM System-wide Projects

System-Wide

ADA upgrades – various projects	\$102,500
Annual testing – fire alarms, water, backflow prevention, sprinklers, etc.	\$205,000
Asbestos/Air monitoring – various projects	\$41,000
Concrete/Paving - repairs	\$51,250
Consulting fees – various projects	\$246,000
Floors - repairs	\$46,125
Floors – three locations to be determined	\$615,000
Fields/Grounds upkeep – various projects	\$76,875
HVAC controls upgrade	\$307,500
Lot striping	\$52,275
Indoor Air Quality (IAQ) investigation and remediation	\$102,500
Kitchen equipment upgrades and installation	\$63,550
Painting	\$35,875
Playgrounds – various projects	\$56,375
Plumbing	\$102,500
Relocatables	\$2,156,864
Roofing – repairs	\$92,250
Security – various projects	\$205,000
Siding	\$35,875
Theater safety corrections	\$307,500
MC/MM Budget Reserve	\$307,500
Salaries & Benefits/Administrative Costs	<u>\$863,495</u>
Subtotal System-wide	\$6,072,809

Total Minor Construction/Major Maintenance **\$7,492,434**

CAPITAL PROJECTS FUND

FINANCIAL SUMMARY

	FY 2011	FY 2012	FY 2013
	<u>Actual</u>	<u>Adopted</u>	<u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	\$5,702,479	\$6,570,520	\$1,261,232
County Transfer Re-Estimates	\$0	\$6,034,477	\$6,938,050
VA Misc Receipts	\$0	\$0	\$0
Local Receipts	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total	\$5,702,479	\$12,604,997	\$8,199,282
<u>Expenditures</u>			
Salaries	\$516,643	\$556,495	\$652,487
Employee Benefits	\$137,825	\$187,283	\$222,020
Staff Development	\$394	\$0	\$0
Contractual Services	\$4,901,466	\$4,994,151	\$3,670,800
Materials/Supplies	\$400,984	\$755,000	\$1,451,525
Equipment	\$1,200,708	\$500,000	\$1,245,375
Other Operating Costs	<u>(\$215,001)</u>	<u>\$5,612,068</u>	<u>\$957,075</u>
Total	\$6,943,019	\$12,604,997	\$8,199,282

POSITION SUMMARY

	FY 2012	FY 2013
	<u>Adopted</u>	<u>Adopted</u>
<u>Staffing</u>		
Director	1.00	1.00
Project Manager	5.00	5.00
Clerical	<u>1.25</u>	<u>1.25</u>
Total	7.25	7.25

BOND FUND

DESCRIPTION

While Major Construction projects may be partially funded by current revenues in the Capital Projects Fund, these types of projects are generally financed through debt instruments and accounted for in the Bond Fund. It is the school system's practice to fund the design of a large project in one bond and to fund the construction two years later in the next bond. Generally, the construction cost estimates are based on architectural plans that have been approved by the School Board. This ensures that estimates take into account the full scope of the approved projects, as well as construction market conditions. Once a project budget is approved, the School Board must be notified if the costs of a project are expected to vary from that budget.

Funding for the projects in the Bond Fund comes from bond financing generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (which correspond to odd-numbered fiscal years). Arlington County first began issuing bonds for the school system in 1988. Since then, each referendum has been approved by no less than 73% of the voters.

The November 2010 referendum included projects totaling \$102,888,000 and was approved by 77% of the voters. The 2010 bond funds the reconstruction of Wakefield High School, various HVAC and roofing projects, as well as the installation of fiber cable for the APS technology system, a joint project with the County. Each year, the County sells bonds to meet annual cash flow requirements for the Schools' bond-funded projects. Bond sales are based on an estimate of cash needs for the fiscal year following the sale and a review of the bond market.

In the summer of 2011, the County sold \$44.45 million of APS bonds from its 2008 and 2010 bond referenda. These funds will be used for a portion of the Yorktown and Wakefield High Schools reconstruction projects, the second installment for the HVAC and roofing projects, as well as the first installment for installation of fiber cable for the school system's technology program.

On June 19, 2012, the School Board adopted its FY 2013-22 CIP which outlines the major capital projects for the next ten years as well as the funding needs of those projects, including any bond referenda. More detail on these projects can be found on pages 104-139.

MAJOR SERVICES PROVIDED

- Project planning
- Oversight of budget schedule, quality, and program compliance
- Coordination of stakeholder input through all phases
- Coordination of design team and construction team
- Collecting community input and communicating with community
- Resolution of special problems associated with major capital projects

FY 2011 ACCOMPLISHMENTS

- Completion of the renovations of Reed/Westover and Thomas Jefferson Middle School on time and on budget.
- Completion of Phase I of Yorktown on time and on budget.
- Completion of the Schematic Design and Design Development Phases for Wakefield High School and the attainment of the Use Permit from the Arlington County Board.

BOND FUND

FY 2012 GOALS

- Begin construction of Wakefield High School on July 1, 2011.
- Begin construction of Career Center capital needs project by July 1, 2011.
- Complete the construction of Yorktown High School Phase II by December 31, 2011.
- Commence construction of Yorktown High School Phase III.
- Develop proposed Capital Improvement Program for adoption by the School Board.

FY 2013 PRIORITIES

- Attain 50% completion of the Wakefield High School construction.
- Complete construction of the capital needs work at the Career Center.

OPERATING IMPACTS OF MAJOR CONSTRUCTION PROJECTS

Project Detail

Yorktown High School – Following the completion of an approximately 58,000 gross square foot, 31 classroom addition in 2004, the remaining portions of the building will be renewed, resulting in a new high school that will accommodate approximately 1,600 students. The renewed Yorktown campus will replace all of the existing buildings except for the approximately 5,000 net square feet portion of the existing auditorium. The interior of the auditorium shell will be completely renovated. The project will build back an additional 194,110 nsf of program space as part of approximately 300,000 gross square feet of new construction. The new construction includes a new, approximately 19,000 nsf aquatics facility that will replace the existing facility located adjacent to the school. Construction will be phased as students will remain on the site during the construction period. The approximately fifty-five month construction period was begun in Winter 2009. The total project cost is estimated at \$83,367,969.

Operating Impact

The table below shows the operating budget impact of the Yorktown High School project which will be completed in summer 2013.

Description	Operating impact (\$/FTE)	First FY of Impact
Custodians	Because of the increase in square footage of the building, 4.5 FTE custodians are added to the budget at a cost of \$231,265.	FY 2013
Technology equipment/ Furniture	Computer, audio-visual, furniture, and other technology equipment to be installed in Phase III requires one-time funding of \$193,029.	FY 2013
Utilities	Since this project is expected to have new, more energy efficient mechanical systems, it is anticipated this project will positively affect utility costs. However, until the new building has been in use for a period of time, the effect on utilities cannot be quantified, especially while construction is still on-going.	FY 2012

BOND FUND

Project Detail

Wakefield High School – The new Wakefield High School will comprise approximately 386,000 square feet and will be located at the corner of South George Mason Drive and South Dinwiddie Streets. The new design will include innovative educational facilities as well as cultural resources such as a new natatorium, a black box theater and a performing arts theater, auxiliary and main gymnasium spaces, a media center, and a collegiate-style student lounge off of a central outdoor courtyard space. The site will also include a new pedestrian and bike trail connection throughout the campus, new baseball and softball fields, practice fields, bicycle facilities, and an outdoor restroom facility. With approval of the 2010 bond, the project will commence in July 2011 with occupancy of the new building expected in Fall 2013. Demolition of the existing school and construction of athletic fields will be completed in Spring 2014.

Operating Impact

The table below shows the operating budget impact of the Wakefield High School project which will be completed in summer 2013.

Description	Operating impact (\$/FTE)	First FY of Impact
Custodians/ Cleaning Supplies	Due to additional square feet in the new building and a projected increase in enrollment, an increase of 3.0 FTE custodians and \$2,950 for cleaning supplies will be needed in FY 2014.	FY 2014
Utilities	Since this project is expected to have new, more energy efficient mechanical systems, it is anticipated this project will positively affect utility costs. However, until the new building has been in use for a period of time, the effect on utilities cannot be quantified.	FY 2014



DEBT SERVICE FUND

DESCRIPTION

The Debt Service Fund was established as a separate fund in 1991. It reflects the budget for obligated debts of the School Board incurred for renewal of and major additions to Arlington schools. The Debt Service Fund supports the construction and major renovations funded by bond issues approved by Arlington voters. Referenda, held every other year since 1988, have received overwhelming support from the voters of Arlington.

In November 2010, 77% of voters approved the 2010 school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$102,888,000 to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2011, bonds totaling \$512,491,500 have been sold. As of June 30, 2012, the outstanding balance on all bonds issued is \$354,306,970. The FY 2013 Budget includes funds to pay the debt on all bonds previously sold as well as \$32,220,000 in bonds to be issued in 2013.

The bond amortization schedule can be found in the Financial Section on page 140.

FISCAL/ORGANIZATIONAL CHANGES FY 2013

Contractual Services

- Debt service for FY 2013 will increase by an estimated \$3,668,971 as a result of issuing bonds in Spring 2012 for the reconstruction of Yorktown and Wakefield High Schools as well as various other projects, including HVAC and roofing.

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Revenue</u>			
County Transfer Funds	\$33,238,053	\$38,262,647	\$39,956,618
Carry Forward	<u>\$0</u>	<u>\$0</u>	<u>\$1,975,000</u>
Total	\$33,238,053	\$38,262,647	\$41,931,618
<u>Expenditures</u>			
Contractual Services	<u>\$33,238,053</u>	<u>\$38,262,647</u>	<u>\$41,931,618</u>
Total	\$33,238,053	\$38,262,647	\$41,931,618



GRANTS AND RESTRICTED PROGRAMS FUND

DESCRIPTION

The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards over and above those funds appropriated through the regular budget process. The Grants and Restricted Programs Fund is further broken down by source of funds. The sources are Federal, State, Local/County and Combined. Within each of these sources there could be three categories; Entitlement, Discretionary, and Adult Education Grants. Entitlement funds are monies that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in per pupil costs. Discretionary funds are monies Arlington Public Schools applies for and are awarded on a discretionary basis by the grantor.

FINANCIAL SUMMARY

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Revenue</u>			
Local Revenue	\$2,652,364	\$501,167	\$466,607
State Revenue	\$3,707,750	\$2,702,798	\$2,751,735
Federal Revenue	\$14,687,771	\$9,318,604	\$8,840,738
Combined	<u>\$0</u>	<u>\$2,658,539</u>	<u>\$2,998,830</u>
Total	\$21,047,885	\$15,181,108	\$15,057,910
<u>Expenditures</u>			
Salaries	\$14,133,144	\$10,094,109	\$10,012,193
Employee Benefits	\$4,127,428	\$2,947,872	\$2,923,950
Staff Development	\$201,315	\$143,782	\$142,615
Contract Services	\$434,188	\$310,104	\$307,587
Materials and Supplies	\$627,194	\$447,951	\$444,316
Equipment	\$1,473,166	\$1,052,158	\$1,043,619
Other Operating Costs	<u>\$259,210</u>	<u>\$185,131</u>	<u>\$183,629</u>
Total	\$21,255,644	\$15,181,108	\$15,057,910

GRANTS AND RESTRICTED PROGRAMS FUND

FEDERAL FUNDS

Federal funds are awarded directly to APS from federal agencies such as the Department of Education or appropriated to the State of Virginia and then reallocated to various jurisdictions. Examples include the Air Force Jr. ROTC funds that are sent directly to APS and the No Child Left Behind funds that the State receives and then makes the award or passes the funding through to the local school districts.

	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
<u>Entitlement Grants</u>			
Preschool Allocation	\$155,219	\$108,618	\$108,366
Special Education - IDEA	\$3,101,479	\$4,198,718	\$4,129,582
Special Education - IDEA Stimulus	\$1,991,536	\$0	\$0
Special Education - IDEA Preschool Stimulus	\$80,255	\$0	\$0
ARRA - State Stabilization Fund Basic Aid	\$1,338,402	\$35,160	\$35,160
ARRA - Education Jobs Funds	\$2,085,644	\$0	\$0
Title I, Part A	\$2,060,597	\$2,380,833	\$2,300,000
Title I Stimulus	\$960,015	\$0	\$0
Title I School Improvement Stimulus	\$0	\$537,501	\$0
Title I School Improvement	\$713,197	\$0	\$0
Title I School Improvement 1003a	\$22,670	\$73,300	\$0
Title I School Improvement 1003g	\$17,083	\$0	\$537,498
Title I Recognition of Improving Achievement Gap	\$2,359	\$0	\$0
Title II, Part A	\$525,457	\$745,588	\$510,000
Title II, Part D	\$15,000	\$20,419	\$0
Title II, Part D - Stimulus	\$63,480	\$0	\$0
Title III, Part A-Immigrant & Youth	\$0	\$0	\$0
Title III, Part A-Limited English	\$568,740	\$627,539	\$568,654
Title IV, Part A	\$41,673	\$0	\$0
Total Entitlement Grants	\$13,742,805	\$8,727,676	\$8,189,260
<u>Discretionary Grants</u>			
21st Century Grant	\$126,545	\$158,408	\$145,000
Air Force Jr ROTC	\$48,136	\$61,000	\$63,928
Chinese & Arabic	\$71,239	\$97,645	\$170,550
NVCC Commonwealth Scholars	\$8,770	\$0	\$0
Safe Rides to School	\$575	\$0	\$0
Project Extra Step	\$25,030	\$25,000	\$25,000
Total Discretionary Grants	\$280,295	\$342,053	\$404,478
<u>Adult Education Grants</u>			
Vocational Disadvantaged-Perkins	\$227,702	\$248,875	\$247,000
Total Federal Grants	\$14,250,802	\$9,318,604	\$8,840,738

GRANTS AND RESTRICTED PROGRAMS FUND

STATE FUNDS

State funds represent grants made by the State to local school districts for a specific purpose such as technology, at-risk youth, adult education, etc. Various factors such as enrollment, free and reduced lunch applications and the local composite index are used to determine the funding amount.

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Entitlement Grants</u>			
Career Tech Ed Equipment	\$24,143	\$20,000	\$20,000
Early Reading Intervention	\$109,923	\$84,097	\$93,269
EpiPen Grants	\$0	\$0	\$3,545
Mentor Teacher Program	\$1,633	\$15,621	\$15,621
Preschool Initiative	\$1,317,311	\$1,521,000	\$1,521,000
SOL Algebra	\$36,423	\$47,913	\$51,210
Technology Grants	<u>\$1,527,895</u>	<u>\$830,000</u>	<u>\$856,000</u>
Total Entitlement Grants	\$3,017,329	\$2,518,631	\$2,560,645
<u>Discretionary Grants</u>			
GAE (General Adult Education)	\$23,873	\$22,000	\$22,812
ISAEP	\$33,723	\$31,434	\$31,434
Race to GED	\$18,447	\$17,000	\$19,288
Smart Greenhouse	\$4,650	\$0	\$0
Special Education Jail Program	\$89,365	\$99,933	\$107,556
Young Fathers	<u>\$17,478</u>	<u>\$13,800</u>	<u>\$10,000</u>
Total Discretionary Grants	\$187,537	\$184,167	\$191,090
Total State Grants	\$3,204,866	\$2,702,798	\$2,751,735

GRANTS AND RESTRICTED PROGRAMS FUND

LOCAL/COUNTY FUNDS

Local funds represent awards from the County to the schools, and grants from organizations and community groups. Some of the contributors have been awarding funds to the schools for many years.

	FY 2011 Actual	FY 2012 Adopted	FY 2013 Adopted
<u>Discretionary Grants</u>			
Drew Starbucks	\$2,078	\$0	\$0
Driver's Ed Parent	\$818	\$0	\$0
Doug and Daisy Foundation @ Gunston	\$2,000		
Education Access on Cable TV Arlington	\$296,778	\$273,804	\$273,804
Exxon Mobil Math Elem. Grant	\$12,226	\$0	\$0
Family Outreach - Carlin Springs	\$1,148	\$0	\$0
Gunston Cohort Program	\$539	\$0	\$0
HB Woodlawn Science	\$613	\$0	\$0
I-Net Equipment	\$17,577	\$75,763	\$75,763
ISOC-Support of Children	\$6,933	\$2,500	\$10,000
NFL - Super 60 School @ Claremont	\$1,082	\$0	\$0
Summer Outdoor Lab	\$32,898	\$40,317	\$42,040
Technology Improvement - Science Focus	\$5,086	\$0	\$5,000
Vanguard	\$79,851	\$108,783	\$60,000
Wakefield College Board	<u>\$3,072</u>	<u>\$0</u>	<u>\$0</u>
Total Local/County Grants	\$462,700	\$501,167	\$466,607

GRANTS AND RESTRICTED PROGRAMS FUND

COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

	FY 2011 <u>Actual</u>	FY 2012 <u>Adopted</u>	FY 2013 <u>Adopted</u>
<u>Discretionary Grants</u>			
Parent/Teen Infant	<u>\$373,161</u>	<u>\$368,000</u>	<u>\$303,000</u>
Total Discretionary Grants	\$373,161	\$368,000	\$303,000
<u>Adult Education Grants</u>			
Adult Basic Education	\$212,171	\$193,649	\$238,461
Adult Personal & Prof. Dev Prog	\$893,563	\$1,032,890	\$860,000
Americorps	\$0	\$0	\$167,249
Beyond Textbooks - iPad Project	\$106,235	\$0	\$0
Even Start	\$255,031	\$210,335	\$0
Governor's Career & Tech STEM Academy	\$75	\$0	\$0
Hand-n-Hand	\$21,180	\$21,000	\$21,000
LES/ESL REEP	\$1,362,530	\$817,665	\$1,347,045
REEP Civics Family Center	\$53,456	\$0	\$0
Taking Charge	\$128	\$0	\$0
The Caring Equation	<u>\$59,745</u>	<u>\$15,000</u>	<u>\$62,075</u>
Total Adult Education Grants	\$2,964,114	\$2,290,539	\$2,695,830
Total Combined Grants	\$3,337,275	\$2,658,539	\$2,998,830



SUPPLEMENTAL INFORMATION

Acronym Index

Glossary

ACRONYM INDEX

ACI	Advisory Council on Instruction
ACT	American College Test
ADA	Americans with Disabilities Act
ADM	Average Daily Membership
AMAO	Annual Measurable Achievement Objective
AOEA	Arlington Outdoor Education Association
AP	Advanced Placement
APQC	American Productivity and Quality Council
APS	Arlington Public Schools
ASBO	Association of School Business Officials International
ASF	Arlington Science Focus School
ATS	Arlington Traditional School
AYP	Adequate Yearly Progress
CAP	Career Advancement Program
CIP	Capital Improvement Plan
CPI	Consumer Price Index
CSS	Community Satisfaction Survey
CTAE	Career, Technical and Adult Education
DOE	Department of Education
DRP	Degrees of Reading Power
ELL	English Language Learner
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ESOL/HILT	English for Speakers of Other Languages/High Intensity Language Training
F&MS	Department of Finance and Management Services
F&O	Department of Facilities and Operations
FACS	Family and Consumer Sciences (formerly known as “Work and Family Studies”)
FAMIS	Financial Accounting Management Information System
FAPE	Free and Appropriate Public Education
FLE	Family Life Education
FLES	Foreign Language Elementary School
FMLA	Family Medical Leave Act
FOIA	Freedom of Information Act
FTE	Full-time Equivalent
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GFOA	Government Finance Officers Association
GT	Gifted and Talented
HILT/HILTEX	High Intensity Language Training/HILT Extension

ACRONYM INDEX

IAT	Intervention Assistance Team
IB	International Baccalaureate Program
IDEA	Individuals with Disabilities Education Improvement Act
IEP	Individualized Education Plan
ITC	Instructional Technology Coordinator
ITS	Information Technology Services
K-PALS	Kindergarten Phonemic Awareness Literacy Screening
LAN	Local Area Network
LCI	Local Composite Index
LEP	Limited English Proficient
LRE	Least Restrictive Environment
MC/MM	Minor Construction/Major Maintenance
MIRT	Math Instructional Resource Teacher
NCLB	“No Child Left Behind” Act
NSBA	National School Boards Association
PALS	Phonemic Awareness Literacy Screening
PDP	Professional Development Plan
PE	Physical Education
PESA	Parent Expectations Support Achievement
PIE	Partners in Education
PIP	Policy Implementation Procedure
PM	Project Manager
PO	Purchase Order
POS	Program of Studies
PRC	Parent Resource Center
PTA	Parent Teacher Association
REEP	Arlington Education and Employment Program
RFP	Request for Proposal
RTG	Resource Teacher for the Gifted
S&CR	Department of School and Community Relations
SACS	Southern Association of Colleges and Schools
SBP	School Board Policies
SES	Supplemental Educational Services
SLD	Specific Learning Disability
SOA	Standards of Accreditation
SOL	Standards of Learning
SOQ	Standards of Quality
SRO	School Resource Officer
SWD	Students with Disabilities

ACRONYM INDEX

TAP	Test of Achievement and Proficiency
TCI	Teachers' Council on Instruction
TSA	Tax Sheltered Annuity
TJHSST	Thomas Jefferson High School for Science and Technology
TPP	Teenage Parenting Program
TSIP	Technology Standards for Instructional Personnel
UBD	Understanding by Design
USDA	United States Department of Agriculture
VGLA	Virginia Grade Level Alternative
VPI	Virginia Preschool Initiative
VPSA	Virginia Public School Authority
VRS	Virginia Retirement System
WAN	Wide Area Network
WABE	Washington Area Boards of Education
YES	Youth Experiencing Success



GLOSSARY

Adopted Budget - A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

Academic Performance Report - A compilation of countywide and individual school data about student performance on standardized tests; produced annually.

Academic Plan (4 - 6 year) - Every student in grades 6-12 will have an academic plan that reflects his or her talents, skills, abilities and challenges.

Accounting - Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

Accrual Basis of Accounting - Revenues are recognized when earned and expenses are recognized when incurred.

Adequate Yearly Progress (AYP) - As required by the No Child Left Behind Act of 2001, 95% of all students in all groups must be tested and all reporting groups (all students, white, black, Hispanic, free/reduced lunch, students with disabilities, and limited English proficient) must score at AYP targets for math and reading and meet targets for graduation and attendance as determined by the Virginia Department of Education.

Advanced Placement (AP) Program - An intensive program of college-level curricula and examinations that provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country. The AP program bridges the transition from secondary school to college by offering students an opportunity to develop their academic strengths through rigorous curricula and challenging national examinations and by exposing them to academic experiences usually reserved for college students.

Advanced Courses - Set of courses which include Advanced Placement, International Baccalaureate, intensified, and gifted level courses in high school, and algebra, geometry, and intensified math in middle school.

Advanced Placement Test (AP Test) - An AP course prepares a student to take the AP test in that subject at the end of the year. Depending on the grade attained, the student may get college credit or placement in higher level classes.

Advisory Committee or Council - A citizen's advisory group which studies particular aspects of APS programs and makes recommendations for improvement to the School Board.

Advisory Council on Instruction (ACI) - The primary citizens' advisory group to the Arlington School Board on instructional issues.

Alternative Programs - A variety of alternative and support programs, such as New Directions, that provide students with academic, counseling, and vocational opportunities aside from the comprehensive high school program for students to successfully complete their high school education. The Alternative Programs differ from the comprehensive high schools in scheduling options and instructional delivery to allow a more individualized approach to completing high school diploma requirements.

GLOSSARY

American College Test (ACT) - A test that may be taken by high school students as part of the college admission process.

Americans With Disabilities Act (ADA) - Prohibits discrimination against individuals with disabilities and requires employers to provide reasonable accommodations to help those with disabilities in performing their jobs. An individual with a disability is defined by the ADA as a person with a serious physical or mental impairment that substantially limits a major life activity. An employee who believes that he or she has a disability and needs special assistance to perform his or her job must contact the Office of Equity and Compliance.

Annual Measurable Achievement Objectives (AMAOs) - Required by No Child Left Behind (NCLB). There are three required AMAOs: (1) the percentage of LEP students who show progress in English language proficiency each year; (2) the percentage of LEP students who attain English language proficiency; and (3) the percentage of LEP students who show progress in academic achievement (reading and math).

Appropriation - An expenditure level granted by the Board of Supervisors to the School Board to make expenditures and to incur obligations for specific purposes. Appropriation authorizations expire at the end of the fiscal year.

Arlington Career Center - A facility that provides in-depth specialized career training and other career oriented classes for secondary students. It is also the site of early release enrichment programs for third to fifth graders and Saturday enrichment classes for secondary students.

Arlington Outdoor Education Association (AOEA) - Is the same as the Outdoor Lab, a K-12 program which focuses on students learning through nature. The Outdoor Lab is located in Fauquier County.

Assets - Framework that focuses on using relationships and other strengths of the community to build the developmental foundation that all children and youth need; survey based on framework administered every three years (spring 2003, 2006, and 2009) by Arlington Partnership for Youth, Children, and Families.

Average Daily Membership (ADM) - The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

Baseline - The baseline budget includes funding to continue current educational and support programs.

Basis of Accounting - Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

Bond - A written promise to pay a specified sum of money (called the principal) at a specified date in future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

Bond Fund - The Fund used to account for proceeds from bond sales and expenditures appropriate for scheduled bond projects. Bond projects generally cost in excess of \$500,000.

GLOSSARY

Budget - Financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

Budget Advisory Council - An advisory committee charged with review of the budget process.

Budget Calendar - A schedule of activities, responsibilities, and deadlines related to budget development and adoption.

Budget Year - A year from July 1 to June 30, similar to a fiscal year.

Capital Improvement Plan (CIP) - A schedule of specific projects spanning a specific period of time according to which school facilities and grounds are to be improved, updated or constructed. Much of the funding for the CIP comes from bond issues earmarked for this purpose and approved by Arlington voters. A portion of capital improvement money comes from PAY-GO funds, appropriated annually.

Capital Projects Fund - The fund used to account for revenues and expenditures to be for capital projects generally costing between \$15,000 and \$500,000. Current revenues finance these projects.

Career Advancement Program (CAP) - An optional, knowledge and skills-based, differentiated compensation program that rewards outstanding teachers who demonstrate and document high quality professional practice and leadership excellence that cultivates student achievement.

Career, Technical, and Adult Education (CTAE) - a section of Arlington Public Schools that includes Business and Information Technology, Computer Sciences, Marketing Education, Family and Consumer Sciences, Technical Education, Trade and Industrial, and Adult Education Personal and Professional classes.

Carryover - The process by which certain funds for previously approved School Board commitments to pay for goods and services at the end of one fiscal year are re-appropriated in the next fiscal year.

Clarendon Education Center - A building located at 2801 Clarendon Boulevard that houses several APS offices such as Extended Day Program, Food Services, Alternative and Extended Instruction, Career, Technical and Adult Education, Intake Center, Library Media Processing, REEP, Teenage Parenting Programs.

Community Satisfaction Survey (CSS) - Administered to a sample of students, parents, teachers, and community members in Arlington every two years.

Compensation - Includes salaries and benefits paid to staff for services rendered.

Consumer Price Index (CPI) - Measure of the average change over time in the prices paid by urban consumers for a fixed market basket of consumer goods and services. The CPI provides a way for consumers to compare the current cost of a market basket of goods and services with what the same market basket previously (i.e. a month or a year ago).

Core - The academic disciplines of language arts, mathematics, social studies and science.

GLOSSARY

Cost of Living Adjustment (COLA) - A pay increase intended to fully or partially offset increases in the cost of goods and services.

Cost-Per-Pupil - The cost-per-pupil allocation provides an overall view of the cost on instructional programs that can be used to compare how school systems spend their funds. Identifying all direct and indirect costs associated with an instructional program and dividing by the unduplicated count of membership enrolled in the program determine the cost-per-pupil allocation.

County Council of PTAs - County Council of Parent Teacher Associations; The County Council of PTAs has representatives from all APS PTAs in Arlington as well as from specified community organizations.

County Transfer - The amount of money the county government provides to the Arlington Public Schools. The County Board determines the amount of the county transfer each year. The county transfer provides most, but not all, of the funds needed to run the school system.

Cultural Competence - The attainment of attitudes, skills, knowledge and behaviors that enable staff and students to develop positive relationships and work effectively in cross cultural situations.

Curriculum Specialist - A teacher who works under the direction of a curriculum supervisor.

Curriculum Supervisor - A central office administrator who is responsible for a particular curriculum area, such as math or fine arts or a program area such as Gifted, ESOL/HILT or Minority Achievement.

Debt Service Fund - The fund used to account for payment of bond principal and interest.

Degrees of Reading Power (DRP) - A test of comprehension administered as the State Literacy Test in reading.

Diversity - Ethnic, language, learner style and ability variations that all children bring to schools.

Early Childhood Education - Educational programs provided for children from age 3 through second grade.

Ed Center - The Arlington Education Center, central office for the Arlington Public Schools at 1426 N. Quincy St. This building houses several APS offices such as the School Board, Superintendent, Administrative Services, Finance and Management Services, Information Services, Personnel, School and Community Relations and Student Services.

Elementary School - Pre-Kindergarten through grade 5.

Encumbrance - An obligation in the form of a purchase order or a salary commitment chargeable to an appropriation. An encumbrance reserves part of an appropriation in order to ensure funds are available for a particular obligation.

English as a Second Language (ESL) - general term for programs that provide English language instruction to English language learners; in Arlington Public Schools, this program is referred to as ESOL/HILT.

GLOSSARY

English Language Learner (ELL) - A student who is learning English and progresses through different stages of English language proficiency. NCLB and other federal legislation refer to these students as Limited English Proficient (LEP).

English Language Proficiency Test - Under No Child Left Behind, the English language proficiency of Limited English Proficient (LEP) students in kindergarten through grade 12 must be assessed annually. Currently, Virginia uses the Stanford English Language Proficiency (SELP) Test to assess language proficiency. SELP results may be used in determining student proficiency levels for meeting AMAOs, or it may be included as a component in a local body of evidence that is used to determine proficiency for each student. In the 2006-2007 school year, APS successfully applied to use local ESOL/HILT assessments instead of the SELP for all students receiving services. The SELP is currently administered solely to monitored and opt-out students in APS.

Enterprise Resource Planning (ERP) - An integrated set of business practices involving both software and business process reengineering.

ESOL/HILT - English for Speakers of Other Languages/High Intensity Language Training; the English as a second language program in Arlington Public Schools.

Exemplary Program and Evaluation Model - A nationally developed rubric used by Career and Technical Education (CTE) staff to assess CTE program quality.

Exemplary Projects - An Arlington special project designed to improve student learning and promote academic achievement gains through innovative teaching, increased interest in the school, and strengthened instructional coherence. The Exemplary Schools Project requires an educational component geared to total school achievement, an annual evaluation of this educational component and parent involvement efforts.

Family Life Education (FLE) - A curriculum presented in kindergarten through 10th grade that includes personal relationships, human sexuality, stress management, peer pressure, substance abuse, child abuse and appreciation for racial and ethnic diversity.

Fine Arts - Visual and performing arts, such as music, dance, art, photography, theater.

Fiscal Year (FY) - The Arlington County Public Schools fiscal year encompasses the 12 months beginning July 1 and ending the following June 30.

Free and Reduced-Price Meals - This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced-price meals to children determined to be eligible under the program, and supports the belief of the Arlington County School Board that every school-age child should have an adequate lunch.

Free and Appropriate Public Education (FAPE) - special education and related services that are provided at public expense, under public supervision and direction and without charge; meet the standards of the Board of Education; include preschool, elementary school, middle school or secondary school education in the state are provided in conformity with an IEP.

GLOSSARY

Freedom of Information Act (FOIA) - The Freedom of Information Act establishes the right of the public to obtain information maintained by the federal or state government and their agencies. The FOIA creates a general mechanism designed to ensure that the process for getting that information will be simple, timely, and inexpensive.

Full-Time Equivalent (FTE) – A measurement equal to one staff person working a full-time work schedule for the specific position for one fiscal year.

Fund - As defined by the state auditor of public accounts, a group of accounts that are similar in nature (have similar activities, objectives, or funding sources).

Fund Balance – The excess of assets of a fund over its liabilities and reserves.

Fund Statements - Financial statements that display receipts, expenditures, transfers in, transfers out, and changes in fund balance for each School Board fund.

Gifted and Talented (GT) - Students identified as having high ability in certain academic, fine arts, or performing arts areas.

Governmental Fund – A fund used to account for the general government functions of the Schools.

Grants and Restricted Programs Fund - This fund accounts for federal grants, state grants, and private grants.

High School - A school for students in grades 9 through 12.

High School Continuation Program - Located at two sites, Arlington Mill and Langston. The program provides academic, counseling, career and technical opportunities for students to successfully complete their high school education and differs from a comprehensive high school in that it offers flexible scheduling options and an alternative approach to instructional delivery. This approach allows for a more personalized academic plan to complete the high school diploma requirements.

HILT/HILTEX - High Intensity Language Training/HILT Extension: the secondary ESOL/HILT program.

Homebound Instruction - Academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.

Home Instruction - Instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia.

Home School - The school a student is supposed to attend based on the student's address within a boundary zone.

GLOSSARY

Immersion Program - Offered in English and Spanish language, a method of delivering instruction in both languages by teaching prescribed classes in one language or the other to expose students to both languages during the school day.

Individuals with Disabilities Education Act (IDEA) - Major federal law governing the provision of special education services and supports.

Individualized Educational Program (IEP) - A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with federal law. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs.

Instructional Technology Coordinator (ITC) - Staff that serve the schools in instructional technology.

International Baccalaureate Programme (IB) - The IB Programme is an internationally recognized advanced academic program for 11th and 12th graders. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

Intervention Assistance Team (IAT) - Process designed to provide intervention support to students exhibiting academic and/or behavioral concerns within the general education program.

Itinerant Teachers - Teachers who move between buildings. This situation is especially common for art and music (and sometimes physical education) teachers.

Kindergarten Phonemic Awareness Literacy Screening (K-PALS) - Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

Least Restrictive Environment (LRE) - To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

Library Media Center (LMC) - Provides students and staff with resources in many formats to enhance learning and instruction.

Limited English Proficient (LEP) - Students in an English as a second language program (ESOL, HILT, HILTEX); those who are eligible but have declined services (Opt Out); those who have exited from programs within the last two years (Monitored); or those who have exited from programs within the last four years (Post-Monitored); one of the identified groups under No Child Left Behind.

Local Composite Index (LCI) - The relative wealth index used by the state to equalize state aid to localities.

GLOSSARY

Mainstream - Provide instruction for students who are in specialized educational programs, such as special education or HILT, in regular classrooms with the general student population.

Management Plan - An annual plan developed by the Superintendent and senior staff with specific tasks designed to achieve the goals of the Strategic Plan.

Marshall Building - See “Thurgood Marshall Building.”

Media Center - See “Library Media Center.”

Membership - Another term for student enrollment; see “Average Daily Membership.”

Middle School - A school for students in grades 6 through 8.

Minor Construction/Major Maintenance (MC/MM) - Capital improvements that are paid for out of the current year's budget and generally do not exceed \$500,000.

Modified Accrual Basis of Accounting - Revenues are recognized when they become measurable and available and expenditures are generally recognized when the liability is incurred.

Monitored – After English language learners with sufficient English language skills, including appropriate academic vocabulary, are exited from the ESOL/HILT program into mainstream English-only classrooms, they are monitored for two years to ensure their continued academic success. These students are included in the LEP subgroup under No Child Left Behind.

National Merit Scholarship Program - The National Merit Scholarship Program is a privately-financed academic competition for recognition and scholarships that began in 1955. High school students enter the Merit Program by taking the PSAT/NMSQT™ - a test that serves as an initial screen of the more than one million entrants each year - and by meeting published entry and participation requirements.

New Resources - A term used to identify budget requests requiring additional resources above the baseline budget funding and that support the development of new programs to meet identified School Board goals.

No Child Left Behind Act (NCLB) - The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and is designed to close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Operating Fund - The general fund for the school division. It is used to account for all financial resources except those to be accounted for in other funds.

GLOSSARY

Opt-Out - A term used to describe the option not to take a certain course or portions of a course. For LEP students, parents have the option to decline ESOL/HILT services for their child. If a student opts out of the program, they must participate in the annual state English language proficiency assessment and the program must keep a record of their state English language proficiency level.

Parent Resource Center (PRC) – A resource center to help parents and other family members become active partners with the school in meeting the unique needs of their children in special education programs. This center is located at the Clarendon Education Center.

Partners in Education (PIE) - A program based in the Community Services Department which matches schools with business, government agency or civic organizations as educational partners; also an acronym for Parents in Education, an African-American parent group.

Pay-As-You-Go (PAY-GO) - Capital improvements that are paid for out of the current year's budget.

Phonemic Awareness Literacy Screening (PALS) - Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

Policy Implementation Procedure (PIP) - Documents that outline procedures for implementing School Board Policies.

Planning Factors - Building blocks for the APS budget, specifying the level of most resources needed to run the schools. Planning factors often, but not always, are expressed as ratios of resources to students (for example, student/teacher ratio, textbook funds per student, student/counselor ratio).

Preliminary SAT (PSAT) - Tests taken by sophomores and juniors; determines National Merit Scholarships for college.

Professional Development Plan (PDP) - An evaluation tool used to demonstrate enhanced professional practices through self-directed exploration, implementation and assessment of innovative strategies designed to improve student achievement.

Professional Library - A library of education-oriented books and other materials for the use of APS staff; located in the Marshall Building.

Program of Studies (POS) - The course catalogs for Arlington middle and high schools. The POS lists all the courses offered by Arlington middle schools and high schools. If too few students register for a particular course in a particular school, that course will not be taught in that school.

Project Go - This is an accelerated learning program aimed at addressing the academic achievement of targeted third and fourth graders in language arts and mathematics; GO stands for Greater Opportunities.

Project Manager (PM) - Plans and manages school design and construction.

GLOSSARY

Proposed Budget - A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

Purchase Order (PO) - A document submitted to a vendor which requests materials or services at a specified price. The issuance of a PO establishes an encumbrance in the accounting system.

REEP (Arlington Education and Employment Program) - An English as a second language program for adult immigrants and refugees who live and work in Arlington; housed at the Clarendon Education Center and offered at several other sites.

Relocatable - A temporary building structure put on school property usually used as classroom space or storage space when there is not enough space available inside the school building; also known as a trailer.

Renewal - A complete overhaul of a school building that includes upgrading systems such as heating, air conditioning, lighting and plumbing; upgrading laboratories, multi-purpose rooms and gymnasiums; installing technology cabling for computers; refurbishing classrooms; upgrading library facilities; installing new windows; and installing new floors.

Resource Teacher - A special education teacher who assists in teaching students with disabilities. The instruction may take place in general education classes or in separate special education classes or settings.

Resource Teacher for the Gifted (RTG) - A gifted education teacher who collaborates with classroom teachers to support differentiated curriculum and instruction for students identified for gifted services.

School Board Liaison - The School Board member who has agreed to be the contact person for an individual school but does not represent any school. Each School Board member serves as liaison for several schools; they rotate assignments every few years.

School Board Policies (SBP) - A framework for governance provided by the Arlington School Board and implemented by the Superintendent. SBP's require School Board approval for initial adoption and any subsequent revision.

Secondary School - Grades six through twelve.

Senior Staff - The superintendent's top administrators (assistant superintendents of administrative services, information services, instruction, facilities, finance, personnel, student services, and school and community relations).

Six-Year Plan - See Strategic Plan.

SOL Tests (SOLs) – Assessments based on the Standards of Learning administered to students in Virginia; used for determining school accreditation and Adequate Yearly Progress.

Special Education - Specially-designed instruction to meet the unique needs of a child with a disability.

GLOSSARY

Special Projects - Projects funded by state or federal grants or by foundations and other sources beyond the school operating fund.

Specific Learning Disability (SLD) - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

Staff Liaison - A staff member who works with an advisory committee/council and serves as an information and administrative resource for that committee.

Standards of Accreditation (SOA) – State standards that provide an essential foundation of educational programs of high quality in all schools for all students.

Standards of Learning (SOL) – Standards that describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

Standards of Quality (SOQ) - Virginia state standards for minimum program requirements for which the state provides partial funding. The General Assembly and the Board of Education determine the SOQ for public schools in Virginia, as prescribed by the Code of Virginia. These standards are periodically revised and specify that each school division shall maintain schools that meet those requirements for accreditation prescribed by the Board of Education.

Stanford Achievement Test - The Stanford Achievement Tests replaced the Iowa Test of Basic Skills in 1997 as a standardized test that evaluates student achievement. Test scores are released each summer.

Strategic Plan - A long-term plan (five to six years) for improvement of particular aspects of the APS; Strategic Plan is another term for the Six-Year Plan. Virginia requires each school system to develop a Six-Year Plan. The plan is revised/updated every two years with community and staff input.

Students with Disabilities (SWD) - Students who are determined to have any of the following disabilities: autism; deaf-blindness; developmental delay; emotional disturbance; hearing impairment including deafness; cognitive disability; multiple disability, orthopedic disability, other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment, including blindness.

Supplemental Educational Services (SES) - Free tutoring services for which all disadvantaged students in a school that does not make AYP for three consecutive years in the same subject may apply to receive.

Syphax Academic Center - Building located at 1439 N. Quincy Street that houses several APS offices such as the Department of Instruction, Family Education Center, Print Shop and Alternatives for Parenting Teens.

Teachers' Council on Instruction (TCI) - An advisory group made up of teachers that advise the administration and School Board on instructional issues.

GLOSSARY

Technology Standards for Instructional Personnel (TSIP) - The standard that requires all persons seeking initial licensure or license renewal as teachers to demonstrate proficiency in the use of educational technology for instruction.

Teenage Parenting Program (TPP) - A program that provides instructional services to pregnant students and teenaged mothers.

Test of Achievement and Proficiency (TAP) - Part of the Virginia State Assessment Program.

Thomas Jefferson High School for Science and Technology (TJHSST) - Regional Governor's school operated through Fairfax County Public Schools. Students participate in a selection process for admission.

Thurgood Marshall Building - Building located at 2847 Wilson Boulevard that houses several APS offices such Library Media Services, Professional Library, Professional Development, Library Services and the New Directions high school program.

Title I – A federal grant that provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. APS uses Title I funding for assistance in language arts and math for low-achieving elementary students.

Title II, Part A – A federal grant that provides funding to increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically-based professional development interventions and holds schools accountable for improvements in student academic performance.

Title II, Part D – A federal grant that provides funding to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designated to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development.

Title III – A federal grant that provides funding for language instruction assistance for limited English proficient and immigrant students so they may meet the Standards of Learning for all students

Title IV – A federal grant that provides funding to support programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement.

Title V – A federal grant that provides funding to support state and local efforts to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special education needs of at-risk and high-need students, and support programs to improve school, student, and teacher performance.

GLOSSARY

Transition Services - A coordinated set of activities for a student with a disability that supports successful grade to grade movement and preparation to participate in a variety of post-secondary opportunities.

Turnover - Savings generated in the employee compensation accounts due to jobs previously held by higher-paid, senior employees being fill by lower-paid employees.

Understanding by Design (UBD) - A framework for instructional design that begins by identifying learning goals, identifying what assessments will be used to measure attainment of those goals, and then selecting what learning activities will be used.

Vacancy - Savings generated in the employee compensation accounts due to positions being unfilled for some period of time.

Virginia Grade Level Alternative (VGLA) - A portfolio assessment originally designed for use with special education students in grades 3 through 8 who are learning on grade level, but whose nature and level of disability prevent them from participating in the regular Standards of Learning (SOL) tests. The VGLA is also an option as an alternative to the Reading SOL for LEP students at beginning levels of proficiency.

Virginia Preschool Initiative (VPI) Program - A pre-K program that is available to a limited number of children who qualify for the Federal Free and Reduced-Price Lunch Program in designated elementary schools.

Washington Area Boards of Education (WABE) Guide - A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.