

School Board's
ADOPTED BUDGET





Arlington Public Schools
Arlington, Virginia

School Board's **ADOPTED BUDGET**

Fiscal Year
2017



School Board

Reid Goldstein

Barbara Kanninen

James Lander

Nancy Van Doren

Dr. Emma Violand-Sanchez

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, 2015. This was the thirteenth 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.



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, 2015. This is the seventh year APS has received this award.



This Meritorious Budget Award is presented to

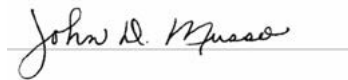
ARLINGTON PUBLIC SCHOOLS

For excellence in the preparation and issuance of its budget
for the Fiscal Year 2015-2016.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



Mark C. Pepera, MBA, RSBO, SFO
President



John D. Musso, CAE, RSBA
Executive Director

Acknowledgments

The Finance and Budget staff extends its thanks and appreciation to everyone on the Executive Leadership Team, principals, program managers, and support staff that helped us generate the School Board's Adopted FY 2017 Budget. Each year the budget process is challenging and exhausting, but together, our hard work helps to ensure that it is efficient and effective.

FINANCE AND BUDGET STAFF

DEIRDRA MCLAUGHLIN

Assistant Superintendent, Finance & Management Services

LESLIE PETERSON

Budget Director

Tameka Lovett-Miller, Budget Analyst

Alvera Wilson, Financial Analyst

DAVID BLORSTAD

Finance Director

Mextli Guerrero, Analyst

Michael Freda, Analyst

Kathy Jaffke, Analyst

Maria Voultsides, Analyst

Endia G. Holmes, Executive Administrative Specialist

A special thank you to Jim Long and Bruce Kingston, Printing Services, for the quick turn-around on printing this document.

Contents

BUDGET AWARD
ACKNOWLEDGMENTS

INTRODUCTORY: Executive Summary

Administration.....2
 Message from the School Board.....3
 School Board/Superintendent Profiles.....4
 Budget at a Glance.....10
 Arlington Public Schools Overview12
 Performance Highlights.....13
 The APS Strategic Plan.....26
 Budget Development Process
 and Calendar.....29
 Budget Direction, Budget Standards
 and Guiding Principles.....30
 Building the FY 2017 Budget34
 All Funds Summary.....99
 Cost Per Pupil.....105
 Budget Forecast.....106

ORGANIZATIONAL

Administration.....110
 Mission, Vision and Core Values111
 Organization Chart112
 Arlington Public Schools Overview113
 Strategic Planning.....116
 APS 3-5 Year Action Plan.....127
 Budget Development Process130
 Budget Development Calendar134
 Financial Controls and Policies.....136

FINANCIAL

All Funds Summary.....146
 Fund Statements by Fund155
 Revenue Assumptions.....166
 Revenue History.....173
 Expenditure Assumptions.....174
 Expenditure History.....178
 Budget Forecast.....179
 FY 2017–2026 Capital Improvement Plan.....184
 Debt Service.....239

Schools

Planning Factors244
 Typical School Staffing.....245
 Schools Summary.....247
 Schools Enrollment Summary248

Elementary Schools

Elementary Schools Summary.....249
 Abingdon254
 Arlington Science Focus256
 Arlington Traditional.....258
 Ashlawn260

Barcroft.....262
 Barrett.....264
 Campbell266
 Carlin Springs.....268
 Claremont270
 Discovery.....272
 Drew.....274
 Glebe.....276
 Patrick Henry.....278
 Hoffman-Boston280
 Jamestown.....282
 Key284
 Long Branch286
 McKinley288
 Nottingham.....290
 Oakridge292
 Randolph.....294
 Reed296
 Taylor.....298
 Tuckahoe300

Secondary Schools

Secondary Schools Summary302
 Gunston304
 Jefferson306
 Kenmore308
 Swanson310
 Williamsburg312
 H-B Woodlawn.....314
 Wakefield.....316
 Washington-Lee.....318
 Yorktown320

Other Programs

Other Programs Summary323
 Arlington Career Center324
 Arlington Community High School326
 Langston.....328
 New Directions.....330
 Stratford.....332
 Teenage Parenting334

Departments

Departments Summary338

School Board and Superintendent’s Office

Summary339
 Arlington School Board Organization Chart.....340
 Arlington School Board.....341
 Superintendent’s Office Organization Chart.....345
 Superintendent’s Office346

Department of Instruction

Organization Chart354
 Summary355
 Curriculum/Instruction.....358

Contents

ESOL/HILT	361	Information Services	
Language Services Registration Center	363	Organization Chart	453
Gifted Services	364	Summary	454
Fine Arts	365	Information Services	459
Office of Minority Achievement	366	Service Support Center	461
Library Services	368	Enterprise Solutions	463
Outdoor Laboratory	370	Network and Infrastructure Services	465
Career, Technical and Adult Education	372	Technology Training Services	466
Extended Instruction	374	Instructional and	
Summer School	375	Innovative Technologies	467
School and Community Relations		Accountability, Assessment	
Organization Chart	377	and Evaluation	469
Summary	378	Other Funds	
School and Community Relations	382	Summary	474
Printing Services	384	Community Activities Fund	475
Administrative Services		<i>The Humanities Project</i>	476
Organization Chart	386	<i>Planetarium</i>	477
Summary	387	<i>Alternatives for Parenting Teens</i>	479
Administrative Services	390	<i>Extended Day</i>	481
Department of Student Services and		<i>Swimming Pools-Aquatic</i>	
Special Education		<i>Facilities Management</i>	484
Organization Chart	392	<i>Career Center</i>	486
Summary	393	<i>Gunston Community Center</i>	488
Department of Student Services and		<i>Thomas Jefferson Community Center</i>	490
Special Education	398	<i>Drew Community Center</i>	492
Language Services Registration Center	401	<i>Carver Community Center</i>	493
Office of Special Education	403	Comprehensive Services Act	494
Office of Student Services	406	Food and Nutrition Services	495
Human Resources		Capital Projects	497
Organization Chart	409	Bond	500
Summary	410	Debt Service	503
Human Resources	415	Grants and Restricted Programs	504
Substitutes	417	INFORMATIONAL	
Payroll Services	418	Arlington County at a Glance	510
Employee Benefits	419	Arlington Public Schools Profile	515
Employee Assistance Program	421	Achievement Measures	517
Finance and Management Services		Enrollment	531
Organization Chart	422	Enrollment Projections	534
Summary	423	Personnel Resources	537
Finance and Management Services	427	Outstanding Debt and Bond Amortization	541
Other Administrative Accounts	429	Supplemental	
Purchasing	430	Fee Schedules	546
School/County Shared Buildings	432	Budget Expenditures by Line Item	565
Facilities and Operations		Acronym Index	577
Organization Chart	433	Glossary	580
Summary	434	FY 2017 Adopted Budget Planning Factors	593
Facilities and Operations Management	439		
Risk Management	442		
Plant Operations	444		
Other Plant Operations	446		
Maintenance Services	447		
Transportation Services	450		



INTRODUCTORY: *Executive Summary*

Administration	Budget Direction, Budget Standards and Guiding Principles
Message from the School Board	Building the FY 2017 Budget
School Board/ Superintendent Profiles	All Funds Summary
Budget at a Glance	Cost Per Pupil
Arlington Public Schools Overview	Budget Forecast
Performance Highlights	
The APS Strategic Plan	
Budget Development Process and Calendar	

Administration

SCHOOL BOARD MEMBERS

EMMA VIOLAND-SANCHEZ

Chair

NANCY VAN DOREN

Vice Chair

REID GOLDSTEIN

Member

BARBARA KANNINEN

Member

JAMES LANDER

Member

EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

Superintendent

CONSTANCE SKELTON

Assistant Superintendent for Instruction

DR. BRENDA L. WILKS

Assistant Superintendent for Student Services and Special Education

DR. KRISTI MURPHY

Assistant Superintendent for Human Resources

DEIRDRA MCLAUGHLIN

Assistant Superintendent for Finance and Management Services

JOHN CHADWICK

Assistant Superintendent for Facilities and Operations

RAJESH ADUSUMILLI

Assistant Superintendent for Information Services

CINTIA JOHNSON

Assistant Superintendent for Administrative Services

LINDA ERDOS

Assistant Superintendent for School and Community Relations

JULIA BURGOS

Chief of Staff

Message from the School Board

June 30, 2016

Dear Ms. Garvey,

On behalf of the Arlington School Board, I am pleased to transmit the Arlington Public Schools Adopted Budget for FY 2017. The budget totals \$581,941,859, which represents a 4.4 percent increase over the FY 2016 School Board Adopted Budget. This budget continues to support our focus on the whole child by allocating resources to prepare the infrastructure, instructional staff and administrative staff to support our school division as we grow to 30,000 students by the 2021-22 school year. Our community places a high value on providing Arlington's children with exceptional schools, and the School Board very much appreciates the County Board's continued commitment and support for our students and our schools.

This year's budget process began with a sizable deficit of nearly \$15 million which, as in previous years, was driven largely by student enrollment growth. While looking for methods of closing this gap, we continued our successful practice of collaborating with the community and welcomed input from Arlington staff, families, students and residents using a variety of options including: the joint County/ APS budget forum, a series of community forums, key stakeholder meetings, work sessions and engagement with our advisory councils. We also continued our popular sounding board meetings with teachers and other school-based staff to ensure that we heard the concerns of those who are in our schools and work with our students on a daily basis.

Equally important was our collaboration with the County Board. Throughout the process, we worked together to update our forecasts, identify multiple efficiencies, and strategically use one-time funding to reduce the budget deficit. As a result, we were able to identify the School Board's and the community's highest priorities and ultimately reduce the gap to \$1.9 million.


Through continued support and successful collaboration with the County, APS received the additional \$1.9 million needed to close the deficit. With this additional revenue, APS is able to:

- Fully fund student enrollment growth of \$10.9 million.
- Provide employees with compensation adjustments which include: a step increase for eligible employees, a 1.75% increase for all eligible employees who are either on a longevity step or at the top of the scale who would not receive a compensation increase, and an increase in the minimum wage to \$14.50 per hour for all eligible, regularly-scheduled employees.
- Provide benefit changes including, a new, two-week parental leave benefit and an increase in the Live Where You Work program funding.
- Provide staff, equipment, and materials to launch Arlington Tech at the Career Center.
- Fund high priority instructional and student support initiatives.
- Begin rebuilding APS' support infrastructure.

Our budget reflects a close alignment with the School Board's Strategic Plan and the highest priority goal of supporting the whole child.

The School Board understands the County Board must balance many priorities in order to meet the needs of all Arlington residents and we are very appreciative of the additional support the County Board provided to APS. We believe the work that has been completed this year will put us on the path to continued success for APS and Arlington County. We look forward to working with you in the development of the FY 2018 budget.

Sincerely,



Emma Violand-Sanchez
School Board Chair, FY 2015-16

School Board Profiles: **DR. EMMA VIOLAND-SÁNCHEZ (CHAIR)**



Dr. Emma Violand-Sánchez joined the School Board in January 2009 and served as Chair during the 2012-13 school year, Vice Chair in 2014-15, and is currently the Board Chair. She is the founder and Chair of the Dream Project, Inc., and founder and past president of the Board of Directors of Escuela Bolivia Inc. She is also a member of the Board of the Virginia Foundation for the Humanities, Arlington Committee of 100, Donaldson Run Civic Association, American Association of University Women, Arlington Retired Teachers Association, National School Boards Association, Virginia School Boards Association, and National Association of Latino Elected Officials, and a former member of the Northern Virginia

Community College Board. She was responsible for initiating Project Family, the bilingual GED and various programs that benefit the community. She received a senior scholar Fulbright Award as a consultant for the Educational Reform in Bolivia. She is also the recipient of the James Hunter III Human Rights Award, Mexican American Legal Defense Fund–Community Service Award, Notable Woman of Arlington, and American Association of University Fellow.

Dr. Violand-Sánchez retired in July 2007 as the Supervisor, English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT) Office, PK-12, Arlington Public Schools, Arlington, VA. She received her B.S. and M. S. from Radford University and her doctorate degree in education from the George Washington University. She is currently an adjunct faculty at Georgetown University. Dr. Violand-Sánchez has expertise in family involvement, multicultural education, language minority education, and learning styles. She has several publications on these topics. Dr. Violand-Sánchez has two children, James and Julia, who are also educators and graduated from the Arlington Public Schools. They attended Key, Taylor, Williamsburg, H-B Woodlawn and Yorktown. Dr. Violand-Sánchez was born in Bolivia; and since 1978 she has lived in Arlington.

School Board Profiles: **NANCY VAN DOREN (VICE CHAIR)**



Nancy Van Doren was appointed to the School Board on September 12, 2014 and currently serves as Vice Chair. Nancy is an education advocate with ten years of experience as a parent, volunteer, and leader in Arlington Public Schools. Prior to joining the Board, Nancy served as the PTA President of Thomas Jefferson Middle School and Chaired the Arlington Special Education Advisory Committee. Most recently, Nancy served on the Multi-Modal Transportation and Student Safety Special Committee, the Family and Community Engagement Working Group, and the Arlington Career Center Parent Advisory Committee. Nancy has also served on APS' Advisory Council on Instruction, the County Council of PTAs, and the ADHD Task Force.

Nancy has extensive business and international experience. From 1984-1995, Nancy worked in the private sector with Connecticut National Bank, The Travelers Companies, The Hartford Courant and Newsday. Her expertise is in general management and communications. From 1996-2004, Nancy lived overseas with her husband Jack Zetkolic, a Foreign Service Officer. During those years, Nancy and her family lived in Serbia, Sweden and Switzerland. Previously, Nancy studied at the University of Madrid in Spain and served as a volunteer teacher and community organizer in Nicaragua. She is fluent in Spanish.

Nancy is a graduate of Georgetown University's School of Foreign Service and holds a Master's Degree in Management from the Hartford Graduate Center/ Rensselaer Polytechnic Institute.

A strong advocate for students and parents, Nancy was a co-founder of the Arlington Latino Network and founder of the Arlington ADHD and Arlington Reading support groups. Nancy has lectured at Georgetown University and serves as an advisor to Children's National Medical Center on education issues related to students with disabilities.

For the last decade, Nancy and her family have lived in Arlington's Ashton Heights neighborhood. Nancy and Jack have four children, three of whom attend Arlington Public Schools. The oldest, a graduate of Washington-Lee, is now a student at the University of Virginia.

School Board Profiles: REID GOLDSTEIN



Reid Goldstein is a 30-year resident of Arlington. Reid's family has a deep commitment to public education. He and his wife are both products of the public school system, and he attended the public university in New York State. He is the son of two public school teachers, and the father of two Arlington Public Schools graduates. One of his daughters, a graduate of Washington-Lee High School (2008) and Virginia Commonwealth University (2012), is a pre-school teacher. His other daughter currently attends VCU.

He has an extensive record of advocacy and volunteerism to his neighborhood, to Arlington Public Schools and to the greater Arlington community. His service has included the APS Advisory Council on Instruction, Superintendent's Strategic Planning Committee, County Council of PTAs, Chair of the H-B Woodlawn Parent Advisory Committee, Arlington Civic Federation Schools Committee, active member of the parent-teacher organization in all of his children's schools, Board member of the Arlington Sister City Association, Arlington County Citizens Advisory Commission on Housing, Affordable Housing Task Force, President of the Columbia Pike Revitalization Organization Board of Directors, Columbia Pike Land Use and Planning Study Working Group, President of the Douglas Park Civic Association, Community Facilities Study Resident Forum.

In 2011, he received the APS "Honored Citizen" award.

School Board Profiles: BARBARA KANNINEN



Barbara Kanninen joined the Arlington School Board on January 1, 2015. She is a Ph.D. environmental economist, children’s book author, and school and community leader who has served on the School Board’s Early Childhood Advisory Committee, Math Advisory Committee, and Advisory Council on Instruction, as well as the County Board’s Fiscal Affairs Advisory Committee and the Board of the Youth Ultimate League of Arlington.

Barbara knows that every child is more than a test score. She is committed to expanding opportunities for all students to develop their critical thinking, creative, technical, and job skills. She will tackle overcrowding with constructive, positive community engagement and make sure we always focus on what matters most: supporting teachers and students in the classroom every day.

Barbara is a former assistant professor at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota, senior economist at the National Oceanic and Atmospheric Administration, and Gilbert F. White Fellow at Resources for the Future. She is the editor of *Valuing Environmental Amenities Using Stated Choice Studies: A Common Sense Approach to Theory and Practice* and author of a number of articles published in peer-reviewed journals, such as *Land Economics*, *Journal of Environmental Economics and Management*, and the *American Journal of Agricultural Economics*. In 2009, Barbara received the prestigious Publication of Enduring Quality Award from the Agricultural and Applied Economics Association. Barbara has a Bachelor’s degree from Ohio University, a Master’s from Texas A&M University and a Ph.D. from the University of California at Berkeley.

Barbara is the author of the children’s picture book, *A Story with Pictures*, which was judged a “Picture Book We Admire” by the Children’s Literature Network. She has published stories and articles in children’s magazines, such as *Highlights for Children* and *Ladybug*, and written early readers and textbook material for curriculum companies, such as Macmillan/McGraw-Hill, Core Knowledge Foundation, and Kaeden Books. Barbara has visited schools and libraries all over the D.C. area and Virginia, sharing a love of reading and writing with children, parents, and teachers.

Barbara and her husband Kevin have lived in Arlington for over 20 years and have two boys who have been lifelong Arlington Public Schools students.

School Board Profiles: **JAMES S. LANDER**



James S. Lander began serving on the Arlington School Board in January 2010 and is serving his second term on the Board, continuing his many years of advocating for the educational needs of children. During 2013-14, James served as Vice Chair of the School Board and served as the Board Chair for the 2014-15 school year. He is a vigorous advocate for adequately funding and actively supporting public education, believing strongly in Marian Wright Edelman's call to communities: "The question is not whether we can afford to invest in every child; it's whether we can afford not to."

When not serving the Arlington Public Schools community, James works at the Consumer Federation of America as the Military Saves Director. He is a Gulf War veteran, and was recalled to active service after September 11, 2001, in support of Operation Iraqi/Enduring Freedom. He now is a retired officer, having ascended to the rank of lieutenant commander during his service and completing more than 25 years of combined active and reserve experience.

James was educated in the Philadelphia Public Schools. He has long appreciated the opportunities a quality public education provides. He believes investment, commitment and support of public education will provide children of all socio-economic backgrounds a path to fulfilling their dreams and our hope for the future.

James earned his master's degree in systems engineering from the University of Virginia and his bachelor's degree in marine engineering from the Massachusetts Maritime Academy. James and his wife Monica are homeowners in South Arlington, and are proud parents of Kierstin, an Arlington Public Schools and College of William & Mary graduate.

Superintendent Profile: DR. PATRICK K. MURPHY



Dr. Patrick K. Murphy has been superintendent of Arlington Public Schools since July 1, 2009. An Arlington County resident, Dr. Murphy has been an educator since 1988, serving the Fairfax County Public Schools for 19 of the intervening years in a variety of instructional leadership positions. During the final four years, he served as assistant superintendent for accountability, where he was responsible for testing, research and evaluation, and division- and school-based strategic planning. The Virginia Association of School Superintendents selected Dr. Murphy as its 2015 Virginia Superintendent of the Year and he was a finalist for the 2015 National Superintendent of the Year by AASA. Under his leadership, APS earned the Medallion of

Excellence in June 2014 from Virginia's U.S. Senate Productivity Award program based on Baldrige criteria and Arlington's priority for continuous improvement.

Dr. Murphy is a native of Northern Virginia. He attended W.T. Woodson High School and received his bachelor's degree from James Madison University and M.A. and Ed.D. degrees from Virginia Tech.

Budget at a Glance

EXPENDITURE HIGHLIGHTS

The FY 2017 Adopted budget totals \$581.9 million, an increase of \$24.5 million or 4.4% compared with the FY 2016 Adopted budget.

Salary and benefit costs account for 79.2% of the total budget and 89.1% of the School Operating Fund.

School-based positions were 91.8% of total School Operating Fund positions in FY 2016, according to Washington Area Boards of Education (WABE) data, an increase from 90.9% in FY 2015.

Funding has been provided for:

- An additional 93.1 positions plus materials and supplies for enrollment growth
- A step increase for eligible employees plus a 1.75% increase for those employees who would not receive a compensation adjustment with a step increase plus an increase in the minimum hourly wage to \$14.50 per hour for regularly-scheduled workers
- Increased debt service based on the Spring 2016 bond sale
- Additional funding for 18.53 positions and non-personnel costs to continue current services based on contractual obligations and prior commitments
- Approximately \$14.1 million in local, state and federal grants

In order to address the budget shortfall in FY 2017, savings and efficiencies were found totaling \$9.4 million. These savings and efficiencies include:

- Significantly adjusting the salary base for current and on board employees
- Reducing the budgeted VRS retirement contribution to reflect actual costs
- Reducing the Comprehensive Services Act Fund budget to more closely reflect actual and projected expenditures
- Seeking additional reimbursement from Medicaid for qualifying special education services

New investments in the FY 2017 budget address the School Board's budget direction, total \$9.7 million and 77.8 positions, and include:

- Arlington Tech at the Career Center
- Central Registration
- Student and instructional support in order to provide specific, targeted support to students and instructional staff
- Professional development for teachers and administrators
- Safety and security needs for school buildings
- Infrastructure and support needed in order to provide central support to students and staff in preparation for being a 30,000 student school division in 2021

Budget at a Glance

REVENUE HIGHLIGHTS

County revenue increases by \$12.9 million in FY 2017. This results from both increased local tax revenues and an increase in the School's share of the revenues.

Beginning balance, or carry-forward remains at \$3.5 million, the same amount in the FY 2016 Adopted Budget.

Funding reserves increases \$6.0 million or 56.3% due to the difference in the reserve funds included in the FY 2016 budget and the reserve funds included in the FY 2017 budget.

State revenue increases \$4.2 million or 6.5%, primarily due to increased enrollment and sales tax.

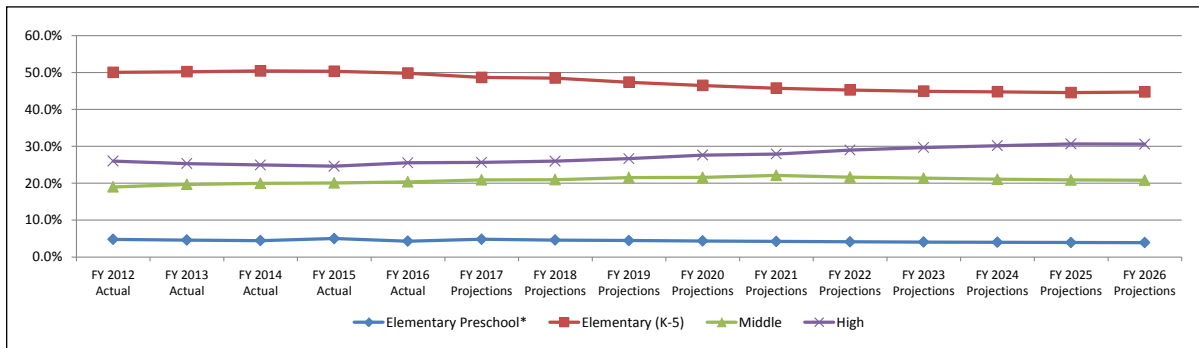
Federal revenue increases \$0.5 million or 4%, primarily due to an increase in Title I funding in the Grants and Restricted Programs fund and anticipated increases in funding for Food and Nutrition Services from the National School Lunch Program.

Local revenue from fees, charges, and grants is expected to increase by \$1 million or 5.3% for FY 2017 based on historical trends, increased revenue due to increased participation in the Food and Nutrition Services, Extended Day, and Aquatics programs and an increase in school breakfast and lunch prices.

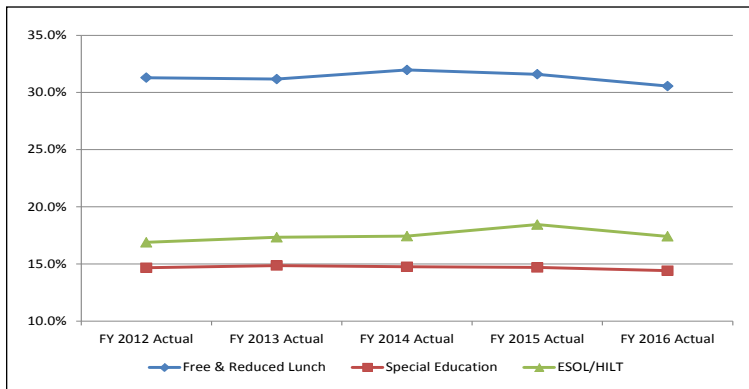
ENROLLMENT HIGHLIGHTS

Enrollment is expected to increase 1,176 students from September 2015 to September 2016 for a total enrollment of 26,414.

ENROLLMENT TRENDS



SPECIAL NEEDS ENROLLMENT TRENDS



Arlington Public Schools Overview

STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 25,238 PreK-12 students come from around the world and speak more than 99 languages. We operate more than 30 schools and programs, including 23 elementary schools, 5 middle schools, and 4 comprehensive high schools, 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.

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 6,827 students or 37 percent and is projected to increase 1,176 students or 4.7 percent in FY 2017. From FY 2016 to FY 2022, enrollment is projected to increase 20.1 percent or 5,069 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.

ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2017 revenues reflect ongoing modest growth in the Northern Virginia economy. Arlington's proximity to the nation's capital, balanced economy, smart growth planning, and highly-educated workforce help produce Arlington's slightly positive revenues. Northern Virginia's and Arlington's strong employment and solid real estate market are the foundation for steady incremental growth in the County's major revenue streams.

For the FY 2016 adopted budget, General Fund tax revenues are forecast to increase by 2.7 percent. This gain is driven by overall real estate assessment increases of 2.8 percent. Other taxes combined are forecast to increase 2.4 percent in FY 2017. Personal property tax (including business tangible tax) is expected to increase 1.7 percent overall. This tax stream is increasing in the business tangibles segment (up 2.8 percent) based on recent actual receipts. Vehicle personal property receipts are increasing 1.2 percent in FY 2017. Sales tax is down slightly (1.0 percent) and meals tax is up slightly (3.8 percent) reflecting recent actuals in FY 2016 while transient occupancy tax is up 9.6 percent reflecting higher daily rates and occupancy rates. Business, Professional and Occupational License Tax is projected to increase 0.9 percent.

The FY 2017 adopted budget reflects a CY 2016 real estate rate of \$0.991 per \$100 of assessed value, which includes the reduced base rate of \$0.978 and the 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, the average homeowner will pay \$133 more in real estate taxes in CY 2016 than in CY 2015, an increase of 2.3 percent.

Performance Highlights

ACHIEVEMENT MEASURES

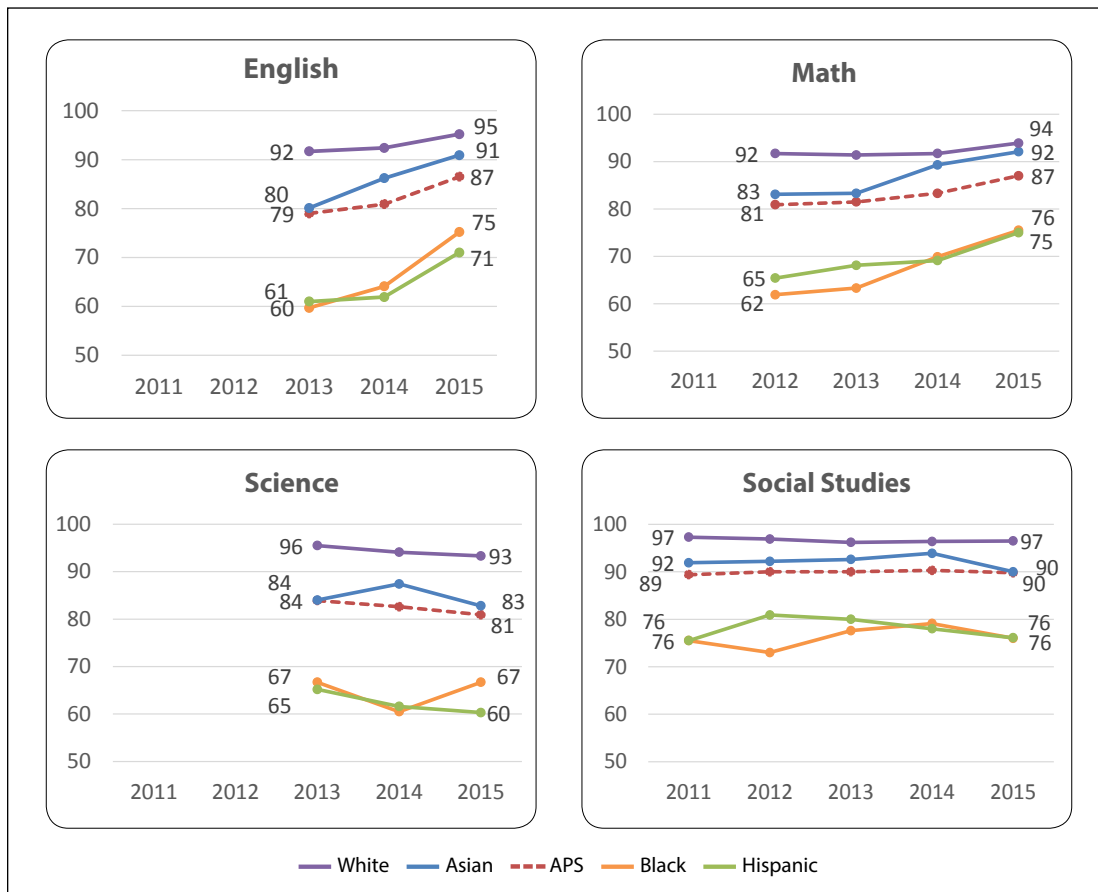
APS Recognitions

- Niche.com named Arlington Public Schools as the top school division in the Commonwealth of Virginia. Nationally, APS was also ranked 44th best school division in the United States.
- All Arlington schools are fully accredited by VDOE for the 2015-16 school year based on last year's Standards of Learning (SOL) test results. School accreditation ratings reflect student achievement on SOL assessments and other tests in English, history/social science, mathematics and science during the previous school year.

Standards of Learning Key Performance Indicators (KPIs)

ELEMENTARY SCHOOL SOL PASSING RATES, GRADES 3, 4 & 5

Beginning with years when new subject standards were assessed



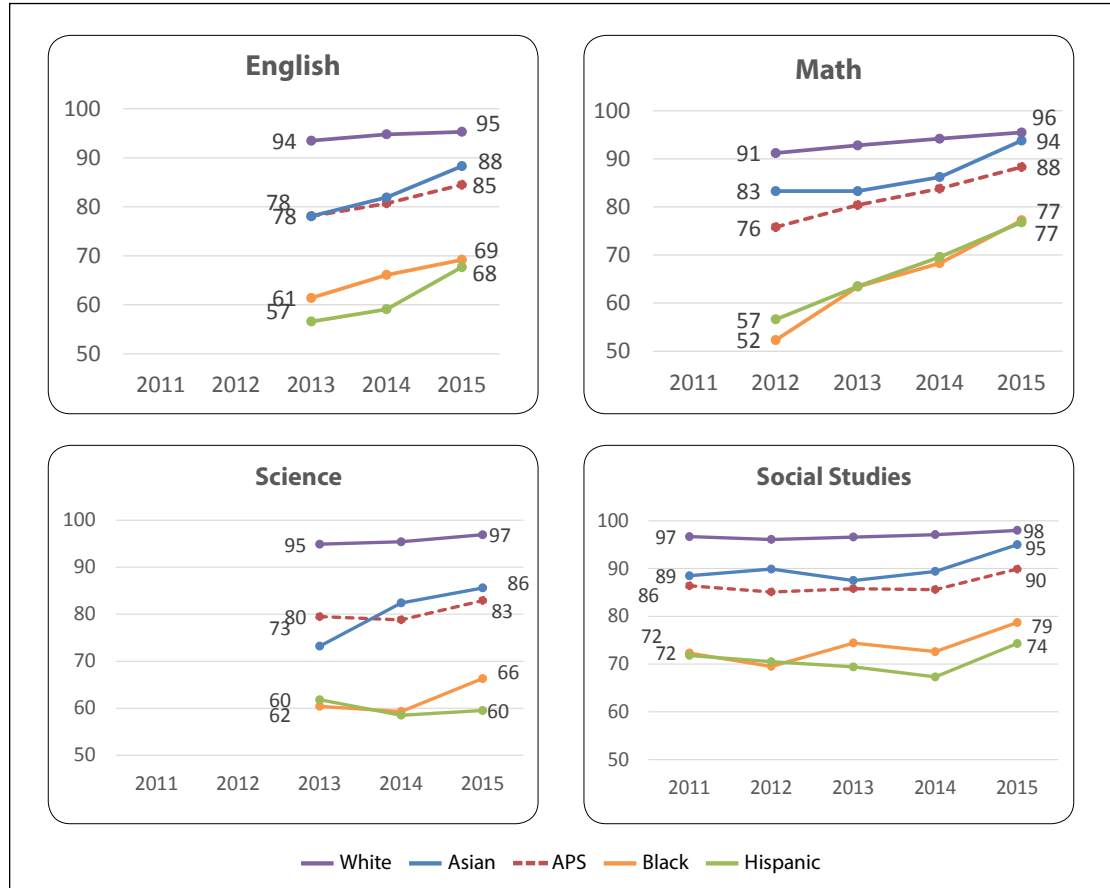
Note: The Virginia General Assembly eliminated the Grade 3 Science and Grade 3 History and Social Science SOL assessments. 2015 passing rates for Science and Social Studies exclude the Grade 3 Science and Grade 3 History and Social Science SOL assessments.

Performance Highlights

Standards of Learning Key Performance Indicators (KPIs)

MIDDLE SCHOOL SOL PASSING RATES, GRADES 6, 7 & 8

Beginning with years when new subject standards were assessed



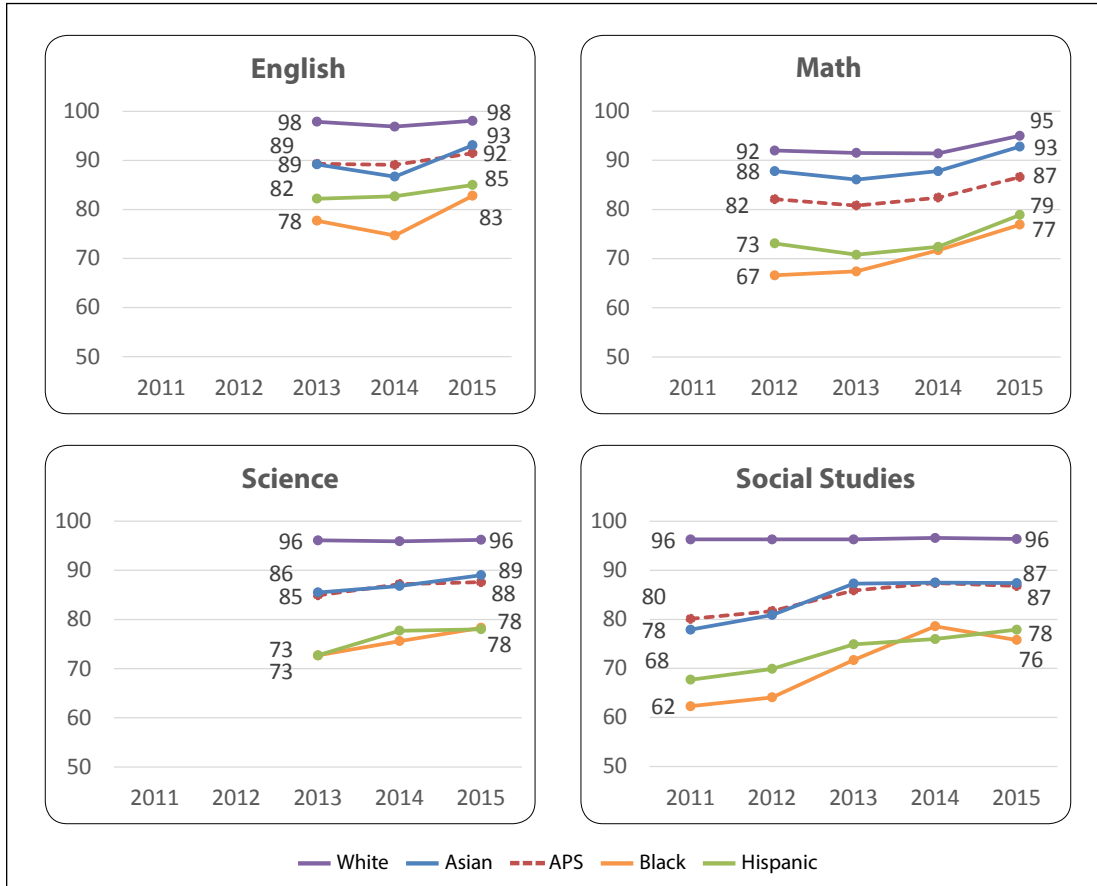
Note: The Virginia General Assembly eliminated the United States History I and II assessments given to students in grades 6 and 7. 2015 passing rates for Social Studies is limited to Grade 8 World Geography.

Performance Highlights

Standards of Learning Key Performance Indicators (KPIs)

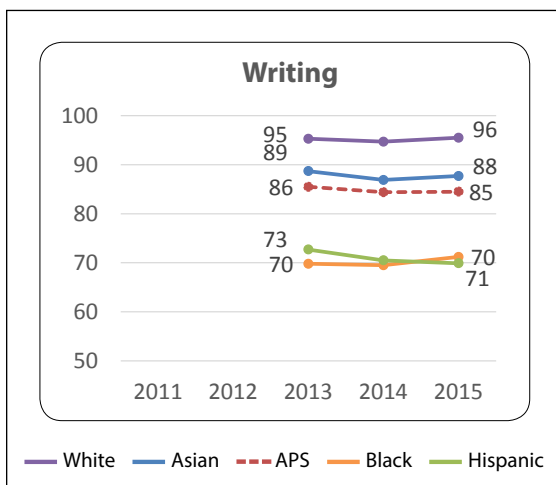
HIGH SCHOOL EOC SOL PASSING RATES, GRADES 9, 10, 11 & 12

Beginning with years when new subject standards were assessed



Standards of Learning Key Performance Indicators (KPIs)

WRITING SOL PASSING RATES, GRADES 5, 8 & 11



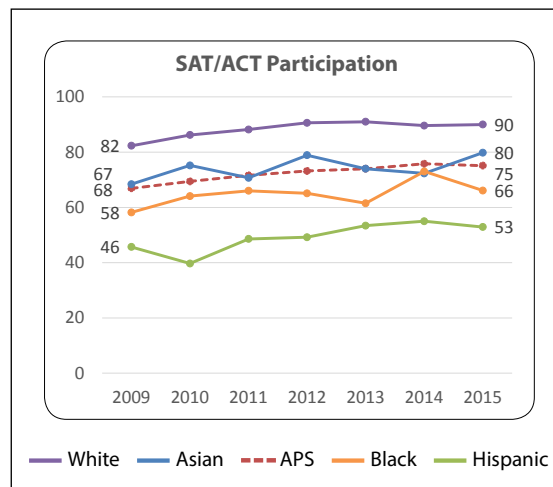
Note: The Virginia General Assembly eliminated the United States History I and II assessments given to students in grades 6 and 7. 2015 passing rates for Social Studies is limited to Grade 8 World Geography.

Performance Highlights

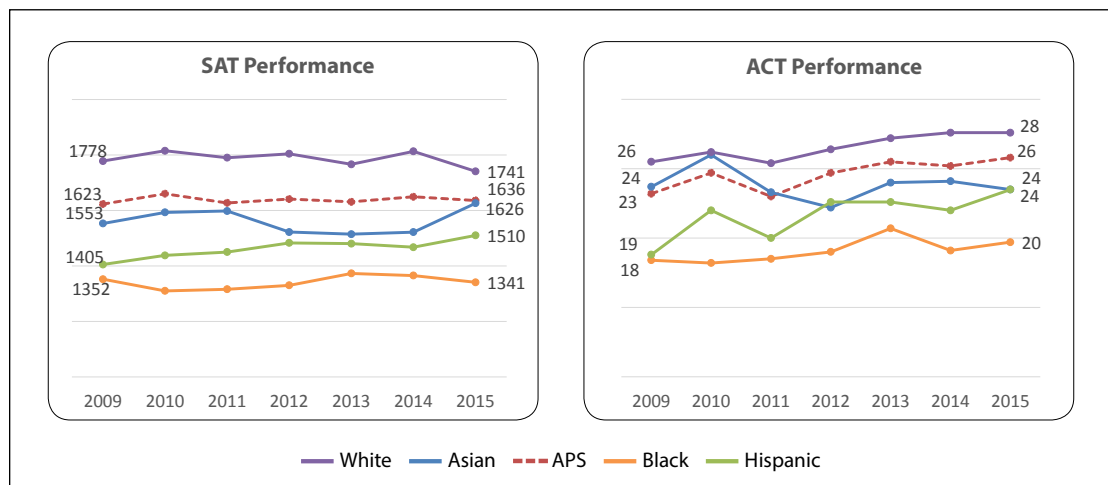
ACT and SAT

- Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2015 APS graduates, 78% took an ACT and/or the SAT.
- The average combined score on the SAT was 1,680 for Arlington graduates, an increase of 27 points from 2014. APS scores are 147 points higher than the 2015 average score for Virginia students and 190 points higher than the national SAT average. Overall, in the last five years, APS SAT scores increased by 18 points in reading, 16 points in writing, and 18 points in math.
- APS had a 26% increase in the number of ACT test takers in 2015. Arlington's average ACT composite score was 25.2, compared to 22.5 for VA graduates and a national composite of 20.4.

SAT/ACT PARTICIPATION AMONG GRADUATES



SAT AND ACT PERFORMANCE AMONG GRADUATES



Introductory: Executive Summary

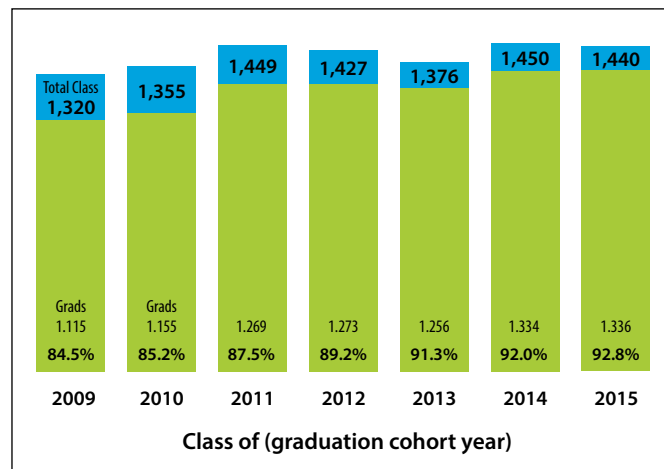
Performance Highlights

2015 On-Time Graduates

The Virginia 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. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

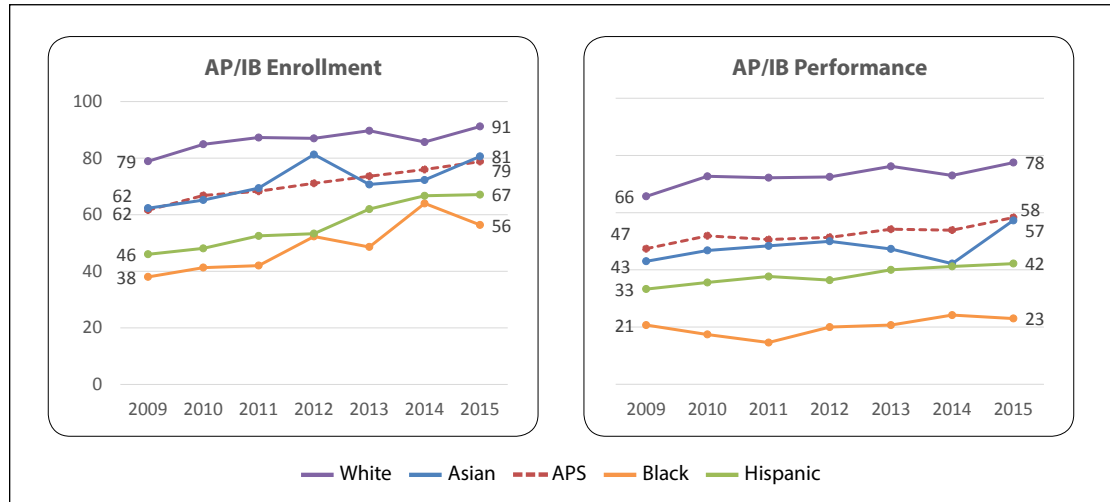
- Graduation Rate for the three Comprehensive High Schools at 98.5%
- On-time graduation rate is 92.8% (The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.)
- Among graduates
 - ✦ 68.5% received an advanced or International Baccalaureate diploma.
 - ✦ 91% Plan to Attend a 2- or 4-Year College
- 79% took one or more Advanced Placement or International Baccalaureate courses during their high school careers. Among the students who took an AP or IB course, 58% earned at least one qualifying score during their high school career.

APS ON-TIME GRADUATION RATE CONTINUES TO RISE

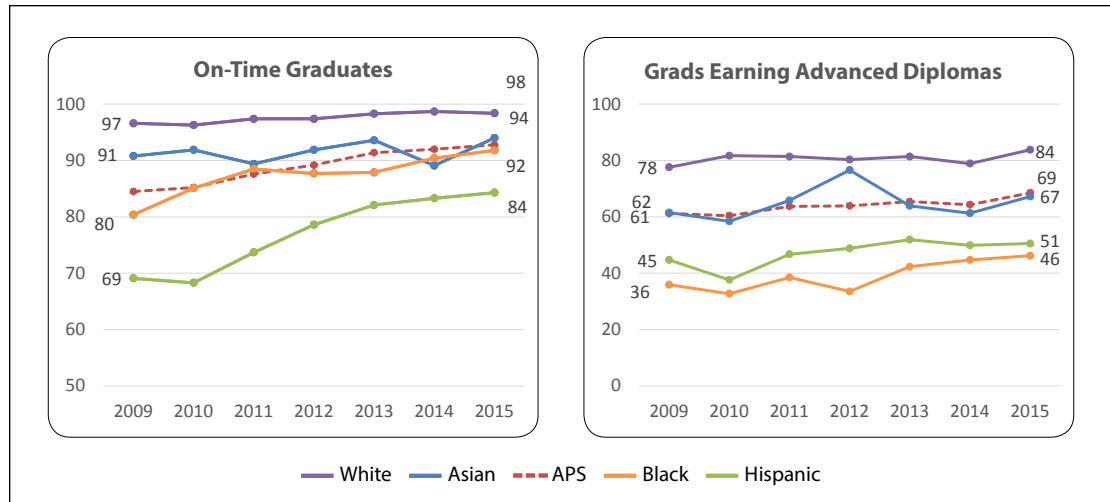


Performance Highlights

AP/IB ENROLLMENT AND PERFORMANCE AMONG GRADUATES



ON-TIME GRADUATE RATE AMONG COHORT AND ADVANCED DIPLOMAS EARNED BY GRADUATES



Performance Highlights

- The last eight bond referenda (including the 2014 bond) totaled \$584,160,500 and have funded renewal and/or expansions at sixteen schools, the replacement or reconstruction of three schools, renovation of one administrative site, construction of two entirely new schools, funds for reconstruction of Washington-Lee, 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.
- School and Community Relations
 - ✦ Received an Award of Excellence for the Partners in Action Video – Space of Her Own (SOHO) from the Chesapeake Chapter of the National School Public Relations Association (CHESPRA). APS was one of three school divisions in Maryland and Virginia to receive an Award of Excellence.
 - ✦ Received four honorable mention awards from the 2015 CHESPRA Communications Contest for APS Green Scene, APS Snapshots, #digitalAPS and the 2014-15 APS Handbook
 - ✦ Earned 14 awards in the National School Public Relations Association’s (NSPRA) 2015 Publications and Electronic Media Contest. The awards program recognizes outstanding education publications and electronic media programs.
- Food Services Office received top honors in the Healthy School Meals category of the 2015 Virginia School Boards Association (VSBA) Food for Thought Competition.
- The National School Public Relations Association (NSPRA) awarded School and Community Relations two Golden Achievement awards for Aspire2Excellence Initiative (A2E) and the Public Relations Liaison Pilot Program. The annual Golden Achievement Award recognizes outstanding work that meets national standards for high-quality research, planning, communication and evaluation.
- APS’ Technology and Innovation Exposition Program received a Virginia Career and Technical Education Creating Excellence Award from the Virginia Department of Education.
- Arlington Public Schools has received a \$25,000 grant from Graham Holdings Company to support this year’s Traveling Trolley summer literacy initiative.
- The Arlington Public Schools Traveling Trolley was recognized as a first place winner in the 2014 Magna Awards program for school districts with enrollment over 20,000. The award is presented by the National School Boards Association’s (NSBA) American School Board Journal and sponsored by Sodexo. APS launched the Traveling Trolley – a fun way to bring parents and students from their local school bus stops to the nearest public library for a fun summer reading opportunity.
- The U.S. Environmental Protection Agency (EPA) ranked APS second on the Top 30 K-12 Schools list of the largest green power users. APS is using nearly 5 million kilowatt-hours (kWh) of green power annually, which is enough green power to meet 9 percent of the schools’ electricity use.

Performance Highlights

2014 CSS Survey Responses

School Climate

- 81% of students agreed or strongly agreed that they feel safe at school.
- 69% of students agreed or strongly agreed that they feel supported by the adults in my school.

Grades for APS

- Arlington Public Schools earns high marks across-the-board, ratings of “A – outstanding” or “B – very good” were high among all groups:
 - ✦ 90% of parents,
 - ✦ 85% of staff members, and
 - ✦ 79% of community members said Arlington stakeholders also tend to be more positive toward APS than Americans nationwide tend to be about the public schools in their own communities. In the PDK Gallup poll², 53% of those surveyed graded their public schools with an “A” or a “B.”

Financial Stewardships

- Parents and community members give strong marks to the district’s financial stewardship. Specifically, 85% of parents and 69% of community members agree that their “tax dollars are being well-spent” by the school system.

School Recognitions

- Jamestown Elementary School was selected as an Apple Distinguished School for 2015-17 by Apple, Inc. Jamestown received the two-year recognition for being an exemplary learning environment for innovation, leadership and educational excellence.
- The Washington-Lee (W.L.) High School Best Buddies Chapter was named an overall outstanding high school chapter by Best Buddies International. The award was presented to students by founder and President Anthony Shriver at the Best Buddies Conference in Indiana.
- Washington-Lee High School students received their highly anticipated International Baccalaureate (IB) exam results. Collectively in 2015, W-L students earned a 97% diploma pass rate and exceeds the worldwide and Americas pass rates.
- Washington-Lee was awarded the 2015 Claudia Dodson VHSL Sportsmanship, Ethics and Integrity Award by the Virginia High School League (VHSL). W-L is one of 29 Virginia high schools to receive the recognition.
- The Wakefield High School French Program has been awarded Exemplary Program Honors by The American Association of Teachers of French. Wakefield is one of 10 high schools nationwide to receive this newly-created award.

Performance Highlights

- The Arlington Career Center’s VA-821 unit earned the Distinguished Unit with Merit award. VA-821 was one of the three Air Force Junior ROTC units in Virginia to receive this recognition this year. Col Woods wrote, “...these units truly represent the best of our 889 AFJROTC and NDCC units worldwide.
- Williamsburg Middle School was the 2015 Governor’s Award of Educational Excellence Recipient.
- The following schools were 2015 Board of Education Excellence Award Recipients
 - ✦ Arlington Science Focus School
 - ✦ Arlington Traditional School
 - ✦ Glebe Elementary School
 - ✦ Jamestown Elementary School
 - ✦ McKinley Elementary School
 - ✦ Nottingham Elementary School
 - ✦ Tuckahoe Elementary School
- The following schools 2015 Board of Education Distinguished Achievement Award Recipients
 - ✦ Henry Elementary School
 - ✦ Long Branch Elementary School
 - ✦ Yorktown High School
- All APS high schools were listed in the top 11% in the state and the top 6% in the nation according to the U.S. News and World Report Releases High School Rankings.
- Drew Model Elementary School received a \$15,000 grant from The JBG Companies (JBG). The grant will fund the transformation of the school’s first-floor courtyard into an art-themed garden and outdoor classroom.
- Williamsburg Middle School’s yearbook program was named a 2015 Jostens’ National Yearbook Program of Excellence. The National Yearbook Program of Excellence recognizes engaging yearbooks that reflect a broad representation of the student body while helping students develop 21st century skills such as communication, collaboration, and information and communication technologies (ICT) literacy.
- The Washington Post “Challenge Index” rankings of U.S. high schools ranked all four Arlington high schools in the top 75 among the region’s high schools and showed that APS high schools continue to maintain a high ranking among all 22,000 high schools in the nation.
- Yorktown High School has been honored with the SupportMusic Merit Award from The NAMM Foundation for its outstanding commitment to music education. Yorktown joins 120 schools across the country in receiving the prestigious award in 2015.
- The Yorktown High School Symphonic Band and Percussion Ensemble have been invited to perform at the 2015 Music for All National Festival, presented by Yamaha, the nation’s most prestigious festival for school instrumental music ensembles.

Performance Highlights

Staff Recognitions

- Five APS teachers have earned National Board Certification and seven have renewed their certification. Arlington ranks third in Virginia with 162*, or approximately 6.8 percent of teachers, who are National Board Certified.
- Assistant Superintendent for Information Services Raj Adusumilli was one of 27 district leaders from across the country named as a finalist for the second cohort of the Lexington Education Leadership Award.
- The Arlington Partnership for Children, Youth and Families named Yorktown High School Minority Achievement Coordinator Shari Benites and Drew Model School Extended Day Aide Conor O'Rourke Fall 2015 Connect With Kids Champions.
- Arlington Career Center teacher Thomas O'Day was recently recognized as a 2015 Career and Technical Education (CTE) Innovator at an event hosted by the White House in partnership with the Office of Career, Technical and Adult Education. O'Day was one of 10 educators and one of three SkillsUSA advisors who received this national recognition.
- Nottingham Elementary School counselor Dr. Mary Beth McCormac has been named the Virginia 2015 Elementary School Counselor of the Year. The award honors professionals who devote their careers to serving as advocates for students and was presented by the Virginia School Counselor Association.
- Kenmore Middle School sixth grade students were challenged to read 40 books during the 2014-15 school year (one book a week) as part of a literacy initiative.
- Arlington Science Focus School (ASFS) will celebrate its 20th year of innovating education.
- Arlington Traditional School art teacher Veronica Perez was one of two area teachers honored with the Victoria D. de Sanchez Northern Virginia Hispanic Teacher of the Year Award.
- Yorktown High School director of Bands Brian Bersh was named a quarterfinalist for the Music Educator Award™ presented by The Recording Academy® and the GRAMMY Foundation®.
- The President's Council on Fitness, Sports & Nutrition (PCFSN) selected Arlington County Police Officer Lt. Ron Files to receive a 2015 PCFSN Community Leadership Award. The award is given annually to individuals or organizations who improve the lives of others within their community by providing or enhancing opportunities to engage in sports, physical activities, fitness or nutrition-related programs.
- Abingdon Elementary School teacher Katherine Hale was named a 2015 Apple Distinguished Educator (ADE).
- The John F. Kennedy Center for the Performing Arts awarded 33 APS teachers Certificates of Study for their participation in the Kennedy Center's Changing Education Through the Arts (CETA) program.
- Arlington Public Schools English Language Arts Supervisor Dr. Michelle Picard was awarded the James D. Mullins Leadership Award for exemplary support of reading at the Virginia State Reading Association (VSRA) Conference.
- Key Elementary School reading specialist Kathy Davin earned the Virginia State Reading International Literacy Scholarship for her work in Guatemala.

Performance Highlights

Student Recognitions

- Arlington students continue to earn recognition, eight were recognized as National Merit Scholarship Semifinalists.
- Arlington Career Center students won the Virginia School Boards Association's (VSBA) fourth annual student video contest which challenged high school students across Virginia to create a 30-second video around the theme of "Student Achievement: What Does It Look Like?"
- Four APS high school students were accepted into the All-Virginia Jazz Ensemble.
- Seven APS high school seniors were selected into the 2015 Virginia Music Educators Association (VMEA) Senior Honor Choir.
- The College Board and the National Hispanic Recognition Program (NHRP) announced that Yorktown High School seniors Aidan Zito, Joanna Schroeder and Ana Stevens will receive national Hispanic Program Recognitions.
- Eight Arlington students were named semifinalists in the 61st annual National Merit Scholarship Competition. Semifinalists are the highest scoring entrants in each state and represent less than one percent of the nation's seniors.
- Carlin Springs Elementary School fifth grader Nathnael Abraham has been selected by the United States Department of Education (USED) and 21st Century Community Learning Centers (21st CCLC) to participate in the Student Voices Projects starting this summer.
- Washington-Lee High School senior Donia Nichols and Yorktown High School senior Will Clay and Thomas Jefferson High School for Science and Technology* senior Zane Rossi earned National Merit Scholarships financed by colleges or universities.
- Career Center students Sarah Strunk, Julia Harris, David Price and Max Stempniewicz were awarded the 3rd Place Bronze Medal in the Broadcast News Contest at the annual National Leadership and Skills Conference and SkillsUSA Championships.
- More than 200 Arlington Public Schools students earned honors for their scores on the National Latin Exam (NLE). Over 470 Arlington students took the exam with 39 students earning gold medal Summa Cum Laude, 65 students receiving a silver medal (Maxima Cum Laude), 41 earning a bronze medal (Magna Cum Laude) and 66 earning Cum Laude.
- 20 APS students were selected to participate in the Summer Governor's School for Academics, Mentorship, Visual and Performing Arts or the Foreign Language Academy. Both programs allow students to focus on a specific area of intellectual or artistic strengths and interests and to study in a way that best suits the gifted learner's needs. Each program stresses non-traditional teaching and learning techniques.
- Washington-Lee High School senior Katherine Windham and Yorktown High School senior Warren McQueary earned National Merit Scholarships financed by colleges or universities. More than 2,000 students from around the country were named additional winners of the scholarship, joining more than 2,500 that were awarded scholarships in late May.

Performance Highlights

- Two Yorktown High School students earned three awards at the Intel International Science and Engineering Fair (Intel ISEF).
 - ✦ Megan Guinn O'Briant earned two awards for her project entitled "Brace for It: The Effect of Q-angles on ACL Stress with Prototype and Development of Arduino Software to Create Smart Brace to Protect at Risk Patients." The first award was from the University of Sciences in Philadelphia who awarded O'Briant with a tuition scholarship of \$15,000 per year for four years.
 - ✦ Evan Cater earned honorable mention from the Consortium of Ocean Leadership for his project entitled "Convolutional Neural Network Structure for Ocean Health."
- The Civic Coalition for Minority Affairs honored 87 African and African-American students in its 23rd Annual Awards Ceremony.
- Williamsburg Middle School eighth grader Sarah Murphy won first place in the National PTA Reflections Contest with her poem entitled "The World Would Be a Better Place..."
- Four Arlington seniors have earned \$2,500 scholarships through the National Merit Scholarship Program.
- H-B Woodlawn junior Salome Gongadze was elected Youth Governor for the 2016 Virginia YMCA Model General Assembly at the 2015 Virginia Model General Assembly (MGA).
- Yorktown High School Coding Club members Brandon Peck, Ji Seok Lee, and Evan Cater placed first in the World Citizenship category at the Microsoft Imagine Cup U.S. National Finals.
- Twelve Career Center students earned first place at the state level SkillsUSA Competition in Roanoke. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce.
- Four APS seniors have won National Achievement Scholarships. The four seniors join approximately 800 outstanding Black American high school seniors who have won Achievement Scholarship awards through the National Achievement Scholarship Program.
- The Alliance for Young Artists and Writers announced that
 - ✦ 58 APS students have won Scholastic Writing Awards. Each year, the Alliance for Young Artists and Writers partners with more than 100 visual and literary-arts focused organizations across the country to bring The Scholastic Writing Awards to local communities.
 - ✦ 13 APS students have received recognition in the National Scholastics Art Competition. Cal Ries, Senior at Yorktown High School, was awarded three medals including a Silver Medal with Distinction for his Art Portfolio.
- Yorktown High School senior Christian Carrillo was selected to receive a four-year, full-tuition scholarship from the Posse Scholarship Foundation to attend partnering institution Bucknell University. The award is worth more than \$200,000.

Performance Highlights

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

2015 SOL Results:

<https://p1pe.doe.virginia.gov/reportcard/>

2011 – 2017 Strategic Plan:

www.apsva.us/strategic-plan-overview/

2011 – 2017 Strategic Plan Indicators Dashboard

www.apsva.us/information-services/aps-dashboard

2014 Community Satisfaction Survey Results:

<http://www.apsva.us/planning-and-evaluation/evaluation/surveys/community-satisfaction-survey>

FY 2017 – FY 2026 Capital Improvement Plan (CIP):

www.apsva.us/budget-finance/cip

The APS Strategic Plan

Every six years, Arlington Public Schools, under the guidance of the School Board, develops a new strategic plan with staff and community involvement that represents Arlington’s vision for education and plans for monitoring progress on goals as well as focus areas for school system improvement. On September 22, 2011 the APS School Board adopted a new strategic plan for the 2011-12 through 2016-17 school years. This plan focuses on five important goal areas:

- Goal 1: Challenge and Engage All Students
- 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

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.

STRATEGY MAP



The APS Strategic Plan

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.

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.

The APS Strategic Plan

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.

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.

Budget Development Process and Calendar



DATE	FY 2017 BUDGET CALENDAR
Aug 2015 - Jan 2016	APS reviewed budget requests and gathered community and employee feedback
February 25, 2016	Superintendent presented FY 2017 Superintendent's Proposed Budget
February 25, 2016	School Board conducted budget work session
March 2, 2016	School Board conducted budget work session
March 8, 2016	School Board conducted budget work session
March 15, 2016	School Board conducted budget work session
March 17, 2016	School Board held public hearing on budget
March 29, 2016	County Board held public hearing on budget
March 31, 2016	County Board held public hearing on tax rate
April 7, 2016	School Board adopted FY 2017 School Board Proposed Budget
April 8, 2016	School Board presented budget to County Board
April 12, 2016	School Board conducted budget work session
April 16, 2016	County Board adopted the FY 2017 Budget and Appropriations Resolutions for County government, public schools, and Pay As-You-Go Capital; adopted the CY 2016 real estate tax rate and other FY 2017 taxes and fees
April 21, 2016	School Board held public hearing on budget
May 5, 2016	School Board approved the FY 2017 School Board Adopted Budget
July 1, 2016	FY 2017 began

Introductory: Executive Summary

Budget Direction, Budget Standards and Guiding Principles

Each year, the School Board adopts a budget framework that is grounded in the Strategic Plan. The School Board and the Executive Leadership Team developed Budget Standards and Guiding Principles to guide the development of the FY 2011 Budget and beyond. 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.

The following FY 2017 Budget Direction was adopted by the School Board on December 17, 2015.

The School Board directs the Superintendent to prepare an FY 2017 budget that reflects current economic conditions and the needs of our 25,000 student school system, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for each student. This continued commitment to public education has benefitted not only Arlington students and their families, but also all Arlington residents. The excellence of our schools is a hallmark of Arlington County, which continues to attract citizens and business, thus contributing to the economic vitality of this community.

APS again anticipates that FY 2017 enrollment growth will represent the single largest increase to our operating costs at approximately \$10.9 million. We will also begin three new capital projects that will add to the cost of debt service.

On November 19, 2015, the County Board adopted its budget direction to the County Manager for the FY 2017 budget. In keeping with the County and Schools Revenue Sharing Principles, the County Board's budget direction includes an initial minimum transfer increase to APS of \$8.2 million which is based on APS' percent of revenue shared in FY 2016. Also in keeping with the agreed-upon Revenue Sharing Principles, APS recognizes that as budget deliberations continue, additional ongoing funding for critical needs identified by APS, including enrollment growth will be a top funding priority. Based on current information, the initial County transfer increase will not cover APS' critical needs.

Therefore, in developing the FY 2017 APS budget, the Superintendent is directed to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan with an emphasis on the School Board priority to support the whole child.
- Include a compensation increase for eligible employees, consistent with the Strategic Plan goal to recruit and retain high quality staff.
- Include start-up funding to launch Arlington Tech at the Career Center.
- Include funding to add necessary administrative and instructional staff to support our 25,000 student system.
- Present a balanced budget, assuming the County transfer will be equal to the amount required to meet the critical needs of the division as outlined in the Revenue Sharing Principles.

Budget Direction, Budget Standards and Guiding Principles

The Superintendent is further directed to:

- Provide a prioritized list of cost savings divided into ranges to include the following:
 - ✦ Each reduction should consider the effect of the reduction in terms of achieving the Strategic Plan goals, whether the program or service is core or non-core, whether the change eliminates a program or service or is a change in the delivery model, and the number of students and/or staff affected.
 - ✦ Identify cost savings that could be implemented in future years, including a timetable for Board consideration and action.
- Use funding set aside from FY 2015 closeout for one-time expenses in FY 2017 and use existing reserve funds for one-time costs in accordance with School Board practice.
- Consider increases in revenue, including a review of APS fees.
- Ensure that the budget provides for long-term financial sustainability, using the updated three-year forecast of revenues and expenditures.
- Ensure that APS complies with all federal, state and local laws.
- Ensure that fiscal, human, and physical resources are used effectively, efficiently and responsibly.
- Consider the 2014-15 citizen advisory council reports, program evaluations, and other relevant reports. Funding for any additions to programs or services based on these reports will be offset by reductions.

STANDARD #1: ACHIEVEMENT GAP, CULTURAL COMPETENCE, AND RISING ACHIEVEMENT FOR ALL

- Strategic Plan Goal #1: Ensure That Every Student is Challenged and Engaged
- 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 and guardians are viewed as partners in the education of their children.
- G. Student learning is aligned with curriculum, instruction, and assessment.
- H. Provide necessary and appropriate support for all students and all identified groups.

Budget Direction, 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 a 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.

Budget Direction, 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.*

Building the FY 2017 Budget

Planning for the FY 2017 budget began shortly after the FY 2016 budget was adopted. As budget development accelerated in the fall, our budget deficit ranged from \$12 million to \$15 million, which was significant but far less than the \$23 million gap that APS was challenged to close last year. This year's deficit was largely closed through a number of measures:

- County revenue estimates (and our share of county revenue) came in higher than projected.
- The Governor's and the General Assembly's commitment to providing additional funding to school divisions increased APS' state revenue.
- Because student enrollment growth moderated slightly in FY 2016, the base budget for FY 2017 could be scaled back, producing savings.
- Due to retirements and changes in hiring practices, the FY 2017 salary base could be significantly reduced.
- Health care and VRS retirement costs were lower than projected in FY 2016, providing savings for FY 2017 as well.

As is the School Board's practice, budget direction was given to the Superintendent to develop a budget that was focused on:

- APS' Mission, Vision, Core Values, Strategic Plan and the School Board's priority to support the whole child;
- Providing a compensation increase;
- Funding to launch Arlington Tech at the Career Center; and,
- Allocating resources to fund the necessary administrative and instructional staff to support a school division that is rapidly growing and is expected to top 30,000 students in 2021.

Since FY 2009, APS has experienced millions of dollars of budget cuts, primarily in central offices but also in schools when class sizes were increased at some grades. Many of these reductions have been in place for years and are no longer sustainable in an environment that is growing at a rapid rate. It was from this standpoint that many of the budget decisions were made.

All of the School Board's requirements are met in this budget; a compensation increase is included, the cost of enrollment growth is funded, a number of instructional or student support initiatives are in place, the resources needed to operate the first year of Arlington Tech are provided, and funding is allocated to build the infrastructure needed to support the division.

The FY 2017 Adopted Budget represents a 4.49 percent increase over the FY 2016 Adopted Budget.

Building the FY 2017 Budget

BUILDING THE BUDGET – REVENUE

The FY 2017 Adopted Budget includes a 2.9 percent increase in the County transfer, increases in state aid primarily due to enrollment growth, an increase in local revenue primarily in Food and Nutrition Services and Extended Day, and an increase in federal aid in Grants and Restricted Programs. Details of these changes follow.

When developing the budget, the prior year’s adopted budget is the starting point or base for the next year’s budget. The FY 2016 Adopted budget of \$557.4 million is the base from which the FY 2017 budget is constructed.

ALL FUNDS REVENUE SUMMARY

IN MILLIONS FUND	FY 2015	FY 2016	FY 2017	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
County Transfer	\$453.3	\$451.6	\$464.5	\$12.9	2.9%
County Transfer - Re-estimated	\$0.0	\$0.0	\$0.0	\$0.0	0.0%
State Aid	\$39.3	\$42.0	\$43.6	\$1.7	4.0%
State Sales Tax	\$21.2	\$22.6	\$25.1	\$2.5	11.1%
Federal Aid	\$12.5	\$12.3	\$12.8	\$0.5	4.0%
Local Revenue	\$21.5	\$18.3	\$19.2	\$1.0	5.3%
Carry Forward/Budget Savings	\$0.0	\$10.7	\$16.7	\$6.0	56.3%
TOTAL REVENUE ALL FUNDS	\$547.8	\$557.4	\$581.9	\$24.5	4.4%

Budgeted Beginning Balance (\$0.0)

This budget assumes that \$3.5 million will be carried forward from FY 2016 Closeout funds to be used to fund the FY 2017 budget. This is the same as the carry forward amount in the FY 2016 budget.

County Transfer to APS – Ongoing Revenue \$12.9

APS is fortunate to receive strong support from the Arlington community. The County government and Schools have a long history of sharing local tax revenue. As a result of this agreement, revenue comes to APS at different times of the year and is designated as one-time or ongoing revenue; most revenue comes from the County as ongoing. In the FY 2017 budget, the ongoing County transfer to APS is \$464.5 million which reflects a revenue share to the Schools of 46.6 percent of local tax revenue and an increase of \$12.9 million over FY 2016 or 2.9 percent.

State Revenue \$4.2

State revenue for Basic Aid and Virginia sales tax represents 11.8 percent of APS’ budget. In FY 2017 state aid will be \$68.7 million compared to \$64.5 million last year. The increases for FY 2017 are primarily the result of increased enrollment growth and additional receipts for sales tax. The budget is based on the General Assembly’s adopted 2016-2018 biennial budget.

Building the FY 2017 Budget

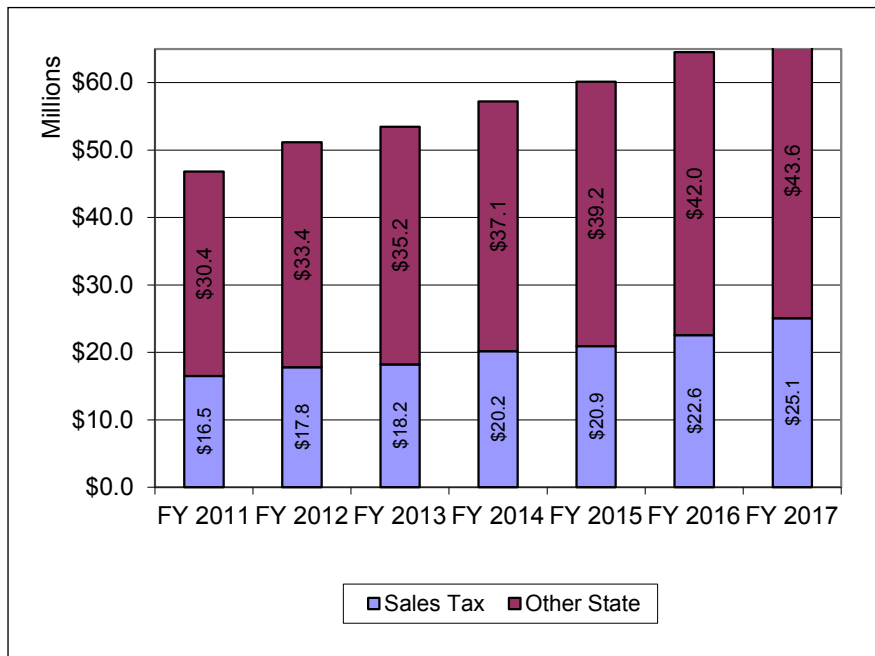
Also included in the change in state revenue is a decrease in funding for the Comprehensive Services Act (CSA) Fund. All school divisions in the state contribute to the cost to educate children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth 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. In FY 2015, the budget for the CSA Fund was increased in anticipation of an increase in the demand for these services as a result of increased enrollment. This increase did not occur so the revenue was adjusted in FY 2016 accordingly. Expenditures have actually declined so the revenue is again adjusted for FY 2017. On the expenditure side, a decrease of \$0.5 million is also reflected.

State revenue in the Grants & Restricted Program Fund is anticipated to decrease \$46,697 due to small changes in the state allocation of grant funding.

In FY 2016, APS began applying for Medicaid reimbursement for qualifying special education services. APS anticipates receiving additional state revenue of \$0.5 million in FY 2017 from this program.

The chart below identifies the two broad sources of revenue received from the state: sales tax and Basic Aid for Education. Growth in state revenue is primarily the result of increasing student growth in Arlington County and increasing sales tax revenue in Virginia.

STATE REVENUE



Building the FY 2017 Budget

Federal Funds **\$0.5**

Federal funding of \$12.8 million, which represents 2.2 percent of the APS budget, will increase in FY 2017. In FY 2017, federal funding will increase in the Food & Nutrition Services fund as a result of increased participation in the National School Lunch Program, and in the Grants & Restricted Programs Fund in the Title I grant for students living in poverty.

Local Revenue from Fees, Charges and Local Grants **\$1.0**

Revenues from fees and charges for services include funds paid directly to the school division by individuals or groups for various types of services received. These services include use of school buildings, adult education classes, school breakfasts and lunches, to name a few. In addition, the school division receives some local grants to support various schools or school division initiatives.

In FY 2017 local revenue from fees and grants is projected to increase from \$18.3 million in FY 2016 to \$19.2 million in FY 2017, or by \$1.0 million and 4 percent. The increase in local revenue is primarily due to increased demand for services and additional revenue in some programs. Highlights of the changes in revenue include:

- **Food and Nutrition Services**
The number of students participating in APS' breakfast and lunch programs continues to increase and will contribute to additional fee income (as well as additional expenses). For FY 2017, school breakfast and lunch prices for elementary, secondary, and adult are proposed to increase five cents, subject to change based on USDA direction. The increased student participation and the increased revenue from the proposed five cent increase is projected to generate an additional \$307,025 in fee revenue.
- **Extended Day**
The extended Day fee schedule was revised in FY 2015 in order to provide a fee scale that is equitable and consistent between income levels and to improve clarity and manageability by reducing the number of income levels from 24 to 11. Increasing enrollment is projected to generate an additional \$234,768.
- **Montessori Tuition for Three & Four-year Old Students**
The Montessori tuition rates will increase next year in accordance with a multi-year 4-6 percent rate adjustment schedule designed to set fees at market rates. A sliding scale will remain in place. The increase in tuition rates in FY 2017 is projected to generate additional fee revenue of \$154,000 over the amount projected for FY 2016.
- **Pools**
Usage of the pools across the County continues to increase annually which results in an increase in revenue from fees of approximately \$205,000.

Details of the fees for FY 2016 and FY 2017 can be found in the Supplemental Information section.

Building the FY 2017 Budget

Carry Forward and Reserves

\$6.0

RESERVES ADJUSTMENTS (ONE-TIME REVENUE)	IN MILLIONS
Reserves to Offset Increases in Debt Service in FY 2016 Budget	(\$0.10)
Reserves to Offset Increases in FY 2015 Budget from Future Budgets Reserve	(\$7.08)
Reserves to Offset Increases in FY 2017 Budget from Future Budgets Reserve	\$7.74
Reserves to Offset Compensation Increase in FY 2017 Budget	\$3.80
Reserves to Offset Increases in VRS in FY 2017 Budget	\$1.00
Reserves to Offset Increases in Debt Service in FY 2017 Budget	\$0.65
NET RESERVES ADJUSTMENTS	\$6.01

The remaining revenue adjustments reflect APS' use of funds from prior periods (such as closeout) and the use of reserves set aside in earlier budgets for a specific purpose. These adjustments include:

- The FY 2016 base budget included one-time funding of \$100,000 taken from a Debt Service Reserve that is eliminated in FY 2017.
- Funding totaling \$7.1 million from the FY 2014 closeout was used to offset one-time costs in FY 2016. Because this is one-time funding, it is eliminated in FY 2017.
- In accordance with School Board practice in prior years, \$0.65 million from the Debt Service Reserve will be used to partially offset the increased FY 2017 debt service costs.
- Similarly, \$1.0 million is taken from the VRS Reserve and used to partially offset the increased VRS costs in FY 2017.
- \$3.8 million is taken from the newly-created Compensation Reserve and used to partially offset the compensation increase in FY 2017.
- Funding totaling \$7.7 million from the Future Budgets reserve is used in the FY 2017 budget to offset one-time costs. Setting aside funding to help offset one-time costs in FY 2017 is one part of the School Board's strategy, outlined in their budget guidance, for closing the budget gap.

USES OF FUTURE BUDGETS RESERVE IN FY 2017	IN MILLIONS
One-time funded in Baseline	
McKinley technology costs for new addition	\$0.25
VRS Group Life Insurance rate increase	\$0.32
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$0.51
One-time funded in Enrollment Adjustments (2 additional buses) - School Operating	\$0.21
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$2.08
One-time funded in New Initiatives	
Arlington Tech - new and upgraded labs	\$0.25
Student and Instructional Support - Textbooks, Drew visioning; Synergy 504 component; Second Chance	\$0.69
Safety and Security Needs - Radio antennae in MS; Year 1 of 4 year security plan	\$0.27
Infrastructure and Support Needs - HR software; communications evaluation; website assistance; long-range planning assistance; longitudinal study; internships	\$0.32
One-time funded in Replacement Buses and Technology	\$1.50
One-time funding of ongoing costs in overall budget	\$1.34
TOTAL USE OF FUTURE BUDGETS RESERVE IN FY 2017	\$7.74

Building the FY 2017 Budget

BUILDING THE BUDGET – EXPENDITURES

The FY 2017 budget was developed with the FY 2016 Adopted Budget of \$557.4 million as the beginning baseline. Expenditure adjustments were made focusing on the Budget Direction from the School Board. As part of the budget process, the base budget was reviewed and modified to maintain current services, address the changes occurring at APS, specifically the rapidly growing student population, and ensure a balanced budget. The chart below provides a summary of these changes and explanations follow.

ALL FUNDS EXPENDITURE SUMMARY

IN MILLIONS FUND	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED	AMOUNT	PERCENT
Salaries (includes hourly)	\$311.2		\$328.7		\$343.7	\$15.1	4.6%
Employee Benefits	\$88.3		\$113.4		\$117.4	\$4.1	3.6%
Staff Development	\$1.9		\$2.0		\$2.6	\$0.7	34.4%
Contractual Services	\$49.9		\$33.4		\$36.2	\$2.8	8.5%
Debt Service	\$44.1		\$45.4		\$46.7	\$1.3	2.9%
Materials and Supplies	\$17.1		\$17.9		\$18.1	\$0.3	1.5%
Equipment	\$9.1		\$9.1		\$9.8	\$0.7	8.1%
Other Operating Costs	\$1.1		\$7.7		\$7.2	(\$0.5)	(-5.9%)
TOTAL EXPENDITURES ALL FUNDS	\$522.7	4,371.72	\$557.4	4,544.85	\$581.9	\$24.5	4.4%

One-Time Costs in FY 2016

(\$7.1) / (12.20)

Expenditures added to the FY 2016 budget that were for one-time needs or were ongoing costs funded for one year only with one-time funds are removed from the baseline when developing the FY 2017 budget as the funding is not available again in FY 2017. The one-time costs removed from the budget include the following:

ONE-TIME COSTS IN FY 2016 ADOPTED BUDGET	IN MILLIONS	FTE
One-time funded in Baseline		
Additional buses (4)	\$0.42	
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$0.37	
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$1.26	
One-time funded in Salaries and Benefits		
\$1000 One-time bonus for eligible employees who would not receive a compensation increase with a step increase	\$1.50	
Secondary autism assistants	\$0.27	6.00
Twice exceptional teacher	\$0.02	0.20
Communications hourly funding for School Board	\$0.07	
Restore World Languages distance learning program	\$0.48	6.00
One-time funded in Opening of Discovery Elementary School	\$1.19	
One-time funded in Replacement Buses and Technology	\$1.50	
TOTAL ONE-TIME COSTS IN FY 2016 ADOPTED BUDGET	\$7.08	12.20

Building the FY 2017 Budget

Baseline Adjustments

\$6.0 / 14.43

Baseline budget accounts are reviewed each year as part of the budget process to ensure that funding is adequate to continue services and to reduce funding when historical spending patterns or other data indicate that the funds budgeted in the previous year will not be required in the next. Highlights of baseline increases are followed by baseline decreases.

As part of the baseline adjustments, a net 14.43 positions are added to the FY 2017 budget. Of these positions, 6.0 are for the World Languages distance learning program that was previously funded with one-time funds. Extended Day adds 2.0 positions for the supervisor and assistant supervisor at Discovery Elementary; these positions were inadvertently omitted in the FY 2016 budget. An additional 2.0 custodians are added due to increased square footage as a result of relocatables, additions, and the acquisition of the Fenwick building. A 0.5 math teacher at New Directions is added; this position was funded through the staffing contingency in FY 2016. Positions that were previously funded in grants are added: 2.0 assessment analysts and 0.4 attendance specialist. A clerical position is added in the School Board office; this position was funded with one-time hourly funds in FY 2016. The Grants and Restricted Programs Fund increases 5.63 positions as a result of changes in grant funding.

Drew Model school is reduced a net 2.6 positions as a result of eliminating the additional staffing provided in FY 2015 partially offset by staffing the Drew Montessori and Drew Model programs separately. Hoffman-Boston is reduced a 0.5 instructional technology coordinator position which was provided above the planning factor. Abingdon and Barrett are each reduced a 1.0 exemplary project teacher; these schools now receive the full complement of FLES staffing which reduces the need for the exemplary project teachers.

Debt Service increases by \$1.3 million to account for the principal and interest payments on bonds previously sold for construction projects and for the \$138.83 million to be sold in spring 2016 to fund construction projects as outlined in the School Board's Adopted FY 2017–FY 2026 Capital Improvement Plan.

Building the FY 2017 Budget

BASELINE ADJUSTMENTS	IN MILLIONS	
Baseline Increases		FTE
Debt Service	\$1.31	
Food and Nutrition Services Fund expenditures	\$0.44	
Grants and Restricted Programs Fund expenditures	\$0.54	5.63
Extended Day additional expenditures	\$0.23	
Fenwick building operating and start-up costs - utilities, custodian, cleaning supplies, furniture	\$0.20	1.00
Custodians - increased square footage	\$0.05	1.00
Restore World Languages distance learning program with ongoing funding	\$0.48	6.00
Restore Secondary autism assistants with ongoing funding - add cost of 4 assts to staffing contingency	\$0.18	
Restore replacement technology and buses with ongoing funding	\$1.50	
New Directions math teacher - provided from contingency in FY16	\$0.05	0.50
Washington-Lee - increased cost of IB program	\$0.07	
McKinley - technology costs for new addition	\$0.25	
Discovery - Extended Day supervisor and assistant supervisor; PR liaison stipend	\$0.08	2.00
Cleaning supplies	\$0.02	
School Board - Clerical position funded with one-time funds in FY16; additional operating costs	\$0.09	1.00
Admin Services - Emergency management handbook; Out of School Time Council funding	\$0.02	
Insurance Premiums	\$0.03	
Professional development	\$0.27	
New hire training/New teacher orientation	\$0.17	
Assessment Analysts (IA and ESOL/HILT) and Attendance Specialist at W-L previously grant funded	\$0.22	2.40
Equipment/Bus/Vehicle/Buildings/Grounds Maintenance and Repairs	\$0.40	
Annual fees - TripSpark software; Project Lead-the-Way; Records maintenance; Naviance	\$0.16	
Assistive technology	\$0.09	
Nursing and other special ed-related contract services	\$0.17	
Testing materials and proctors - SOL, summer school, AP, IB, Nagleri, COGAT, ACCESS	\$0.20	
Swimming Pools - additional hourly and overtime funding for lifeguards	\$0.13	
Printing and Duplicating - Registration packets; The Citizen; First Day Packets; Teacher Safety	\$0.05	
Facilities - Uniforms; shades and blinds; elementary swim; pool supplies	\$0.06	
Finance - Snow days contingency FandNS and Ext. Day; support for budget materials development	\$0.07	
Info Services - Mobile Device Management System	\$0.13	
Student Services - EpiPens; College Night stipends; NOVA Pathways/College Summit	\$0.04	
Total Baseline Increases	\$7.68	19.53
Baseline Decreases		FTE
Comprehensive Services Act Fund expenditures	(\$0.50)	
Building Leases/Joint Use Buildings	(\$0.05)	
Utilities and telephone service	(\$0.25)	
Drew - reduce add'l staffing provided in FY15; staff Drew Model and Drew Montessori separately	(\$0.44)	(2.60)
Hoffman-Boston - 0.5 additional ITC reduced; new ITC initiative will provide 0.5 ITC	(\$0.06)	(0.50)
Exemplary Projects - Abingdon and Barrett reduced 1.0 FTE each	(\$0.18)	(2.00)
FLES start-up costs for last four schools in FY16	(\$0.20)	
Total Baseline Decreases	(\$1.68)	(5.10)
NET BASELINE ADJUSTMENTS	\$6.00	14.43

Building the FY 2017 Budget

Savings and Efficiencies

(\$5.8) / 0.0

This year's gap is lower than the gap in previous years in large part because of efficiencies and savings that were implemented as part of the budget process:

- Health care costs are projected to increase only \$0.25 million in FY 2017 due to changes in health care selections, plan design changes, and better than anticipated experience in CY 2014.
- The salary base was reduced significantly to reflect new hiring practices for teachers from other jurisdictions and other changes in our employment base, a savings of \$5.5 million.
- VRS cost savings were realized. As adopted in the General Assembly's 2016-2018 biennial budget, the contribution rate for professional personnel to the Virginia Retirement System (VRS) will increase from 14.06% in FY 2016 to 14.66% for FY 2017 which will require \$2 million in additional funding. In addition, the group life insurance rate will increase from 1.19% to 1.31%, requiring additional funding of \$320,000. However, the VRS contributions for both professional and non-professional groups were overestimated in the FY 2016 budget and are therefore reduced for FY 2017. The net result of these changes is a savings of \$0.85 million.
- The School Board's practice of setting funds aside to offset future budgets played an important role in reducing the deficit (see Use of One-Time Funds section on page 98).
- Lastly, our lower than projected student enrollment growth this year results in lower than anticipated growth in enrollment costs next year.

SAVINGS AND EFFICIENCIES	IN MILLIONS	FTE
Health insurance	\$0.25	
Salary base adjustment and savings	(\$5.50)	
VRS Contribution Changes		
VRS professional group retirement rate increase	\$2.00	
VRS group life insurance rate increase	\$0.32	
VRS professional group retirement FY16 calculation adjustment	(\$2.50)	
VRS non-professional group retirement FY16 calculation adjustment	(\$0.35)	
TOTAL SAVINGS AND EFFICIENCIES	(\$5.78)	0.00

Building the FY 2017 Budget

New Investments

\$30.8 / 170.90

In keeping with the School Board’s Budget Direction and Strategic Plan, this budget contains a number of new investments. Details of all new investments are outlined in the section that follows.

NEW INVESTMENTS	IN MILLIONS	FTE
Enrollment Growth	\$10.95	93.10
Arlington Tech	\$0.75	4.30
Central Registration	\$0.07	1.00
Student and Instructional Support	\$4.91	34.50
Safety and Security Needs	\$0.45	2.00
Professional Development	\$0.23	
Infrastructure and Support Needs	\$3.29	36.00
Step Increase	\$7.60	
Additional Compensation	\$2.56	
TOTAL NEW INVESTMENTS	\$30.81	170.90

Building the FY 2017 Budget

Enrollment Growth

\$11.0 / 93.1

FY 2017 will represent the eleventh consecutive year of student enrollment growth in APS. Over the last eight years, the number of students attending APS increased by more than 6,500 students or by just over 35 percent. The actual enrollment on September 30, 2015 was 25,238 students; the projected enrollment for September 30, 2016 is 26,414 students or an increase of 1,176, representing a one-year increase of 4.7 percent.

Additional funding for teachers, teacher assistants, school administrative staff, and other school-based positions must be added to accommodate this growth. In addition, due to APS' severe capacity constraints, funding is included for additional relocatables and classroom technology and equipment. Increasing enrollment has also increased the demand for transportation services so funding for two additional buses is included. A total of \$11.0 million is required to provide for 93.1 additional school-based positions as well as approximately \$2.1 million to fund relocatable classrooms, slightly over \$0.5 million to provide for the materials, technology, furniture and equipment needed to make the relocatables fully-functioning classrooms, and \$0.2 million for two additional buses and radios.

ENROLLMENT GROWTH	IN MILLIONS	
Enrollment		FTE
Elementary	\$1.50	17.60
Secondary	\$5.76	65.80
Other School-based	\$0.90	9.70
Total Enrollment Costs	\$8.16	93.10
Capacity		
Relocatables	\$2.08	
Furniture and technology for relocatables	\$0.51	
Total Capacity Costs	\$2.58	
Transportation		
Additional buses (2) with radios	\$0.21	
Total Transportation Costs	\$0.21	
TOTAL COST OF ENROLLMENT GROWTH	\$10.95	93.10

Building the FY 2017 Budget

Purchase Two Additional New Buses with Radios

\$0.2 / 0.0

This funding provides for two additional buses needed over and above the four new buses listed in Transportation's FY 2017 baseline budget request as well as for two-way radios for each new bus placed in service. A two-way radio is an essential piece of equipment required on each and every bus before it embarks on its run to ensure safety and efficiency of student transportation.

Rationale/Instructional Impact

The plan to purchase two new buses:

- Was developed based upon enrollment projections for 2016-2017 school year of approximately 1,100 new students.
- Is consistent with new asset needs as indicated by the asset retirement schedule provided by ACG Equipment Bureau.
- Decreases maintenance costs as older, fully-depreciated buses are retired when they have exceeded their useful life.

The plan to purchase a two-way radio for all new buses:

- Was developed from School Transportation Safety Guidelines, 8VAC20-671-730 Statutory Authority §§ 22.1-16 and 22.1-321 of the Code of Virginia.
- Is necessary for bus driver communication with transportation management.
- Helps to ensure bus driver and student safety.
- Allows bus drivers to quickly report hazards, mechanical problems, incidences, and accidents.
- Requires drivers to acknowledge and execute on the road temporary route adjustments.
- Will eliminate student overcrowding on school buses.

Program Efficacy and Evaluation

- Increases efficiency of transportation operations.
- Decreases maintenance and repairs costs of buses beyond their useful life.
- Decreases idle time, fuel expenses, and depreciation of buses as buses can be re-routed without having to return to the bus depot.
- Improves response time for accidents and incidents.
- Improves safety for drivers, attendants, and students.

Number Affected

Not applicable.

Building the FY 2017 Budget

Compensation Adjustment

\$10.2 / 0.0

Because teacher and staff quality are fundamental to student achievement and student success, funds are provided for a step increase for all eligible employees at a cost of \$7.6 million. This increase supports the School Board's goal to ensure that APS attracts and retains a high quality work force. In addition, a 1.75% increase is provided to eligible employees at the top of scale or on a longevity step who will not receive an increase in compensation with a step increase. Also, the minimum hourly wage is increased to \$14.50 for regularly-scheduled workers.

The chart below outlines the compensation adjustments provided since FY 2009.

FY	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2010-11	No	No other salary adjustments provided.
2009-10	Yes, mid-way through the year	No other salary adjustments provided.
2008-09	Yes	2.2% compensation adjustment

Building the FY 2017 Budget

FY 2017 NEW BUDGET INVESTMENTS

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>								
ARLINGTON TECH @ THE CAREER CENTER								
Arlington Tech	\$0.75	4.30	\$1.17	10.00	\$1.00	8.10	\$0.71	5.00
Subtotal Arlington Tech @ The Career Center	\$0.75	4.30	\$1.17	10.00	\$1.00	8.10	\$0.71	5.00
CENTRAL REGISTRATION								
Central Registration	\$0.07	1.00	TBD		TBD		TBD	
Subtotal Central Registration	\$0.07	1.00	TBD		TBD		TBD	
STUDENT AND INSTRUCTIONAL SUPPORT								
Administrative Services Specialist	\$0.11	1.00						
Second Chance Initiative	\$0.02							
ESOL/HILT Staffing for Langston and New Directions	\$0.18	2.00						
School Psychologist and Social Worker/Visiting Teacher Planning Factor Adjustments	\$1.16	12.00	\$1.11	12.00	\$1.02	11.00		
Stipend for Two School Psychology Interns	\$0.04							
Arlington Tiered System of Support (ATSS) Data Specialist	\$0.15	1.00						
Substance Abuse Counselor	\$0.09	1.00	\$0.09	1.00				
Professional Development for Inclusion	\$0.04							
Mental Health First Aid Training	\$0.06							
Community Services Wrap-Around Support – Barcroft	\$0.10							
Academic Support for Level 5 English Language Learners	\$0.32	3.50	\$0.28	3.00	\$0.28	3.00	TBD	
Elementary Resource Teacher of Gifted (RTG)	\$0.28	3.00						
Personalized Learning Office	\$0.15	1.00						
Personalized Learning Specialist	\$0.10	1.00						
Elementary Education Specialist	\$0.09	1.00						
Secondary Education Specialist	\$0.10	1.00						
Minority Achievement Office Restructuring	\$0.40		TBD		TBD		TBD	
Social Studies Textbooks	\$0.40		\$0.01		\$0.01		\$0.01	
Drew Model School Strategic Planning	\$0.20							
Update Functionality in Edupoint (Synergy@APS)	\$0.07							
Instructional Technology Coordinators (ITCs)	\$0.32	3.00	\$0.05	0.50				
Technology Funding	\$0.00		\$3.50		\$2.50		\$3.30	
ATSS Coordinators	\$0.25	2.00						
STEM Specialist - project-based learning	\$0.10	1.00						
Outdoor Lab Teacher	\$0.09	1.00						
Additional Stipends and Equipment	\$0.06							
Subtotal Student and Instructional Support	\$4.91	34.50	\$5.04	16.50	\$3.80	14.00	\$3.31	0.00
PROFESSIONAL DEVELOPMENT								
Workforce Initiative	\$0.10							
Workforce Initiative Professional Development and Succession Planning	\$0.03							
Internships	\$0.10							
Subtotal Professional Development	\$0.23	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Note: May not total due to rounding.

Building the FY 2017 Budget

FY 2017 NEW BUDGET INVESTMENTS (CONT.)

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTES	PROJECTED	FTES	PROJECTED	FTES	PROJECTED	FTES
<i>(Dollars in Millions)</i>								
SAFETY AND SECURITY NEEDS								
Welcome Center Receptionist	\$0.05	1.00						
Emergency Management Planner	\$0.12	1.00						
Distributed Antenna System and Bi-Directional Amplifier	\$0.17		\$0.17		\$0.17		\$0.17	
Safety and Security Upgrade	\$0.11		\$0.16		\$0.11		\$0.09	
Subtotal Safety and Security Needs	\$0.45	2.00	\$0.32	0.00	\$0.27	0.00	\$0.26	0.00
INFRASTRUCTURE AND SUPPORT NEEDS								
Site-Based Technology Support Specialist	\$0.08	1.00						
Municipal Separate Storm Sewer System Program Support	\$0.23							
Transportation Second Shift	\$0.18	2.00						
Contracted Bus Driver Positions	\$0.44	9.00	\$0.44	9.00				
Contracted Bus Attendant Positions	\$0.38	11.00	\$0.35	10.00				
Preventive Maintenance HVAC Technicians	\$0.12	2.00						
Preventive Maintenance HVAC Contract	\$0.10		\$0.10					
Pool Maintenance	\$0.05							
Facilities and Operations Communication Services Coordinator	\$0.05	0.50	\$0.05	0.50				
Horticultural Specialist Contract	\$0.13							
Student Activities Fund Support	\$0.11	1.00						
Enterprise Resource Planning (ERP) Jr. Analyst Positions	\$0.23	2.00						
Workforce Initiative Team	\$0.36	3.00						
Strategic Talent Management Software	\$0.03		TBD		TBD		TBD	
Application Developer	\$0.13	1.00						
Technicians	\$0.12	1.00	\$0.18	2.00	\$0.18	2.00		
Community Engagement Coordinator	\$0.13	1.00						
Website Assistance for Central Departments	\$0.05							
Volunteer/Partnership Liaison Stipends	\$0.05							
School Web Liaison Stipends	\$0.05							
Communications Evaluation	\$0.02							
Project Planning Manager	\$0.14	1.00						
School Board Office Assistant	\$0.09	1.00						
Long-range Planning Consultant	\$0.08							
Data Specialist for Arlington Partnership for Children, Youth and Families	\$0.05	0.50						
Longitudinal Study	\$0.04							
Realignment of 1.0 FTE to Student and Instructional Support	(\$0.14)	(1.00)						
Subtotal Infrastructure and Support Needs	\$3.29	36.00	\$1.12	21.50	\$0.18	2.00	TBD	
GRAND TOTAL	\$9.71	77.80	\$7.65	48.00	\$5.25	24.10	\$4.28	5.00

Note: May not total due to rounding.

Building the FY 2017 Budget

Arlington Tech @ The Career Center

Arlington Tech

\$0.8 / 4.3

Arlington Tech is designed to meet the needs of learners who thrive on hands-on, project-based, and work-based learning experiences. Students apply interdisciplinary academic knowledge to skills developed through Career and Technical Education (CTE) classes. College credits may be earned through dual enrolled academic and CTE courses. Students will learn how to effectively combine their interdisciplinary core academic knowledge with their developed skills in CTE classes to solve environmental, ecological, and engineering problems. There will be an emphasis on hands-on work-based activities and projects in which students will put theory into action, and use critical thinking skills to solve relevant local and global real world problems. Initially, Arlington Tech's focus will be on Engineering and IT/Digital Media.

Regular school bus transportation is available to students to and from school. After school bus transportation is available from the Career Center to each of the comprehensive high schools for extra-curricular activities.

FY 2017 will be the first year of a multi-year plan to implement and develop the Arlington Tech program at the Career Center. In the first year, approximately 40 students will be served. In FY 2018, an additional 100 students will be enrolled; another 200 students will be enrolled each year in FY 2019 and FY 2020.

ADOPTED FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$750,950	4.3	\$1,174,710	10.0	\$997,630	8.1	\$711,500	5.0	\$3,634,790	27.4

Rationale/Instructional Impact

Arlington Tech will provide the opportunity for students to explore and become certified in a variety of CTE programs. Certifications will allow students to enter into a range of professional careers upon exiting high school. This program will also allow students to get a jump start on college by earning college credits through dual enrolled academic and STEM related courses in Engineering and IT/Digital Media.

Strategic Plan Goals

Goal 1.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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.
- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.

Building the FY 2017 Budget

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b, 1e, and 1f as reported through the established reporting processes.

Number Affected

In the first year, this will affect 40-50 students from Wakefield, Washington-Lee, and Yorktown.

Central Registration

Central Registration

\$0.1 / 1.0

Establish a central location where families go to register or re-enroll their students in Arlington Public Schools, APS summer programs, and apply for Random Double-Blind Lottery school transfers. Locate the Central Registration Office at the Syphax Center in proximity to other services for students (LSRC, Extended Day, Health, Summer School, Food Services) so parents can use or enroll in these services in the same visit. For FY 2017, this initiative will be limited to the pre-K and Montessori levels, requiring 1.0 position and \$72,600.

Rationale/Instructional Impact

There is a need to institute a standardized registration process that is centrally located to facilitate access to public transportation, county mental health and medical services, and create a “one-stop shop” for families to complete the registration process. The centralized registration model will also reduce or eliminate registration inconsistencies that may lead to a loss of State funding due to errors in data entry. This process will eliminate inequities in student access to available programs and services.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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 development of a standard registration process will support the APS goals of building effective relationships with the families APS serves and will strengthen efforts to provide students with an education that is responsive to their individual needs.

Program Efficacy and Evaluation

- Family satisfaction gathered through a survey
- Principal feedback gathered through focus groups
- On time completion
- Reduction in data errors (accuracy, missing data)
- Improved timeliness of entering records into Synergy

Number affected

This will affect pre-K and Kindergarten families and students new to APS.

Building the FY 2017 Budget

Student and Instructional Support

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>								
STUDENT AND INSTRUCTIONAL SUPPORT								
Administrative Services Specialist	\$0.11	1.00						
Second Chance Initiative	\$0.02							
ESOL/HILT Staffing for Langston and New Directions	\$0.18	2.00						
School Psychologist and Social Worker/Visiting Teacher Planning Factor Adjustments	\$1.16	12.00	\$1.11	12.00	\$1.02	11.00		
Stipend for Two School Psychology Interns	\$0.04							
Arlington Tiered System of Support (ATSS) Data Specialist	\$0.15	1.00						
Substance Abuse Counselor	\$0.09	1.00	\$0.09	1.00				
Professional Development for Inclusion	\$0.04							
Mental Health First Aid Training	\$0.06							
Community Services Wrap-Around Support – Barcroft	\$0.10							
Academic Support for Level 5 English Language Learners	\$0.32	3.50	\$0.28	3.00	\$0.28	3.00	TBD	
Elementary Resource Teacher of Gifted (RTG)	\$0.28	3.00						
Personalized Learning Office	\$0.15	1.00						
Personalized Learning Specialist	\$0.10	1.00						
Elementary Education Specialist	\$0.09	1.00						
Secondary Education Specialist	\$0.10	1.00						
Minority Achievement Office Restructuring	\$0.40		TBD		TBD		TBD	
Social Studies Textbooks	\$0.40		\$0.01		\$0.01		\$0.01	
Drew Model School Strategic Planning	\$0.20							
Update Functionality in Edupoint (Synergy@APS)	\$0.07							
Instructional Technology Coordinators (ITCs)	\$0.32	3.00	\$0.05	0.50				
Technology Funding	\$0.00		\$3.50		\$2.50		\$3.30	
ATSS Coordinators	\$0.25	2.00						
STEM Specialist - project-based learning	\$0.10	1.00						
Outdoor Lab Teacher	\$0.09	1.00						
Additional Stipends and Equipment	\$0.06							
Subtotal Student and Instructional Support	\$4.91	34.50	\$5.04	16.50	\$3.80	14.00	\$3.31	0.00

Note: May not total due to rounding.

Building the FY 2017 Budget

Administrative Services Specialist

\$0.1/1.0

The specialist will advocate, monitor, assess/evaluate, report and recommend interventions to ensure compliance with Federal/State/local disciplinary requirements. The specialist will support the work of the Arlington Partnership for Children, Youth and Families (APCYF), Second Chance and ATSS in analyzing data, including the discipline gap, in an effort to take proactive measures in providing services to better understand risk factors associated with disciplinary violations and to identify appropriate research-based interventions. The specialist will work closely with the Assistant Superintendent for Administrative Services to focus on coordination and communication with regard to planning, implementing and monitoring discipline referrals, bullying/harassment prevention, Title IX compliance, alternative programs and training.

Rationale/Instructional Impact

The position will provide:

- Strategic professional development to address the discipline gap.
- Alignment and coordination of county and APS resources towards this work.
- Short and long-term support for students to enhance positive decision-making and decrease issue related to discipline.

This proposal aligns with the recommendations of the Arlington Partnership for Children, Youth and Families (APCYF), Second Chance, APS at risk factors and ATSS processes.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child. APS 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 potential. 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.

School Board FY 2017 Priorities

To ensure that each child is healthy, safe, supported, academically engaged and challenged, review and strengthen efforts that effectively align, integrate and foster collaboration among resources of APS, the County government, non-profits, businesses, faith-based organizations and the Arlington community. Our goal is to place each child at the center and provide the necessary educational support and services.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities as reported through the established reporting processes.

Number Affected

This will affect all APS students.

Building the FY 2017 Budget

Second Chance Initiative

\$20,000 / 0.0

One-time funds to pilot a school-based initiative that aligns to the Second Chance Program and increases proactive intervention processes that address substance abuse challenges in APS through professional development.

Rationale/Instructional Impact

The funds will enhance knowledge pertaining to Second Chance through:

- professional development,
- piloting an intervention initiative, and
- collaborative community efforts designed to enhance education efforts for staff, students, and parents/guardians.

Strategic Plan Goal

Goal 5.A. Increase developmental assets in students. External and internal developmental assets enhance all children, allowing them to thrive in their health, safety, relationships, long-term development, and academic pursuits. The goal is to enhance staff knowledge to benefit each student's particular emotional and social needs and align to ATSS in contributing to the tiered system of support. Students involved in substance abuse are at risk and in need of support.

School Board FY 2017 Priorities

Support and services related to health care and safety is a School Board priority in meeting the needs of the whole child.

Program Efficacy and Evaluation

The evaluation will be based on Second Chance data analysis including participation in professional development.

Number Affected

Staff and students served by this program will be affected.

Building the FY 2017 Budget

ESOL/HILT Staffing for Langston and New Directions

\$0.2 / 2.0

Two ESOL/HILT positions will serve students in New Directions and Langston Alternative Programs. The staffing allocation would provide services to second language learners in alternative programs. At the present time HILT A, HILT B and HILTEX A level students are not being served in New Directions or Langston programs.

Rationale/Instructional Impact

These positions will provide:

- Short and long-term academic planning support for students.
- Specific instructional support for students in alternative APS settings.

This proposal is aligned with the recommendations of the Advisory Council on Instruction and the ESOL/HILT Citizen's Advisory Committee, as well as the results of program evaluation to provide services to all eligible students in all settings.

Strategic Plan Goal

Goal 2.B. Provide effective and dynamic classroom instruction. 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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 "Program Differentiation" as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 1e as reported through the established reporting processes.

Number Affected

This will affect the New Directions and Langston programs.

School Psychologist and Social Worker/Visiting Teacher Planning Factor Adjustments

\$1.2 / 12.0

This funding represents the first year of a three year plan to adjust APS' planning factor ratio for school psychologists and social workers from 1:1650 to 1:775. This is required to better align APS with best practices and recommended ratios of the National Association of School Psychologists (NASP), which currently recommends a ratio of 1.0 school psychologist for every 500-700 students enrolled (1:500-700). APS' current ratio of 1:1650 for both psychologists and social workers is well above respective association recommendations as well as the ratios of surrounding school divisions. With these additional positions, the new planning factor will provide a ratio of 1:775 and be phased in over a three-year period. FY 2017

Building the FY 2017 Budget

will fund 12.0 positions (6.0 psychologist positions and 6.0 social worker positions). FY 2018 will fund an estimated additional 12.0 positions (6.0 each for psychologists and social workers) and FY 2019 will fund an estimated 11.0 positions (5.5 each for psychologist and social workers). As the APS student population grows and the number of psychologist and social workers increase, the supervision and evaluation of this staff requires additional supervisory staff. A total of \$53,000 is included in the total funding to reclassify one of the psychologist or social work positions to a 12-month supervisory position.

ADOPTED THREE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$1,160,600	12.0	\$1,107,600	12.0	\$1,015,300	11.0	\$3,283,500	35.0

Rationale/Instructional Impact

Providing a higher ratio of school psychologists at each APS school will improve and increase social and emotional supports for students, their families and APS teachers, and will support the work of school counselors as they implement the comprehensive counseling program. This adjustment will provide each school with a full time student services team (counselor, psychologist and social worker). The availability of expertise at schools currently resides with the school counselor as the only full time student services staff member. APS psychologists have multiple schools for which they are responsible, thus limiting their availability to provide additional expertise. School psychologists are uniquely trained to deliver high quality mental and behavioral health services in the school setting to ensure all students have the support they need to be successful in school, at home and throughout life. School psychologists are uniquely qualified members of school teams that support teachers' ability to teach and children's ability to learn. They provide direct educational, behavioral and mental health services for children and youth, as well as work with families, school administrators, educators and other professionals to create supportive learning and social environments for all students.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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. School psychologists are especially suited to support this work.

Program Efficacy and Evaluation

- ATSS data will measure the effectiveness of additional support.
- School-based feedback
- Community-based survey data (Assets, Youth Risk Behavior Survey, etc.)

Number Affected

This will affect all schools and students when fully implemented.

Building the FY 2017 Budget

Arlington Tiered System of Support (ATSS) Data Specialist

\$0.2 / 1.0

The Department of Student Services ATSS Data specialist will be responsible for working with Information Services (IS) to build the ATSS data/intervention monitoring system, coordinate with both ATSS and IS to upload assessment data, provide technical support and training to schools. Additionally, this person will help monitor data around intervention participation and efficacy, attendance data and work with school counselors, psychologists, and social workers to monitor data on social emotional supports. This position will also work with the ESOL/HILT office to include the limited English proficient (LEP) participation plan and the ESOL checklist on the centralized system to allow all teachers who work with second language learners to have easy access to their accommodations and allow for the ESOL/HILT office to have a centralized system to keep track of their LEP participation plan or how many students have had ESOL checklists filled out. This person would work closely with the data warehouse and Synergy team as well as ATSS and Student Services.

Rationale/Instructional Impact

The creation of this full time position will help both IS and ATSS develop and implement a centralized data and intervention monitoring system. Without this system and someone to take the lead on it, APS will continue to struggle to be able to quickly and easily identify students who are in need of intervention and monitor their progress. Currently APS does not have a centralized system to monitor our students receiving intervention. With the addition of the system, APS needs a full time person to oversee and provide on-going technical and implementation support to the schools. Additionally, our ESOL/HILT teachers spend a lot of time filling out the LEP participation plans for their students. Having this system will allow all teachers who work with second language learners access to this plan electronically to collaboratively fill it out and have it readily available to ensure greater fidelity to the LEP participation plan. Finally, APS still utilizes a paper form to document and create intervention plans through our Intervention Assistance Team (IAT). Teachers are required to fill out an ESOL checklist before an IAT referral if the student is a second language learner. The ESOL checklist is also still in paper version. The ATSS data specialist will work with IS to include these forms in an electronic version and work with ATSS and ESOL to ensure schools are trained to fill these forms out and monitor progress on the intervention system.

Strategic Plan Goal

Goal 1. Challenge and Engage all Students

Goal 2. Eliminate the Achievement Gap

Program Efficacy and Evaluation

E-Scale evaluation data

Number Affected

This will affect all schools, the Department of Student Services and the Department of Information Services when fully implemented.

Building the FY 2017 Budget

Stipend for Two School Psychology Interns

\$42,000 / 0.0

Interns provide APS with additional psychological support and are frequently identified as candidates for vacant psychologist positions. This funding will provide a stipend to two full-time school psychology interns. School psychology training includes a minimum of three years of full-time graduate work beyond the bachelor's degree, involving at least 60 graduate semester hours. This training includes an internship experience consisting of at least 1,200 clock hours of supervised practice. School psychology interns are closely supervised by current school psychologists to develop expertise in providing direct educational, behavioral and mental health services for children and youth as well as work with families, school administrators, educators and other professionals to create supportive learning and social environments for all students.

Rationale/Instructional Impact

This initiative plays an important role in supporting APS' strategic goal to recruit high quality staff. In the past, school psychology internships were funded and APS was a highly sought internship site. Although numerous current APS school social workers were once APS school psychology interns, within the past two years, APS has only been able to secure one school psychology intern due to a lack of funding. In addition, six of seven students who have been offered internships have taken opportunities to intern elsewhere specifically due to the lack of a stipend. Using internships to recruit qualified professionals allows for the gradual growth of high quality staff while limiting costs. Interns who have worked within APS for an entire school year are typically excellent candidates for open school psychologist positions following their training, as they are well versed in Virginia as well as APS policies and procedures.

Strategic Plan Goal

Goal 3. Recruit, Retain and Develop High Quality Staff indicates that Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce. Training within APS often results in school psychology internships who become highly qualified staff members, able to create supportive learning and social environments for all students.

Goal 5. Meet the Needs of the Whole Child, indicates that 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. School psychology interns, working aside their supervisors are very suited to support this work.

Program Efficacy and Evaluation

- APS supervisor feedback
- Graduate training program supervisor feedback
- Internship site administrative feedback

Number Affected

The number of schools and students impacted is dependent on the internship sites. Typically, each school psychology intern is placed with two psychologists, serving two separate sites.

Building the FY 2017 Budget

Substance Abuse Counselor

\$0.1/1.0

This funding represents the first year of a two year plan to increase the number of Substance Abuse (SA) Counselors by 2.0 positions in the middle schools.

APS' SA Counselors are available to students who have been referred for issues related to substance abuse. Each SA Counselor tailors prevention and early intervention programs to fit the needs of their students. They are trained to listen and respond effectively to the needs of students, families and community groups.

SA Counselors offer a variety of services to the various middle schools, high schools and alternative programs within the county. These include the following: assistance with substance abuse assessment; short-term, early intervention counseling support; support with referral to outside services; case coordination; consultation with families, community agencies, and school staff.

SA Counselors also support various prevention efforts by participating in activities such as presentations to health classes, Parent Teacher Associations and staff meetings. They also collaborate with other community groups to bring national substance abuse prevention activities into the schools.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$92,300	1.0	\$92,300	1.0	\$184,600	2.0

Rationale/Instructional Impact

Currently, there are four SA Counselors assigned throughout the district; one in each comprehensive high school (3.0 FTE) and one who is responsible for all five comprehensive middle schools.

There has been an increase in the number of substance abuse cases at the middle school level. Currently, there is only one middle school substance abuse counselor who serves all middle schools. By phasing in new SA Counselors, middle schools will be better able to assist the needs of students, families and community groups.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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. Substance Abuse Counselors are especially suited to support this work.

Program Efficacy and Evaluation

- T-Scale evaluation data
- School-based feedback
- Community-based survey data (Assets, Youth Risk Behavior Survey, etc.)

Number Affected

This will affect all schools and students when fully implemented.

Building the FY 2017 Budget

Professional Development for Inclusion

\$44,000 / 0.0

The Counseling – Central and Inservice Professional funding will support the inclusion initiative.

Rationale/Instructional Impact

In alignment with the program evaluation for ELL and DSSSE. Research has consistently reported a positive relationship between inclusive and effective instruction and better outcomes for students with disabilities, including higher academic performance, higher likelihood of employment, higher participation rates in postsecondary education, and greater integration within communities. These funds will be used to expand existing inclusive classrooms.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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.

It will enhance the ability of the school to create a culture of acceptance and inclusion.

Program Efficacy and Evaluation

Monitor the following data:

- State indicator 5 (Least Restrictive Environment)
- Number of co-taught classes
- English Language Proficiency (WIDA)

Number Affected

This will affect all APS students.

Mental Health First Aid Training

\$62,286 / 0.0

Mental Health First Aid (MHFA) is an 8-hour training using a national peer reviewed curriculum.

Rationale/Instructional Impact

Just as CPR helps someone assist an individual having a heart attack—even if they have no clinical training—Mental Health First Aid helps someone assist a person experiencing a mental health related problem or crisis. The intent of this initiative is for APS to require MHFA training as a part of licensed staff five year license renewal (i.e., T-Scale staff and Administrators).

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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. Mental Health First Aid training is especially suited to train staff in supporting this work.

Program Efficacy and Evaluation

Feedback surveys will be conducted.

Number Affected

This will affect all schools and staff when fully implemented.

Building the FY 2017 Budget

Community Services Wrap-Around Support – Barcroft

\$0.1 / 0.0

Community Services Wrap-Around Support will provide Integrated Student Supports (ISS), which a recent Child Trends report affirmed ISS is effective in improving educational outcomes.¹ Community Services Wrap-Around Support will work with school and community stakeholders at Barcroft to identify and coordinate supports that target academic and non-academic barriers to student achievement.

Rationale/Instructional Impact

A full time site coordinator, in collaboration with school administrators, will conduct a needs assessment that prioritizes individual students’ needs and key needs of the school. The Community Services Wrap-Around Support School Plan will align with the school management plan and APS tiered student support model to leverage existing resources and integrate additional supports to meet identified needs.

Strategic Plan Goal

Goal 5. Meet the Needs of the Whole Child indicates that 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.

Program Efficacy and Evaluation

The Site Coordinator will continuously monitor student and school progress and adjust supports to optimize results. Goals for the whole school, targeted groups of students or individual students will have measurable objectives that can be tracked.

Number Affected

This will affect:

1. 75% of Barcroft students (330) will be connected to a school-wide services.
2. 15% of Barcroft students (67) will be connected to target or individual supports.

Academic Support for Level 5 English Language Learners

\$0.3 / 3.5

Funds for 3.5 positions are added for academic support for level 5 English language learners. This funding provides additional supplemental staffing to provide counseling support to ESOL/HILT students in the middle and high schools and specific federally-mandated, but not funded, academic support to Level 5 students at elementary, middle, and high schools. The new planning factor will provide a 1.0 position per 43 Level 5 students and be phased in over a three-year period. FY 2017 will fund 3.5 positions with an estimated additional 3.0 positions being added each year in FY 2018 and FY 2019 for a total of 9.5 positions over three years.

ADOPTED THREE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$323,050	3.5	\$276,900	3.0	\$276,900	3.0	\$876,850	9.5

1. <http://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper3.pdf>

Building the FY 2017 Budget

Rationale/Instructional Impact

These positions will provide:

- Short and long-term academic planning support for students.
- Specific instructional support for students no longer enrolled in ESOL/HILT classes.
- Targeted support to individual schools with large numbers of Level 5 students.

This proposal is aligned with the recommendations of the Advisory Council on Instruction and the ESOL/HILT Citizen's Advisory Committee as well as the results of program evaluation.

Strategic Plan Goal

Goal 1.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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 "Program Differentiation" as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 1e as reported through the established reporting processes.

Number Affected

This will affect five schools.

Elementary Resource Teacher of Gifted (RTG)

\$0.3 / 3.0

This funding adds additional 3.0 positions to allow the assignment of one full-time Resource Teacher of the Gifted (RTG) at every elementary school.

Rationale/Instructional Impact

Providing a full-time RTG at each school will address two identified needs:

- Effective "push in" services cannot be provided by a half-time RTG to student bodies numbering in the hundreds.
- The current method of applying the student planning factor of 500 to K-5 student populations results in 16 schools with full-time RTG slots and six schools with part-time positions; however, a number of schools are close to the boundary on either side which can lead to difficulty in planning because small swings year-over-year in student population can result in changes to the delivery of services to gifted students.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 2.B. Provide effective and dynamic classroom instruction. 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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 1e as reported through the established reporting processes.

Number Affected

This will affect the schools that currently have 0.5 FTE RTGs.

Personalized Learning Office

\$0.2/1.0

This funding provides for the second-year of the planned three-year implementation of personalized learning professional development for all APS staff through establishing a Personalized Learning Office. The office will consist of a supervisor-level position and a personalized learning specialist. The cost of adding 2.0 positions to establish this office is \$250,000, which is reduced to a net cost of \$105,000 and 1.0 position by reprogramming a technology position. A 1.0 supervisor position in the Instructional and Innovative Technologies Office in the Department of Information Services will be reduced to offset \$145,000 of the cost to add these two new positions.

The supervisor will provide overall direction and coordination as well as assist the principals in the evaluation of the Instructional Technology Coordinators (ITCs). The specialist position will focus on the integration of personalized learning into one of the following five areas: core instruction, elective offerings, and special populations (ESOL/HILT and Special Education).

Rationale/Instructional Impact

The plan to establish a Personalized Learning Office:

- Develops from both external and internal reviews of current practices and identified needs.
- Provides for a coordinated and sustainable implementation process.
- Allows for increased, targeted, support to individual schools based on the school’s identified needs.

Personalized learning provides an environment for students to access information, collaborate, create, and share their knowledge in ways that support their progress through and success in school as well as preparing them for a future career, life focus, and higher education. The use of personalized devices within this context allows students the opportunity to use technology in a balanced and productive way, becoming true digital citizens.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 1.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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.
- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b, 1e, and 1f as reported through the established reporting processes.

Number Affected

This will affect all schools and staff.

Elementary Education Specialist

\$0.1 / 1.0

This funding creates a specialist-level position reporting directly to the Director, Elementary Education to support school implementation of established and innovative strategies and technologies that support struggling and/or at-risk students and identified groups of students. This position will provide day-to-day organizational and structural support to central office and school-level projects or tasks with a focus on Grade 3 and above literacy and delivery of services to targeted student groups.

Rationale/Instructional Impact

As APS refines its ability to refine data analysis to specific student groups (English language learners, particularly those transitioning from ESOL/HILT into mainstream classes, dyslexic students, gifted learners, students reading below grade level at Grade 3), there is an increasing need for a dedicated staff member to provide day-to-day coordination and support on specific projects and activities between and for elementary schools and the content and program offices within the Department of Instruction.

Strategic Plan Goal

Goal 1.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.

Building the FY 2017 Budget

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.
- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b, 1e, and 1f as reported through the established reporting processes.

Number Affected

This will affect all elementary schools.

Secondary Education Specialist

\$0.1 / 1.0

This funding creates a specialist-level position reporting directly to the Director, Secondary Education to support school implementation of established and innovative strategies and technologies that support struggling and/or at-risk students and identified groups of students. This position will provide day-to-day organizational and structural support to central office and school-level projects or tasks with a focus on Grade 3 and above literacy and delivery of services to targeted student groups.

Rationale/Instructional Impact

As APS refines its ability to refine data analysis to specific student groups (English language learners, particularly those transitioning from ESOL/HILT into mainstream classes, dyslexic students, gifted learners) as well as graduation and college and career readiness, there is an increasing need for a dedicated staff member to provide day-to-day coordination and support on specific projects and activities between and for middle and high schools and programs and the content and program offices within the Department of Instruction.

Strategic Plan Goal

Goal 1.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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Building the FY 2017 Budget

- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b, 1e, and 1f as reported through the established reporting processes.

Number Affected

This will affect all middle and high schools programs.

Minority Achievement Office Restructuring

\$0.4 / 0.0

This placeholder funding will provide resources to implement the recommendations of the Minority Achievement Program Evaluation.

Rationale/Instructional Impact

This proposal is based on current research; discussions at the Minority Achievement Office Program Evaluation Data Retreat held on December 4, 2015, and needs identified by the School Board based on their analysis and interpretation.

Strategic Plan Goals

Goal 2.D. Provide a culturally competent classroom, school, and community environment. Students understand and respect the interrelationships, norms, beliefs, histories, and ideas of other countries and cultures of the world.

Goal 5.D. Promote, support, and expect strong relationships with students and parents, making them feel respected and appreciated.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 2b. Continue the implementation of the Family and Community Engagement (FACE) Policy to strengthen and expand FACE programs. Review strategies to strengthen family and community engagement throughout APS and develop indicators to measure progress.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 2b as reported through the established reporting processes.

Number Affected

This will affect all elementary schools and approximately 6,400 students.

Building the FY 2017 Budget

Social Studies Textbooks

\$0.4 / 0.0

This funding provides for new Social Studies textbooks (digital subscriptions and course specific texts). To the extent possible, all subscriptions and materials will be integrated into the personalized learning initiative.

Rationale/Instructional Impact

The last Social Studies adoption was in 2010. Existing digital subscriptions are expiring this year or next year or are no longer available for renewal. In addition, increasing enrollment in courses has created imbalances (some schools have copies of textbooks for every student and some only have class sets).

Strategic Plan Goal

Goal 2.B. Provide effective and dynamic classroom instruction. 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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 1e as reported through the established reporting processes.

Number Affected

This will affect all schools.

Drew Model School Strategic Planning

\$0.2 / 0.0

This funding provides for visioning and strategic planning for the new Drew Model School.

Rationale/Instructional Impact

There is an identified need to engage Drew families, the community, and staff in intensive visioning and strategic planning process focusing on:

- Instructional program or programs to be offered at Drew.
- Drew’s historic and future role in the community.
- Possible uses of Drew as a part of APS capacity planning.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 2.B. Provide effective and dynamic classroom instruction. 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.

School Board FY 2017 Priorities

- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities 1b and 1e as reported through the established reporting processes.

Number Affected

This will affect one school.

Update Functionality in Synergy@APS (Edupoint)

\$0.1 / 0.0

This funding will add a 504 component to Synergy so that all staff can use Synergy to access, maintain and monitor data for students with 504 plans.

The addition of this functionality will require the departments of Information Services and Student Services to work with the Student Information System to make the necessary changes to the functionality in Synergy and Synergy-SE@APS. The steps involve finalizing the necessary functionality to support the documented processes.

Rationale/Instructional Impact

The state mandates the need to maintain and monitor data for students with 504 plans.

Strategic Plan Goals

Goal 2: 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.

Goal 2.A. Provide equitable educational opportunities with clear and meaningful learning targets. APS presents students with clear explanations of what they are expected to know and demonstrate in class, and targets instruction to areas of need as identified through assessment practices.

Goal 2.C. Provide necessary and appropriate support for all students and all identified groups. 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.

Building the FY 2017 Budget

Program Efficacy and Evaluation

The program will be measured by the following data:

- Academic performance with students with 504 plans
- Systemic audits of 504 plans and compliance.

Number Affected

This will affect all students with 504 plans, staff and schools.

Instructional Technology Coordinators (ITCs)

\$0.3 / 3.0

This funding provides for instructional technology support needed at Arlington Traditional, Barcroft, Campbell, Henry, Hoffman-Boston and Randolph elementary schools that are currently provided only a half-time ITC. The support needed on-site and in classrooms to assist students and teachers is critical as APS moves more and more testing online, faces challenges of classroom management in a 1:1 environment, and increases setup and support for applications and hardware/software. Teachers design lessons to use technology effectively to support student learning and ITCs help teachers plan and model the use of technology in the classroom. The Personalized Device initiative requires on-site instructional support including the identification of appropriate APPS that meet instructional needs while also protecting student information and complying with Federal laws. An increase in the use of instructional technology for personalized learning in support of the SOL and students at these six schools will allow for implementation of the curriculum and support for assessments.

This aligns with the APS Technology Plan, addresses Goals 1, 3 and 4 of the APS Strategic Plan, and better prepares students for middle and high school level instruction. The additional ITCs will provide all APS elementary schools with access to full-time instructional technology support.

This is the first year of a two year plan to ensure all schools have a full time ITC. An additional 0.5 ITC will be added in FY 2018 to serve various school programs.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$320,580	3.0	\$53,430	0.5	\$374,010	3.5

Rationale/Instructional Impact

The plan to provide full-time instructional technology support:

- Ensures all elementary schools have full-time instructional technology support.
- Supports the Digital Learning Initiative through support for personalized devices, apps and modeling lessons.
- Provides support for technology enhanced lessons.
- Provide support for formative/summative assessment and State testing.
- Uses technology to enable and optimize the work of support and instructional operations.

Building the FY 2017 Budget

Strategic Plan Goals

Goal 1.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.

Goal 3.B. Strengthen professional development and evaluation. 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.

Goal 4.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.

Instructional Technology Coordinators are key staff identified in the APS Technology Plan. The Plan consists of six broad goals and is aligned and integrated with the APS Strategic Plan.

Program Efficacy and Evaluation

Customer satisfaction related to technology support and initiatives will improve. Professional development in the five elementary schools will increase by 50 percent with ITCs having more time for collaboration, team planning, technology integration and modeling best practices.

Number Affected

This will affect five elementary schools, countywide small programs (New Directions, Langston, Integration Stations and Stratford) and approximately 2,650 students and 390 teachers.

Technology Funding

\$0.0 / 0.0

There is level funding for technology in FY 2017; the existing baseline budget, as well as retiring leases provide sufficient funding to continue implementation of the 1:1 Learning Initiative, to replace staff computers and computers used for student testing. Additional funds will, however, be required in the future. The additional funding needed is primarily due to student enrollment growth. APS has more than 5,000 additional students requiring devices than the division had when the program was planned. Also contributing to increases in the near term is that the County’s lease agreements now require these leases to be paid over a three-year term versus the four-year term we have had available in the past. Because the useful life of these devices remains four years, there will be savings in the fourth year of a device being in service and not replaced. In short, based on enrollment growth, retiring leases, and current baseline budgets, the following additional funds will be required:

FOUR YEAR FUNDING PLAN

FY 2017	FY 2018	FY 2019	FY 2020
ADOPTED	PROJECTED	PROJECTED	PROJECTED
\$0	\$3.5 million	\$2.5 million	\$3.3 million

Building the FY 2017 Budget

Computers and tablets issued to students and staff increase the division's ability to differentiate instruction, close the digital divide, and improve staff productivity. The Strategic Plan calls for APS to create a technology-rich personalized learning environment and sets a target of one device per student by 2017.

Since 2009 APS has seen an enrollment growth of almost 25% with no increase in technology funds, which is driving the need for increased funding in future years. By issuing lower cost iPads to students at the elementary and middle school levels and MacBook Airs to students at the high school level, APS has been able to reduce the need for shared student computers and program computers. Due to negotiated lower prices and extending the life cycle of computers, the Department of Information Services has been able to replace student and staff devices and fund the personalized learning project using existing funds. FY 2017 will be the last year this strategy is possible.

By FY 2018, all grades 2-12 students will be issued devices; when combined with the transition to SOL testing on iPads, the number of general use student computers drops significantly. The need for program computers is dictated by the unique needs of programs such as Business Education and Art.

Like most organizations and our society as a whole, APS is becoming increasingly reliant on technology to perform daily operations. Having predictable funding for technology is essential to leverage this important tool in support of student learning. APS uses a lease process to acquire technology. In order for the division to provide reliable technology to students and staff, it is important that the lease be handled in a manner such that funds are retired from the lease in consistent amounts, providing consistent and predictable new leasing capacity.

Building the FY 2017 Budget

Professional Development

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>								
PROFESSIONAL DEVELOPMENT								
Workforce Initiative	\$0.10							
Workforce Initiative Professional Development and Succession Planning	\$0.03							
Internships	\$0.10							
Subtotal Professional Development	\$0.23	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Note: May not total due to rounding.

Workforce Initiative

\$0.1 / 0.0

This will restore professional development funds for administrators. During the FY 2014 Adopted Budget funds were decreased by \$20,000. To adhere to the APS Strategic Plan Goal 3 to recruit, retain, and develop staff and to advance the Workforce Initiative, funds are requested to provide administrators with financial assistance for coursework, conferences and participation in administrative or leadership development programs. Funds may contribute toward an advanced degree and provide career enhancement opportunities for administrators.

Rationale/Instructional Impact

The funds will:

- Provide professional development opportunities for advanced degrees, course work, conferences and special programs designed to enhance leadership skills.
- Provide professional development that supports both student needs and ongoing individual or group improvement goals.
- Provide professional development activities that align with district continuous improvement efforts.
- Establish professional learning communities as part of a continuous improvement culture of professional practices.

Strategic Plan Goal

Goal 3. Recruit, Retain and Develop High-Quality Staff. APS 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.

- Motivate and develop highly qualified staff members in ways that make them feel supported, valued, productive, and successful.
- Provide professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

School Board FY 2017 Priorities

Meeting the Needs of Students Academic Success

Ongoing professional development enables administrators and aspiring leaders to continuously improve, integrate and evaluate effectiveness in student learning.

Building the FY 2017 Budget

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the progress made towards achieving the School Board Priorities as reported through the established reporting processes.

Number Affected

This will affect APS administrators.

Workforce Initiative Professional Development and Succession Planning

\$30,000 / 0.0

This funding supports the Workforce Initiative Plan, which will address recruitment efforts, succession planning, and professional development offerings. A well-developed Workforce Initiative Plan focuses on hiring high quality and diverse staff; increasing the retention of superior employees and recognizing the expertise of future leaders because time, attention and skill enhancement are being invested in them for the purpose of career development. As we aspire to excellence and instill a love of learning in students, it is our goal to prepare them to be responsible and productive global citizens in collaboration with families and the community. Enhancing the diversity and quality of our applicant pool continues to be the focus of our recruitment efforts. APS will continue to focus on expanding opportunities for staff, while reviewing practices in addition to enhancing recruitment efforts and evaluating selection processes.

Rationale/Instructional Impact

Recruiting high quality staff and developing leadership talent is a Strategic Goal of Arlington Public Schools that supports a long-term investment in staff. One component of this goal is implementation of initiatives that will support continuation of a diversified applicant pool and building staff capacity, which is reflective of Arlington Public Schools' diverse student population. The instructional impact of these efforts will be enhanced by a highly qualified and diverse staff that will be committed to increasing student engagement and performance, while supporting the whole child. A focus will be placed on expanding university partnerships, staff development and succession planning.

Strategic Plan Goal

Goal 3.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.

Program Efficacy and Evaluation

Data will be collected and monitored to evaluate recruitment and retention efforts.

Number Affected

This will impact the entire school division.

Building the FY 2017 Budget

Safety and Security Needs

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>								
SAFETY AND SECURITY NEEDS								
Welcome Center Receptionist	\$0.05	1.00						
Emergency Management Planner	\$0.12	1.00						
Distributed Antenna System and Bi-Directional Amplifier	\$0.17		\$0.17		\$0.17		\$0.17	
Safety and Security Upgrade	\$0.11		\$0.16		\$0.11		\$0.09	
Subtotal Safety and Security Needs	\$0.45	2.00	\$0.32	0.00	\$0.27	0.00	\$0.26	0.00

Note: May not total due to rounding.

Welcome Center Receptionist

\$53,210 / 1.0

This will provide a receptionist in the newly created Welcome Center on the first floor of the Education Center. The goal is to increase security measures at the Education Center and align security measures with existing practices throughout the county and at the same time, create a helpful and welcoming presence to visitors. In accordance with Policy 50-3.8 – School Safety & Security, the safety of students and employees must be promoted and maintained through the implementation of security measures in each school and building and appropriate action taken.

Rationale/Instructional Impact

- The position provides dedicated staff to welcome visitors to the Education Center.
- The security measures will enhance safety at the Education Center and includes key card security.

Strategic Plan Goal

Goal 4. Provide Optimal Learning Environment. APS Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements.

Program Efficacy and Evaluation

The efficacy of this expenditure will be determined by the security improvements made towards achieving the School Board Priorities as reported through the established reporting processes.

Number Affected

This will affect community members and APS staff who work or visit the Education Center.

Emergency Management Planner

\$0.1 / 1.0

This funding provides a new position in Facilities & Operations needed to meet the current and increasing demands of student and staff safety and security. This position will be responsible for planning, directing and administering emergency management programs for the entire APS organization. In addition, this employee would act as a liaison with the county, state, federal, and other emergency management organizations and serve as the APS representative at state and county emergency management meetings. The employee would review and assess current emergency plans, develop and design appropriate emergency response plans and procedures, and organize disaster drills and exercises to ensure that APS staff are properly trained in emergency management procedures. An APS vehicle will be provided to enhance the employee's ability to visit schools to conduct training, perform inspections and reviews, and respond in emergency situations. Funding is also included for training materials, office supplies, printing costs for booklets or pamphlets, temporary signage, training/exercise-related supplies, training equipment, and other related supplies.

Building the FY 2017 Budget

Rationale/Instructional Impact

The plan to hire an Emergency Management Planner:

- Was developed from repeated recommendations of Arlington County's yearly Emergency Preparedness Audit.
- Is necessary given APS' proximity to D.C. and the Pentagon and the current state of heightened terrorist activities around the globe.
- Takes into consideration current efforts by the Security Coordinator, Safety Coordinator, Risk Manager, and Assistant Superintendent for Administrative Services who in collaboration, perform a minimal number of the emergency management tasks in addition to their primary job duties, which leaves APS in a vulnerable position.
- Is in line with the Superintendent's goals and directives for the district.

Strategic Plan Goal

Goal 3.A. Recruit, retain, and develop high-quality staff. In order to help attract and retain high quality applicants for this position, there must be adequate funding for them to purchase the supplies and equipment necessary to accomplish their responsibilities.

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. The proposed emergency management planner will help provide a safer environment for all students, staff, and volunteers, train staff to effectively and efficiently perform their functions in a large-scale crisis, reducing the danger to themselves and students by responding properly.

Program Efficacy and Evaluation

- Improved safety for our students, staff, and volunteers.
- Meet expectations of stakeholders and the community of adequate emergency preparedness.
- Comply with federal, county, state and other emergency management regulatory agencies.
- Develop and strengthen partnerships with other agencies to enhance support to APS in emergencies.
- Design and conduct exercises utilizing an all-hazard, multidisciplinary approach to enhance APS capabilities.
- Enhance APS emergency response capabilities.

Number Affected

This will affect all schools, all APS departments, approximately 25,000 students, parents, all employees, and all APS volunteers when fully implemented. In addition, the position will indirectly impact all the parents of APS students who rely on staff to provide a safe environment and respond appropriately in emergencies.

Building the FY 2017 Budget

Distributed Antenna System and Bi-Directional Amplifier

\$0.2 / 0.0

There are currently several APS facilities that have been identified as needing distributed antenna systems (DAS) and bi-directional amplifiers (BDA) to provide the required level of radio communications for police and fire. The installation of this system enhances the safety of police and fire responding to emergencies in APS facilities by ensuring radio communications. This then enhances the safety of student and staff in these facilities. This funding will allow upgrade or replacement of the current antenna systems (if present) to match the current technology used by Arlington County. Facilities with the most significant radio communications issues would be addressed first. The County is expected to match the APS contribution for the upgrading of these facilities. This DAS and BDA upgrade should be completed in conjunction with the school radio upgrade to UHF radios which give schools 21st century emergency communication capabilities.

ADOPTED FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$165,000	0.0	\$165,000	0.0	\$165,000	0.0	\$165,000	0.0	\$660,000	0.0

Rationale/Instructional Impact

The plan to install new or enhance the current DAS and BDA communication systems in schools is:

- Necessary for security and safety issues.
- Based on the premise that APS needs to have communication systems which support police and fire radios that respond to emergencies.

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. The proposed improvements to the distributed antenna systems (DAS) and bi-directional amplifiers (BDA) will provide a safer environment for all students, staff, and volunteers. They insure that police and fire radios operate when incidents take place in APS facilities. In addition it enhances the safety of police and fire when responding to APS facilities.

Program Efficacy and Evaluation

- Improve safety for students, staff, volunteers, and school visitors.
- Meet expectations of stakeholders and the community of adequate radio communications in APS facilities.
- Comply with federal, county, state, and other emergency communications guidelines or requirements.
- Improve safety for police and fire responding to APS facilities.
- Elevate the quality of radio communications in older facilities to the level of newer facilities.

Number Affected

This will improve first responder communications in schools and facilities where radio communications issues have been identified. It will directly affect only those in the identified building but we are working towards the goal that all APS buildings, which include approximately 25,000 students, 6,000 employees and APS volunteers, will be safer and more secure when fully implemented.

Building the FY 2017 Budget

Safety and Security Upgrade

\$0.1 / 0.0

This budget request lists several areas where upgrades and improvements are needed to provide the necessary level of safety and security to students and staff. These requests support not only APS staff but also police and fire when responding to major incidents at schools. The requests include: radio repairs and supplies, radio replacement, new radios for schools that purchased inadequate equipment, radio frequency studies, and security camera maintenance and repairs.

ADOPTED FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$106,250	0.0	\$156,250	0.0	\$106,250	0.0	\$91,250	0.0	\$460,000	0.0

Rationale/Instructional Impact

APS is one of many schools systems that operate in the National Capital Region (NCR). The Department of Homeland Security (DHS) has identified the NCR as one of the areas with the highest likelihood of terrorist attacks and other breaches of our security. In addition to APS' geographic location, there is the added concern that APS is responsible for educating and keeping safe, students that are the children of high-ranking government officials.

This provides for two safety and security aids: radio communications and security cameras. These items are used by police, fire, and rescue in the event of a crisis. The security cameras can be viewed by Arlington County Emergency Communications Center if needed to help efficiently direct police, fire, and medical emergency responders in a school. The 800 MHz radios improve communications for staff in the building and the Arlington County Emergency Communications Center can initiate communications with APS staff in the event of a serious incident.

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe environment for all students, staff, and volunteers.

Program Efficacy and Evaluation

- Improve safety for students, staff, volunteer, and visitors.
- Meet expectations of stakeholders and the community of adequate security.

Number Affected

This will affect all schools, all APS departments, approximately 25,000 students, 6,000 employees, and all APS volunteers when fully implemented. In addition, these improvements indirectly impact the parents and families of APS students who rely on staff to provide a safe environment.

Building the FY 2017 Budget

Infrastructure and Support Needs

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>								
INFRASTRUCTURE AND SUPPORT NEEDS								
Site-Based Technology Support Specialist	\$0.08	1.00						
Municipal Separate Storm Sewer System Program Support	\$0.23							
Transportation Second Shift	\$0.18	2.00						
Contracted Bus Driver Positions	\$0.44	9.00	\$0.44	9.00				
Contracted Bus Attendant Positions	\$0.38	11.00	\$0.35	10.00				
Preventive Maintenance HVAC Technicians	\$0.12	2.00						
Preventive Maintenance HVAC Contract	\$0.10		\$0.10					
Pool Maintenance	\$0.05							
Facilities and Operations Communication Services Coordinator	\$0.05	0.50	\$0.05	0.50				
Horticultural Specialist Contract	\$0.13							
Student Activities Fund Support	\$0.11	1.00						
Enterprise Resource Planning (ERP) Jr. Analyst Positions	\$0.23	2.00						
Workforce Initiative Team	\$0.36	3.00						
Strategic Talent Management Software	\$0.03		TBD		TBD		TBD	
Application Developer	\$0.13	1.00						
Technicians	\$0.12	1.00	\$0.18	2.00	\$0.18	2.00		
Community Engagement Coordinator	\$0.13	1.00						
Website Assistance for Central Departments	\$0.05							
Volunteer/Partnership Liaison Stipends	\$0.05							
School Web Liaison Stipends	\$0.05							
Communications Evaluation	\$0.02							
Project Planning Manager	\$0.14	1.00						
School Board Office Assistant	\$0.09	1.00						
Long-range Planning Consultant	\$0.08							
Data Specialist for Arlington Partnership for Children, Youth and Families	\$0.05	0.50						
Longitudinal Study	\$0.04							
Realignment of 1.0 FTE to Student and Instructional Support	(\$0.14)	(1.00)						
Subtotal Infrastructure and Support Needs	\$3.29	36.00	\$1.12	21.50	\$0.18	2.00	TBD	

Note: May not total due to rounding.

Building the FY 2017 Budget

Site-based Technology Support Specialist

\$0.1/1.0

Running our Facilities and Operations in an effective and efficient manner is becoming increasingly reliant on technology. This is especially true for current industry best practices for bus routing and scheduling. The hiring of a site-based Technology Support Specialist for Facilities & Operations will ensure optimal utilization and integration of new technology throughout the department, specifically our new TripSpark/AVL/Routing system.

Rationale/Instructional Impact

The plan to add a Technology Support Specialist as a recurring budget item:

- Will provide needed skills in-house, allowing APS to avoid expensive consulting fees from outside consultants.
- Will enable Transportation staff to get the ongoing and just-in-time training and support they need to ensure maximum utilization of this new, very powerful technology.
- Facilitate the conversion from the current Edulog systems to the TripSpark system.
- Ensure the new TripSpark system is implemented and managed to leverage all available functions, maximizing the return on investment.
- Gives APS cluster leaders the skills to perform operational metric monitoring, just-in-time re-routing, and incident and accident response in the field, reducing the time to implement improvements.
- Increases Transportation department's efficiency and effectiveness.
- Improves safety for bus drivers and riders.

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.

Program Efficacy and Evaluation

- Ensure full use of all functional aspects of new software.
- Reduce IT department's burden to assist Transportation with new technology.
- Eliminate future consulting fees after installation contract period.
- Optimize use of all features of new technology to increase efficiencies in Transportation.

Number Affected

This will affect over 5,000 students and 251 transportation employees directly and the IT department indirectly, as oversight and assistance of this technology will be performed in the Transportation department.

Building the FY 2017 Budget

Municipal Separate Storm Sewer System Program Support

\$0.2 / 0.0

Our Municipal Separate Storm Sewer System (MS4) permit mandates that APS meet particular requirements. Responsibilities include inspecting/screening our discharge locations, documenting annual progress, and reporting our progress and plans to the State. In-house expertise on managing the requirements of this permit is not available. We must obtain outside support to manage our storm water systems to remain in compliance with permit mandates. This funding is requested to provide the additional supports our state mandated small MS4 permit, VAR040127. APS received this permit on April 18, 2014, to meet mandates in the Federal Clean Water Act and the Chesapeake Bay Preservation Act. Our permit contains annual reporting requirements to Virginia's Department of Environmental Quality (DEQ), annual testing of our storm water outfalls, and an extensive analysis of our storm water pollutant loads or total maximum daily loads (TMDLs). APS is required to establish a TMDL baseline using data from 2009 and meet stringent reductions in our permit cycles.

Rationale/Instructional Impact

The inability to properly report on storm water activities, test required storm water outfalls and determine APS' pollutant loads may put APS in jeopardy of fines from the Virginia DEQ and the Environmental Protection Agency (EPA) who perform periodic inspections.

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe environment for all students, staff, and volunteers.

Program Efficacy and Evaluation

The effectiveness of this support will be determined by how APS storm water management systems comply with the permit requirements.

Number Affected

This will affect all schools, all APS departments, approximately 25,000 students, 6,000 employees, and all APS volunteers if fully implemented. It also affects the APS community at-large as storm water management is a community issue.

Transportation Second Shift

\$0.2 / 2.0

This provides for two new positions to meet the current and increasing demands of student transportation. APS currently runs a two-shift operation with one shift as we have buses providing student transportation from 6 a.m. to 10 p.m. most days of the week. Current transportation staff is spread too thin. In order to continue to provide a high level of service, considering APS' increase in student growth, added bus routes, and number of buses and MV1s, we must support operations with a second shift. Current operations are not sustainable without additional management support.

Building the FY 2017 Budget

Rationale/Instructional Impact

To implement a second shift, Assistant Director and Dispatcher positions are needed. This plan:

- Was developed from repeated recommendations of Transportation Directors who have recognized the imbalance between the workload and staffing.
- Is consistent with the internal auditor's report of increased overtime hours worked by transportation staff in order to cover operational needs.
- Addresses the inability to retain Senior Transportation Managers due to unreasonable work load and excessive work hours.
- Ensures that management is available during all Transportation's hours of operation to handle incidents, accidents, and emergencies.
- Increases student and staff safety as transportation oversight is available when buses are in use regardless of time of day or day of the week.

Strategic Plan Goal

Goal 3.A. Recruit, Retain and Develop High Quality Staff. We have been able to recruit high quality staff, but we have not been able to retain staff in the Director's position because it is really a two-person job; a morning shift Director and an afternoon/evening shift Assistant Director.

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe and efficient transportation services to students.

Program Efficacy and Evaluation

- Decrease in overtime hours worked by transportation management staff.
- Transportation shift burn-out will be reduced and turnover will be decreased.
- Transportation personnel will be available to handle bus incidents and accidents after 4 p.m.
- Improved safety for our students.

Number Affected

Students riding buses late in the day may be affected.

Contracted Bus Driver Positions

\$0.4 / 9.0

APS employs a number of substitute bus drivers because more bus drivers are required to operate daily transportation than there are contracted bus driver positions. This funding represents the first year of a three year plan to ensure that all regular transportation runs are covered by a contracted driver. The following provides an explanation of how this situation evolved.

In FY 2016, Transportation was allocated a total of 141.5 School Bus Driver positions. Current demand for APS student/program transportation is 139.5 daily assignments comprising 98.5 General Education and 41 Special Education routes.

Building the FY 2017 Budget

Front-line supervision of Transportation employees is carried out by six supervisory positions (Cluster Lead Drivers) and five permanent substitute positions (Cluster Swing Drivers) to alleviate regular operational impacts of mechanical failure and nonattendance. These 11 positions require regular operation of a school bus but do not entail assignment to a daily route. A two-way radio Dispatcher and a Safety and Training Specialist also occasionally serve as substitute bus drivers but are not assigned APS school buses or daily routes.

Each of the 13 aforementioned, elevated positions is on the Transportation pay scale (D) and, while not assigned any of the daily routes, is counted against the total number of School Bus Driver positions. Additionally, as a result of prior position reclassifications, five of the Transportation staff on the administrative pay scale, with no driving responsibility or daily route assignment, are also counted against the total number of School Bus Driver positions.

This means the School Bus Driver position allocation which, in theory, is 141.5, is in practice, only 123.5, which equates to a current Bus Driver shortage of 15.5 positions required by School Board Policy and/or programming decisions. Furthermore, the projected enrollment increase for the 2016/2017 school year will require the addition of four daily routes, raising the Bus Driver shortage to 19.5 positions in FY 2017.

Substitute Drivers perform the same duties, with the same hours and performance expectations, as contracted Drivers, but without the benefits they receive including health care, leave, and annual pay increases. Additionally, their less-than-12-month schedule usually means their total duty hours are fewer than what is required to qualify for the minimal health care benefits afforded to other employees working similar hours per week but with year-long assignments.

This proposal adds 9.0 contracted bus driver positions at a cost of \$435,600 in FY 2017 and 9.0 contracted bus driver positions in FY 2018.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$435,600	9.0	\$435,600	9.0	\$871,200	18.0

Rationale/Instructional Impact

The plan to hire additional School Bus Drivers was developed:

- Based on student/program transportation demand.
- Based on internal auditor’s report of increased overtime hours worked by transportation; staff in order to cover operational needs.
- To ensure transportation service is available to eligible students.
- To decrease training/hiring costs by reducing turnover of quality drivers who would be retained if contract positions were available.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 3.A. Recruit, Retain and Develop High Quality Staff. Attract, hire and train highly qualified staff for each position. Develop working an environment that motivates, competitively compensates, and retain employees.

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe and efficient transportation services to all eligible APS students.

Program Efficacy and Evaluation

- Decrease overtime pay incurred as a result of drivers taking on extra duty assignment to compensate for Bus Driver shortage; and
- Reduce employee burn-out and decrease employee turnover.

Number Affected

This plan will improve transportation services for both students and staff.

Contracted Bus Attendant Positions

\$0.4 / 11.0

APS PIP 50-5 requires that a bus attendant be assigned to any bus carrying students with special needs and any bus carrying 3-year-old students for Drew, Campbell, and Hoffman Boston. In addition, it is recommended as a best practice that buses carrying more than 20 students who are six years of age or younger have a bus attendant to assist the driver in complying with APS mandated rider release restrictions (PIP 50-5.1). APS currently needs 67 Bus Attendants to meet the PIP requirements and adhere to student transportation best practices. The FY 2016 allocation for contracted bus attendants is 46, which necessitates using hourly attendants for regular runs. In order to meet increasing system-wide demands due to increased student enrollment, attract and retain high quality bus attendants and remain competitive with neighboring jurisdictions, this proposal adds 11.0 contracted bus attendant positions in FY 2017 at a cost of \$382,690 and 10.0 contracted bus attendant positions in FY 2018 at a cost of \$347,900.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$382,690	11.0	\$347,900	10.0	\$730,590	21.0

Rationale/Instructional Impact

The plan to add additional Bus Attendant Contract Positions:

- Was developed from repeated recommendations of Transportation Directors who recognize the importance of offering competitive wages and benefits to attract and retain highly qualified staff.
- Is consistent with internal auditor's reports of Transportation exceeding its hourly part-time and temporary salary budget because contracted positions are not available.
- Should be a consideration each year as APS enrollment grows.
- Ensures that all APS bus attendants are assigned to a regular run.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 3.A. Strengthen recruitment and retention. Attract, hire, and retain highly candidates for each position and then develops a working environment that motivates, competitively compensates, and retains them.

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe and efficient transportation services to students.

Program Efficacy and Evaluation

- Reduce employee turnover as hourly bus attendants leave APS to work in school districts that offer them benefits.
- Reduced training expenses as more bus attendants are retained.
- Ensure adequate numbers of bus attendants are available to comply with APS mandates.
- Transportation management staff will not be pulled from their regular duties to serve as bus attendants due to staff shortages.
- Ability to adhere to part-time & temporary salary budget.

Number Affected

This will affect all students who require a bus attendant.

Preventive Maintenance HVAC Technicians

\$0.1 / 2.0

APS needs two low-level HVAC technicians to change heating and air conditioning belts and filters. Current understaffing prevents Maintenance from performing minor maintenance on the heating and air-conditioning units we service. Our current staff are averaging between two and three filter and belt changes a year. Industry guidelines require four to maximize performance of the equipment and extend its useful life. The number of Maintenance staff available for this work has decreased but there are more buildings than ever and APS expects to open and maintain more schools to accommodate increased enrollment. Our HVAC crew of 16 cannot adequately perform these maintenance functions to ensure that our units run efficiently. If we do not maintain the equipment properly, we will pay more for energy and run the risk of incurring more repair costs in the future.

Rationale/Instructional Impact

The plan to add two additional HVAC technicians for minor maintenance:

- Was developed based upon increased buildings due to expanded enrollment.
- Should be a serious consideration, given that current staffing does not permit this essential function to be performed as needed.
- Prolongs the useful life of our HVAC equipment.
- Saves APS money in the long run as equipment failure and repairs are reduced by routine maintenance of the units.
- Is in line with internal auditor's recommendation to reduce overtime expenditures for maintenance staff.
- Costs additional energy dollars when routine maintenance is not performed on units.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe, clean, comfortable, and efficient work spaces to our staff and students.

Program Efficacy and Evaluation

- Number of times filters and belts are changed on HVAC will increase to meet industry recommendations.
- Number or repairs and service calls for HVAC equipment will be reduced.
- Workload of currently under-staffed maintenance department will be reduced, decreasing overtime.
- Energy bills will be reduced.

Number Affected

Not applicable.

Contracted HVAC Maintenance

\$0.1 / 0.0

Wakefield High School is already on a preventive maintenance (PM) contract as the services needed are far beyond the capacity of our existing in-house resources. The same is now true for HVAC evening PM for Yorktown High School and Discovery Elementary School. This service contract is needed get and keep both high schools and our “Net Zero” elementary school operating at published energy performance model levels.

This requirement is in addition to a separate request for two PM positions which are targeted at getting the balance of APS buildings up to requisite PM speed. It is part of a combined in-house/contract combination solution to a major problem.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$100,000	0.0	\$100,000	0.0	\$200,000	0.0

Rationale/Instructional Impact

The plan to put Yorktown High and Discovery Elementary schools on a PM contract is to make sure that both get on the requisite PM cycle with the following objectives:

- Reflects the minimum capacity required to regularly maintain our HVAC equipment in a manner that is consistent with current industry standards of maintenance.
- All APS energy use is transparent and posted online. In the case of Discovery Elementary, especially in the light of all the positive publicity it has attracted, not fulfilling our stated energy performance goals would prove a major embarrassment to APS.
- Saves significant funds in the long run as equipment failure and repairs typically resulting from less than prescribed PM are a very expensive short cut.
- Is in line with internal auditor’s request to reduce overtime expenditures for maintenance staff.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe, clean, comfortable, and efficient work spaces to our staff and to students.

Be more energy-efficient.

Program Efficacy and Evaluation

- Number of times filters and belts are changed on HVAC will increase to meet industry recommendations.
- Number of repairs and service calls for HVAC equipment will be reduced.
- Work load of currently under-staffed maintenance department will result in reduced overtime.
- Energy bills will be reduced.

Number Affected

This part will affect three schools and approximately 4,500 students and approximately 600 employees.

Pool Maintenance

\$50,000 / 0.0

Currently, repairs and maintenance expenses for all HVAC units at APS pools are taken out of the pool budget for general maintenance and repairs. That budget is not adequate to cover the HVAC service contract plus repair expenses for pools.

Rationale/Instructional Impact

The plan to add a recurring budget item specifically for HVAC pool repairs and maintenance contracts:

- Will enable pool management to appropriately calculate the true costs of running pools.
- Facilitate the matching of revenue and expenses for APS aquatics programs.
- Will adequately fund pool maintenance and repairs.

Strategic Plan Goal:

Goal 4.D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe, clean, comfortable, and efficient work and recreation spaces to our staff, students, customers and the Arlington community.

Program Efficacy and Evaluation

- Improvement to the overall maintenance program for all aquatics facilities needs and increased maintenance to HVAC which will result in improved air quality for students and staff as well as greater energy efficiency.
- Evaluation of HVAC related expenses and workforce capacity will be enhanced.
- Increased accuracy of cost recovery evaluation for aquatic programs.

Number Affected

This will affect over 5,000 students and community members who take advantage of the aquatic facilities, programs, and services daily.

Building the FY 2017 Budget

Facilities and Operations Communication Services Coordinator

\$53,430 / 0.5

Currently, responses to stakeholder inquiries to the Department of Facilities and Operations are handled by any staff member who is available to answer the phones. This is especially true of the Transportation office, whose offices are currently understaffed due to driver shortages. Calls and resolution data are documented by individuals who respond, but that data is not necessarily shared within the department or with other central office personnel. Individual complainant's who believe that their issue was not handled in a satisfactory manner, often continue to call about the same issue, requesting to speak to the next level of management. With each call, we reinvent the wheel as a formal complaint management system is currently not available. In addition, training and procedure and policy information on how Facilities and Operations, as a department, need to resolve and document complaints is needed. When complaints escalate to the Superintendent's and/or School Board Office, the department needs a way to access the history of the complaint. A part-time communication services coordinator is needed to develop a streamlined system of managing, responding to, and documenting complaints and the resolution of those complaints. We recommend a part-time position in year one that converts to a full-time position in year two to handle this much needed function.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$53,430	0.5	\$53,430	0.5	\$106,860	1.0

Rationale/Instructional Impact

The plan to add a part-time Communication Services Coordinator to Facilities & Operations (F&O) will:

- Be modeled after 2847 IT Help Desk at APS.
- Enable F&O to better manage and resolve parent and stakeholder inquiries and complaints when one individual is primarily responsible for fielding and resolving calls.
- Establish specific protocols for handling stakeholder calls.
- Allow any F&O staff person to view the history of complaints/calls.
- Ensure more prompt and consistent resolution of parent complaints and issues.
- Decrease time other F&O staff spend on managing complaints.
- Enable the department to create a database of stakeholder communications and track progress in successful resolution.

Strategic Plan Goal

Goal 4.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. Having multiple employees in one organization handling the same complaint is not cost effective. A central database for complaint management and a designated communications specialist (administrative position) to implement a new complaint management system and train other employees on it, will decrease costs and increase employee productivity.

Building the FY 2017 Budget

Program Efficacy and Evaluation

- Decrease duplication of efforts and increase staff productivity.
- Improve communication of stakeholder complaints and issues throughout the district.
- Establish a communication protocol for how we effectively and efficiently resolve complaints.

Number Affected

This will affect all stakeholders who contact Facilities and Operations.

Horticultural Specialist Contract

\$0.1 / 0.0

APS does not have an individual with horticultural expertise on staff. The grounds crew is well versed in routine grounds maintenance such as cutting grass, weeding flower beds, replanting lost plantings, trimming bushes and trees, and plant identification. APS primarily relies on parent and community volunteers to maintain flower beds, special plantings, and landscaping that improve the aesthetic appeal and value of APS' buildings. Unfortunately, parent volunteers move on and plantings are left to die or the beds become overgrown with weeds. Most new buildings and capital expansion projects require landscaping elements. These landscaping elements are more than ornamental. Landscaping for APS capital projects is a condition of the use permits and storm water management plan requirements mandated by Arlington County Government and the Commonwealth of Virginia. The maintenance of the landscaping has an impact on bio-retention, erosion control, storm water control, bio-swales, and permeable surfaces mandated by use permits. APS construction contracts requires a landscape vendor to maintain the plants for one year only. Since there is not the expertise in-house to perform this needed function and APS is required to maintain this landscaping as part of the use permit and storm water management requirements, it is recommended that a horticultural specialist is hired who can work with custodial staff, grounds crew, parent volunteers, and student groups to ensure that specialized landscaping looks its best and maintain compliance with regulatory agencies.

Rationale/Instructional Impact

The plan to obtain horticultural specialist contract:

- Will improve the appearance of buildings, grounds, and green spaces.
- Increases APS property values, as well as the values of surrounding properties.
- Ensures that expensive, ornamental plantings on APS grounds are properly maintained.
- Helps parent volunteers, student groups, and current APS staff to use appropriate methods to care for plantings.
- Increases the life of plantings.
- Reduces subsequent costs of replacing dead plantings.

Strategic Plan Goal

Goal 4.D: Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Provide safe, clean, comfortable, and visually appealing work and recreation spaces to our staff, students, customers, and the Arlington community.

Program Efficacy and Evaluation

- Improvement to the overall aesthetic appeal of our buildings.
- Increase the longevity of plantings around our buildings.

Building the FY 2017 Budget

- Ensure that plantings are cared for appropriately.
- Save APS money in the long run as removal and replacement of dead plantings is minimized.
- Engage the volunteer organizations in a collaborative effort to improve Arlington County's green spaces.

Number Affected

Not applicable.

Student Activities Fund Support

\$0.1/1.0

A position is required to provide student activities fund support in schools. The position will work with treasurers to document processes and best practices. In addition, the financial analyst providing Student Activity Fund support will provide regular training for treasurers, train new treasurers, pair new treasurers with a mentor and ensure that the broad array of information and practices was readily available to treasurers. Lastly, the financial analyst would ensure that all manuals, documents, Policy Implementation Procedures (PIP), etc., are up to date and available to all treasurers.

Rationale/Instructional Impact

Each school has a treasurer or staff member assigned to oversee student activity funds and other funds collected at the school. In FY 2015, schools collected \$6.4 million from multiple sources such as fund raising activities, PTA donations, cafeteria funds, musical instrument rental, summer school tuition, and Montessori fees to name a few. In addition, this position monitors school spending of appropriated funds, oversees the use and reconciliation of school p-cards and orders most, if not all, school materials and supplies. Schools assign this recordkeeping to one individual who works as the only individual at the school with access to the accounting records and training in the systems required to do the job. School treasurers must be proficient with SchoolFunds Online and able to make inquiries on expenditures in Oracle as well as enter purchase orders and i-expense requests in Oracle. Due to the nature of the work and the fact that these positions generally work alone and without back-up, support at the division level is required to ensure internal controls are in place, consistent practices are used throughout APS, and the treasurers get needed training and support.

Strategic Plan Goal

Goal 4. Provide Optimal Learning Environments. This goal includes a focus on high standards for fiscal responsibility by aligning needs with resources and monitoring financial activities so that decision-makers are basing actions on accurate financial data. School Activity Funds are regulated by the state, by APS policies and PIPs, and by generally accepted accounting practices. The financial analyst dedicated to supporting school treasurers will assist in ensuring compliance as well as implementing efficiencies.

Program Efficacy and Evaluation

Upon full implementation, data will be collected on the number of audit comments made in the annual audit, the number of i-expense, P-card reconciliations and purchase orders that require review. In addition, after trainings, participants will complete an evaluation and a survey will be sent to school treasurers at least annually to assess their satisfaction with the support they receive.

Goals will have measurable objectives that can be tracked.

Number affected

This will affect all APS schools.

Building the FY 2017 Budget

Enterprise Resource Planning (ERP) Jr. Analysts

\$0.2 / 2.0

This funding will provide a 1.0 support position each in the departments of Human Resources (HR) and Finance and Management (F&M). In APS, all business functions operate on Oracle (known in the division as STARS) and for the last seven years, the system has been supported by one functional analyst in each department. For a variety of reasons (primarily workload and difficulty in filling and retaining functional analysts) this level of support is inadequate to meet the needs of the division or to fully use the functionality the system provides.

Rationale/Instructional Impact

The Oracle system is critical to all APS business functions; it is the system used to pay 7,000 employees 24 times a year, to support 1,200 retirees, to bring on 200-300 new employees, to process 9,500 purchase orders, to pay 26,000 bills, to develop financial statements required by the annual audit and to develop this budget every year. Like all ERPs, the Oracle system requires regular maintenance and it can only be fully enabled with technical support. APS has experienced significant periods where the functional analyst positions have been vacant both in HR and F&M due in part to the scarcity of qualified individuals who are willing to work for a school system and a workload that has reached a level that is untenable. As a result of exit interviews with the last functional analysts in HR and F&M, it became evident that without additional support, we would continue to experience extended vacancies. It is expected that the junior functional analyst will perform lower level tasks that will free the lead functional analyst to do the complex work the position requires. It is also expected that the lead functional analyst will mentor and develop the junior analyst so that the junior analyst will be able to step in when the lead analyst is out or potentially, be ready to fill the lead functional analyst position if there is a vacancy.

Without these positions, HR and F&M will not be able to implement efficiencies that the system provides and more important, will have to rely on outside consultants to implement required updates resulting from changes in federal/state laws or APS practices.

Strategic Plan Goal

Goal 3.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.

Goal 4. Provide optimal learning environments. This goal includes a focus on high standards for fiscal responsibility by aligning needs with resources.

Program Efficacy and Evaluation

Impact will be measured by the functions that can be streamlined or improved; by the number of meaningful efficiencies that can be implemented to relieve work at the school level and by customer survey data.

Number Affected

All staff could be affected.

Building the FY 2017 Budget

Workforce Initiative Team

\$0.4/3.0

This funding will provide for the development of a Workforce Initiative Team within the Department of Human Resources. The team will be comprised of a Director of Talent and Leadership Management, an additional Coordinator of Recruitment, and a Personnel Specialist. The team’s responsibilities would encompass overseeing strategic planning and implementation of a Workforce Initiative focusing on hiring high quality and diverse staff at all levels; increasing the retention of superior employees and recognizing potential future leaders by investing in them the time, attention and skill development necessary for career advancement. Enhancing the diversity and quality of APS’ applicant pool continues to be the focus of recruitment efforts. Succession planning and expanding professional development offerings across the division will positively impact retention efforts. The Workforce Initiative Team will focus on developing and actively carrying-out a Workforce Initiative that focuses on diversifying the applicant pool with candidates who bring to APS different backgrounds, various ways of thinking, and growth mindsets. APS recognizes that quality staff in all positions is the most important factor in improving student learning. Thus, to contribute to a quality workforce, recruitment and retention efforts must focus on developing and carrying-out a strategic plan aligned with school board priorities for attracting new human capital talent and developing the talent and leadership capacities of the current workforce. The Workforce Initiative Team would be responsible for oversight and management of the daily functions of designing and leading initiatives related to talent management and leadership initiatives, such as recruitment and retention, succession planning, employee engagement, and building and sustaining a division-wide professional development sequence for all staff throughout the division. Evidence supports that a clear and concise human capital strategic plan, with strong support from an effective Human Resources department, will result in a higher performing workforce. A higher performing workforce will have a positive impact on increasing student engagement and performance while supporting the whole child.

Rationale/Instructional Impact

An organization’s endeavors to strategically enhance diversity and inclusion efforts to recruit and retain high quality staff are essential to promoting employee engagement, attracting new talent, and developing impactful skills with existing staff. Strategic planning and follow-through to identify appropriate practices to improve the effectiveness and efficiencies of an organization are embedded in the recruitment and retention responsibilities of the Workforce Initiative Team. The team would be responsible for designing and implementing talent and leadership development priorities related to recruitment, retention, succession planning and professional development offerings that lead to a satisfied and actively engaged workforce. An actively engaged workforce has positive instructional impact on student engagement and achievement.

Strategic Plan Goal

Goal 3: Recruit, Retain and Develop High-Quality Staff to address all the strategic goals: Goal 1: Challenge and Engage All Students, Goal 2: Eliminate Achievement Gaps, Goal 4: Provide Optimal Learning Environments and Goal 5: Meet the Needs of the Whole Child

Program Efficacy and Evaluation

Data will be collected and monitored to evaluate recruitment and retention efforts; succession planning; and professional development offerings.

Number Affected

This will impact the entire school division.

Building the FY 2017 Budget

Strategic Talent Management System

\$30,000 / 0.0

This funding provides Human Resources with the capabilities to develop a strategic talent management system that will provide process efficiencies, which includes recruitment, applicant tracking, personnel process management and record-keeping. This will enable HR to move towards an integration of multiple stand-alone systems that require maintenance, fees and extensive trainings.

Rationale/Instructional Impact

The plan to purchase and develop a strategic talent management system will:

- Streamline contract process and FML data to meet State and Federal requirements.
- Enable HR to reduce the number of stand-alone systems that require maintenance, fees and extensive trainings.

Strategic Plan Goal

Goal 3.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. The Human Resources Department is responsible for providing responsive leadership to all levels of the school system in order to further the effective and efficient delivery of quality services to Arlington Public Schools employees, parents and students.

Program Efficacy and Evaluation

Data will be collected and monitored to evaluate the talent management process from applicant recruitment to onboarding of the employee to office efficiencies in customer service feedback.

Number Affected

This will impact new APS staff.

Application Developer

\$0.1 / 1.0

Due to significant student enrollment growth and the added staff required for more students, the demands of supporting the instructional and business practices that serve APS has significantly added to the business and instructional applications footprint in APS. This includes all applications such as STARS (ERP Applications that support Finance, HR and other functions), Synergy@APS (Student Information System) etc. In response to instructional and business needs, the Department of Information Services in collaboration with the various departments and staff in schools has implemented or enhanced a series of new Information Systems (e.g. Data Warehouse etc.) as well as adding functionality in the existing information systems.

Some examples include the new functionality in our ERP system such as Employee Self Service that allow staff to access W2's and enroll in benefits enrollment online and business functions such as iExpenses, iProcurement with integrations to vendors such as School Specialty and Grainger. APS also added a new student information data warehouse to support easy reporting and data drill down capabilities as well as rolled out many new features in our Student Information System.

The increase in the portfolio of services in this area combined with the loss of 15 percent of resources (Human and Financial) since 2011 due to budget constraints has made it an immediate necessity to add a developer position to meet and sustain the growing needs and demands of these systems.

Building the FY 2017 Budget

An added developer position will support the growing needs of the system and help relieve some of the pressures in maintaining and enhancing applications which are core to the daily operations and efficient running of many aspects of our school district.

Rationale/Instructional Impact

- Technology plays an increasingly important role in APS's instructional program. Ensuring that technology functions correctly has become a critical factor in the daily delivery of instruction.
- Feedback from schools indicates that they have an increasing demand for technical support.
- Instructional Technology Coordinators are being required to provide technical support, which limits their ability to provide instructional support.
- State audits suggest more automation of services in the business areas.

Strategic Plan Goals

Goal 1.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.

Goal 3.B. Strengthen professional development and evaluation. 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.

Goal 4.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.

The APS technology plan calls for the automation of business services and systems that present information for making the right instructional and business decisions.

Program Efficacy and Evaluation

The program will be measured by automated processes and business efficiencies introduced to APS.

Number Affected

This will affect all students, staff and schools.

Technicians

\$0.1 / 1.0

APS' technicians provide hardware and software support for schools and central offices. The technicians ensure that technology functions correctly so teachers can leverage technology to enhance student learning. Currently APS has 9.0 technicians to support the division. Due to the expanding use of technology in the classroom, other staff including Instructional Technology Coordinators (ITCs), are often required to perform work that should be performed by a technician. This proposal will increase the number of technicians, permitting the ITCs to provide a greater focus on supporting teacher's effective use of technology in the classroom. This is the first year of a three year proposal to add technicians each year through FY 2020. In FY 2017, 1.0 new position will be added and one existing position will be reassigned. In FY 2018-20, two new positions will be added in each year.

Building the FY 2017 Budget

The State SOQ standards require that we have one technician for every 1,000 students to support technology and devices in schools. This will ensure compliance with the state SOQ standards.

ADOPTED TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$119,770	1.0	\$179,540	2.0	\$309,310	3.0

Rationale/Instructional Impact

- Technology plays an increased role in APS’s instructional program. Ensuring that technology functions correctly has become a critical factor in the daily delivery of instruction.
- Feedback from schools indicates that they have an increasing demand for technical support.
- Instructional Technology Coordinators are being required to provide technical support, which limits their ability to provide instructional support.
- State SOQ standards require APS to increase the number of technicians to 1:1000.

Strategic Plan Goals

Goal 1.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.

Goal 3.B. Strengthen professional development and evaluation. 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.

Goal 4.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.

The APS technology plan calls for increasing the number of technicians.

Program Efficacy and Evaluation

The program will be measured by increasing the percentage of 2847 technical support tickets closed within SLA compliance.

Number Affected

This will affect all students, staff and schools.

Building the FY 2017 Budget

Community Engagement Coordinator

\$0.1/1.0

An integral part of good governance and effective communications is ensuring the community participates, is consulted and informed, and generally feels part of the governance process. Effective community engagement will enable school leaders to receive diverse perspectives and potential solutions to improve the quality of decisions and best serve the needs of our students, families and the community. This position will help to identify, initiate and deepen relationships with the wide range of diverse stakeholders including community, civic, business and nonprofit organizations, particularly those who live and/or work in Arlington County, but whose members do not necessarily have children enrolled in the school division. The coordinator will attend community meetings on behalf of APS to hear community ideas and concerns; create and maintain a database of community organizations; act as a central coordination point to support APS staff in the development and implementation of a broad range of public consultation and community engagement strategies and initiatives; and collaborate with the FACE Coordinator and members of the School and Community Relations Department to ensure sound communications planning and support for the APS engagement activities.

Rationale/Instructional Impact

- An integral part of good governance and effective communications is ensuring the community participates, is consulted and informed, and generally feels part of the governance process.
- Effective community engagement will enable school leaders to receive diverse perspectives and potential solutions to improve the quality of decisions and best serve the needs of our students, families and the community.

Strategic Plan Goal

Goal 5.C. Strengthen parent, student, staff, and community partnerships. This supports the school division's goal to expand and strengthen partnerships with business, county, and community agencies, and to ensure that they are engaged with schools.

Program Efficacy and Evaluation

S&CR will evaluate the outcome of community engagement based on the Community Satisfaction Survey. The Community Engagement Coordinator will also track the increase in the number of residents, business, and community representatives attending meetings, providing feedback, and engaging directly through both face-to-face and online interactions.

Number Affected

This will affect students, staff and schools.

Building the FY 2017 Budget

Website Assistance for Central Departments

\$50,000 / 0.0

This funding will provide hourly funds to support website content for all APS central departments. This effort will help APS departments to strengthen online communications by ensuring that content is timely, accurate, and presented consistently for all departments. Contact information for central staff will be updated regularly to enhance two-way communications. This assistance will also help all departments to contribute links to the central index for content searches, and will ensure that all department content is aligned with the APS style guidance, standards, and templates so that information is easy to search and important content is located easily on all department sites. This supports the school division's goal to increase family and community involvement and engagement by ensuring that school communications are clear, consistent, transparent, and accessible to our online community.

Rationale/Instructional Impact

The proposal to add hourly funds to support central office department website:

- Is recommended to provide support to central departments in coordination with the establishment of school-based Web Liaisons.
- Supports consistency in messaging, branding, and online presentation for school division.
- Expands department-based support for posting web content so that all information about APS policies, operations and administration is more easily accessible online.

Strategic Plan Goal

Goal 5.B. Strengthen family involvement by providing clear, proactive communication and effective outreach with families. This supports the school division's goal to encourage family involvement and engagement with their child's education by ensuring that our communication is clear, consistent, transparent, and accessible to our online community. Webmaster liaisons will ensure that online communications are timely and consistent at all levels of school and district operations.

Program Efficacy and Evaluation

S&CR will evaluate and compensate hourly staff based on the performance of their duties according to specific set of criteria and the identified goals and objectives of each department.

Number Affected

This will affect APS staff, students and families.

Volunteer/Partnership Liaison Stipends

\$50,000 / 0.0

This funding will provide annual stipends for school-based liaisons to coordinate each school's volunteer and partnership programs. Liaisons will be responsible for maintaining all records of school volunteers and partners, providing orientation sessions for the volunteers, coordinating the work with volunteers and the school's instructional staff. The Volunteer/Partnership Liaisons will be responsible for maintaining regular communications with school volunteers, and will coordinate with the APS Communications Coordinator/ Volunteer and Partnerships to promote and place community volunteers and partnerships. This supports the school division's goal to meet the needs of the whole child by providing additional support through a strong and vital volunteer network.

Building the FY 2017 Budget

Rationale/Instructional Impact

The proposal to add webmaster liaisons:

- Was recommended as a result of a successful pilot program for Public Relations Liaisons at all schools, who increased sharing of positive news by more than 500 percent in the first year.
- Supports a consistent approach to onboarding volunteers and partners with appropriate training, monitoring the hours of service, and sharing the good news about their contributions.
- Expands support for recruitment and engagement with APS partners and volunteers.

Strategic Plan Goal

Goal 5.C. Strengthen parent, student, staff, and community partnerships. This supports the school division's goal to expand and strengthen partnerships with business, county, and community agencies, and recruit volunteers to provide support services responsive to the needs of all students. It also helps support the effort to provide thorough training for volunteers and ensure that partners are engaged and remain enthusiastic about their relationships with schools.

Program Efficacy and Evaluation

S&CR will evaluate and compensate liaisons based on the performance of their duties according to specific set of criteria. APS will measure the success of the investment by the increased number of volunteers and partners recruited to support APS, and survey their satisfaction with APS.

Number Affected

This will affect APS staff, students and families.

School Web Liaison Stipends

\$50,000 / 0.0

This funding will provide annual stipends for individual web liaisons at all schools. The school-based liaisons will strengthen online communications by ensuring that content is timely, accurate, and available consistently across the entire APS website platform. School website liaisons will align all content to school division style guidance, standards, and templates so that information is easy to search and important content is located uniformly on all school sites. This supports the school division's goal to increase family involvement and engagement with their child's education by ensuring that school communications are clear, consistent, transparent, and accessible to our online community. School web liaisons will meet quarterly with the APS Webmaster to ensure that online communications are timely and consistent at all levels of school and district operations.

Rationale/Instructional Impact

The proposal to add school web liaisons:

- Was recommended as a result of a successful pilot program for Public Relations Liaisons at all schools, who increased sharing of positive news by more than 500 percent in the first year.
- Supports consistency in messaging, branding, and online presentation for school division.
- Expands school and department-based support to staff for posting web content so that more information about instruction and all related school initiatives are easily accessible online.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 5.B. Strengthen family involvement by providing clear, proactive communication and effective outreach with families. This supports the school division's goal to encourage family involvement and engagement with their child's education by ensuring that our communication is clear, consistent, transparent, and accessible to our online community. Webmaster liaisons will ensure that online communications are timely and consistent at all levels of school and district operations.

Program Efficacy and Evaluation

S&CR will evaluate and compensate liaisons based on the performance of their duties according to specific set of criteria. APS will measure the success of the investment by the average time online for each website visitor, number of pages visited, and the increased visitors to the website each month.

Number Affected

This will affect APS staff, students and families.

Communications Evaluation

\$20,000 / 0.0

The proposed Communications Evaluation will review current communications policies, activities and programs to assess the effectiveness, strengths and weaknesses of the present district communications program. The evaluation will include a review of the range of internal and external communications initiatives (print, web, media, social media, events and engagement, public relations and community events), and will seek feedback from families, staff, residents, community representatives and other key audiences whose support is needed for the success of the district. The review will also examine the resources to support effective communications including the current budget and staffing. The assessment will focus on identifying strengths and weaknesses of the current communications and identifying ways to improve communications. The recommendations will include suggested strategies to refine and strengthen the current program along with the allocation of resources needed to build greater transparency in communications and heightened involvement and support for the work of APS.

Rationale/Instructional Impact

The proposal to conduct a communications evaluation is in support of School Board Policy 45-3 Accountability and Evaluation:

- The Arlington Public Schools employs a comprehensive evaluation and accountability system to:
 - ✦ Spur continuous improvement of outcomes for students, staff, schools, departments, programs, and the school system as a whole,
 - ✦ Ensure the effective use of resources to achieve the system's goals,
 - ✦ Facilitate effective decision-making, and
 - ✦ Hold staff, students, schools, departments, programs, and the school system accountable for their contributions to the achievement of these aims.

Building the FY 2017 Budget

Strategic Plan Goal

Goal 5.B. Strengthen family involvement by providing clear, proactive communication and effective outreach with families. This supports the school division's goal to ensure that our communication is clear, consistent, transparent, and accessible to our stakeholders and the Arlington community.

Program Efficacy and Evaluation

S&CR will evaluate and compensate liaisons based on the performance of their duties according to specific set of criteria. APS will measure the success of the investment by the average time online for each website visitor, number of pages visited, and the increased visitors to the website each month.

Number Affected

Based on the evaluation recommendations, this will affect future school division communications.

Use of One-Time Funds

\$7.7 / 0.0

As part of the strategy used to develop the FY 2017 budget, funds totaling \$7.7 million from the Future Budget years reserve were used to offset one-time expenditures as outlined below.

USE OF ONE-TIME FUNDS	IN MILLIONS
McKinley technology costs for new addition	\$0.25
VRS Group Life Insurance rate increase	\$0.32
Furniture and technology for relocatables	\$0.51
Additional buses and radios (2)	\$0.21
Relocatables	\$2.08
Arlington Tech - new and upgraded labs	\$0.25
Student and Instructional Support - Textbooks, Drew visioning; Synergy 504 component; Second Chance	\$0.69
Safety and Security Needs - Radio antennae in MS; Year 1 of 4 year security plan	\$0.27
Infrastructure and Support Needs - HR software; communications evaluation; website assistance; long-range planning assistance; longitudinal study; internships	\$0.32
Replacement buses and technology	\$1.50
Ongoing costs to close the budget gap	\$1.34
TOTAL USE OF ONE-TIME FUNDS	\$7.74

All Funds Summary

FY 2017 SCHOOL BOARD'S ADOPTED BUDGET SUMMARY

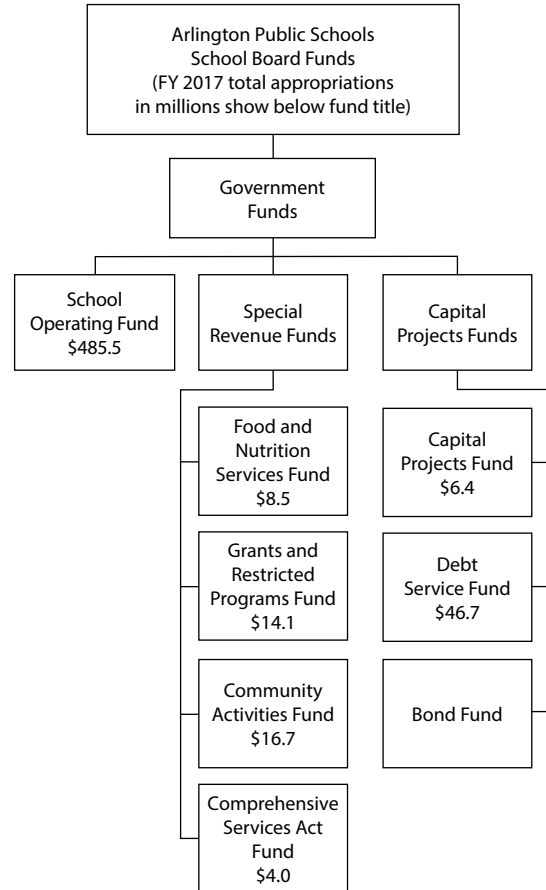
	FY 2016	FY 2017	VARIANCE ADOPTED TO ADOPTED	
	ADOPTED	ADOPTED	AMOUNT	PERCENT
REVENUE				
<i>County Funds</i>				
County Transfer	\$451,637,045	\$464,510,834	\$12,873,789	2.9%
Sub Total	\$451,637,045	\$464,510,834	\$12,873,789	2.9%
<i>Other Revenue</i>				
Budget Savings	\$10,679,001	\$16,689,537	\$6,010,536	56.3%
State - Sales Tax	\$22,550,106	\$24,864,250	\$2,314,144	10.3%
State - Other	\$41,972,345	\$43,838,233	\$1,865,888	4.4%
Federal	\$12,305,885	\$12,796,679	\$490,794	4.0%
Other Revenue	\$18,277,605	\$19,242,326	\$964,721	5.3%
Sub Total	\$105,784,942	\$117,431,025	\$11,646,083	11.0%
TOTAL REVENUE	\$557,421,987	\$581,941,859	\$24,519,872	4.4%
EXPENDITURES				
School Operating Fund	\$464,071,868	\$485,509,287	\$21,437,419	4.6%
Community Activities	\$16,222,406	\$16,698,907	\$476,501	2.9%
Food & Nutrition Services Fund	\$8,019,364	\$8,461,430	\$442,066	5.5%
Capital Projects	\$5,617,929	\$6,438,495	\$820,566	14.6%
Comprehensive Services	\$4,500,000	\$4,000,000	(\$500,000)	(11.1%)
Grants & Restricted Programs	\$13,550,971	\$14,088,496	\$537,525	4.0%
Debt Service	\$45,439,449	\$46,745,244	\$1,305,795	2.9%
TOTAL EXPENDITURES	\$557,421,987	\$581,941,859	\$24,519,872	4.4%
RESERVE FUND (NOTE 1)	\$19,771,463	\$55,515,230		

Note 1: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2017, it includes the following Reserves: Undesignated (\$2.0M), Health Care (\$1.0M), Separation Pay (\$2.0M), Compensation (\$4.2M), Future Budget Years (\$24.0M), Future Debt Service (\$4.6M), VRS (\$4.6M), and Capital (\$13.0M).

All Funds 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; the eighth fund is the Bond Fund in which bond proceeds from bonds approved 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.



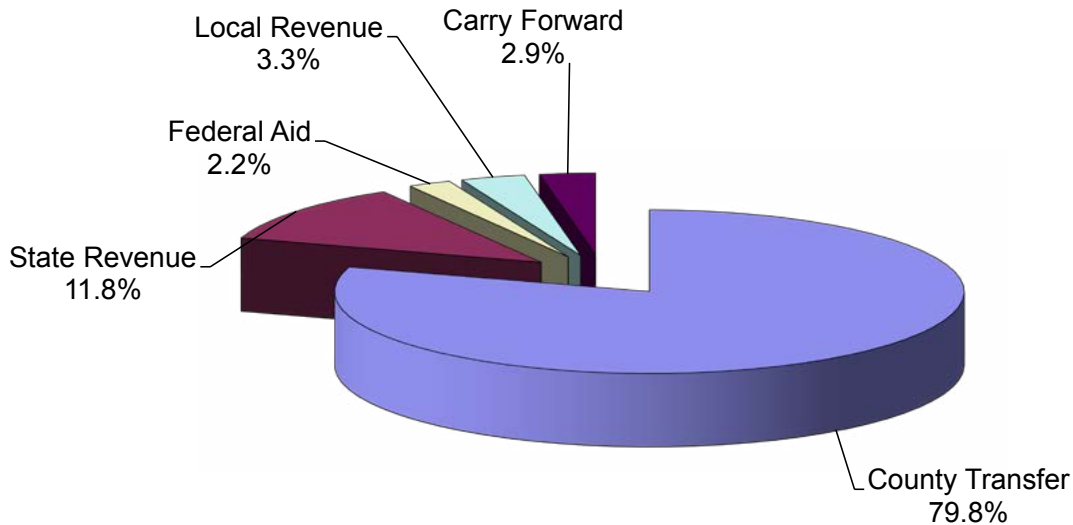
ALL FUNDS SUMMARY

IN MILLIONS	FY 2015	FY 2016	FY 2017	COMPARISON	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
School Operating Fund	\$434.8	\$464.1	\$485.5	\$21.4	4.6%
Community Activities Fund	\$15.2	\$16.2	\$16.7	\$0.5	2.9%
Food and Nutrition Services Fund	\$8.5	\$8.0	\$8.5	\$0.4	5.5%
Capital Projects Fund	\$25.9	\$5.6	\$6.4	\$0.8	14.6%
Comprehensive Services Act Fund	\$3.6	\$4.5	\$4.0	(\$0.5)	(-11.1%)
Grants and Restricted Programs Fund	\$14.2	\$13.6	\$14.1	\$0.5	4.0%
Debt Service Fund	\$44.1	\$45.4	\$46.7	\$1.3	2.9%
TOTAL ALL FUNDS	\$546.2	\$557.4	\$581.9	\$24.5	4.4%

Note: May not total due to rounding.

All Funds Summary

FY 2017 ADOPTED BUDGET BY FUND



School Operating Fund

The School Operating Fund receives most of its support (83.6%) from the County Transfer. The remainder of the revenue comes from State Aid (7.8%), State Sales Tax (5.2%), local fees and charges (0.6%), and budget savings (2.9%).

Community Activities Fund

The Community Activities Fund receives less than half of its support from the County Transfer (37.9%). 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 62.1% 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 (51.5%) and State (1.0%) funds as well as receipts from the sale of lunches and breakfasts and other programs (47.4%).

Capital Projects Fund

In FY 2017, the Capital Projects Fund will primarily be supported by County Transfer (65.7%). Budget Savings will provide an additional 32.2% with state aid providing 2.0%.

Comprehensive Services Act Fund

The Comprehensive Services Act Fund is supported by County Transfer (53.0%) and State CSA funds (47.0%).

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 primarily by the County Transfer (98.6%). In FY 2017, reserves set aside to offset increases in debt service will provide 1.4% of funding.

All Funds Summary

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 2.9% from the FY 2016 Adopted Budget to the School Board's FY 2017 Adopted Budget.

COUNTY TRANSFER ALLOCATION SUMMARY

IN MILLIONS FUND	FY 2015	FY 2016	FY 2017	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
County Transfer					
School Operating Fund	\$386,901,359	\$393,287,621	\$405,733,301	\$12,445,680	3.2%
Community Act Fund	\$5,299,491	\$6,266,646	\$6,330,369	\$63,723	1.0%
Capital Projects Fund	\$13,874,782	\$4,358,329	\$4,231,910	(\$126,419)	(-2.9%)
CSA Fund	\$1,909,165	\$2,385,000	\$2,120,000	(\$265,000)	(-11.1%)
Debt Service Fund	\$265,000	\$45,339,449	\$46,095,244	\$755,795	1.7%
TOTAL COUNTY TRANSFER	\$408,249,797	\$451,637,045	\$464,510,824	\$12,873,779	2.9%

All Funds Summary

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 Human Resources department.

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.

Debt Service

Funding to pay principal and interest payments on outstanding bond issuances. Bond funding is used for major capital construction projects.

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.

Equipment

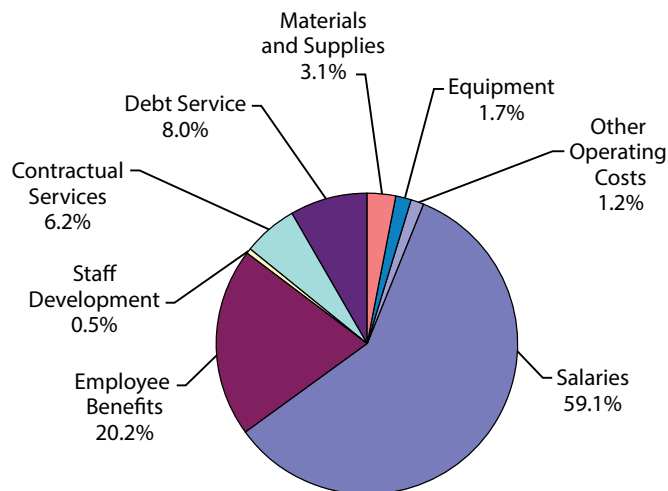
All non-consumable items such as furniture, new equipment, replacement equipment or additional equipment.

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.

Other Operating Costs

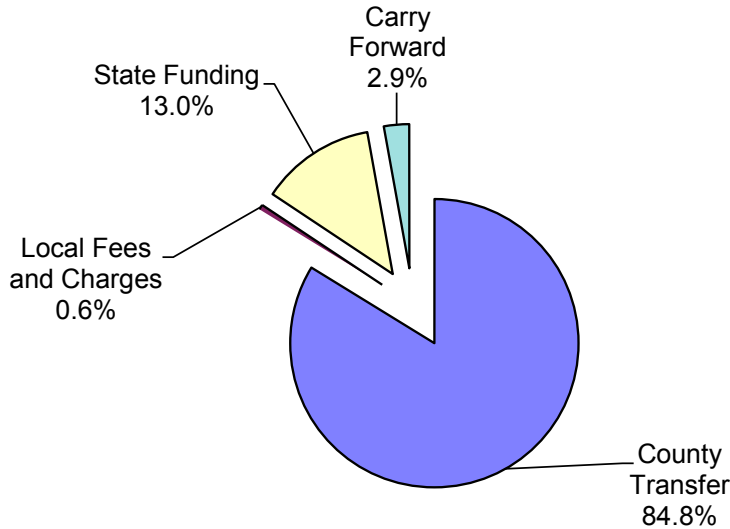
This includes local travel, program costs, special events, printing and duplicating and any other costs that did not specifically fall into any other categories.



CATEGORY	AMOUNT
Salaries	\$343,730,833
Employee Benefits	\$117,437,908
Staff Development	\$2,641,384
Contractual Services	\$36,215,482
Debt Service	\$46,745,244
Materials and Supplies	\$18,149,852
Equipment	\$9,803,592
Other Operating Costs	\$7,217,565
TOTAL	\$581,941,859

All Funds Summary

SCHOOL OPERATING FUND SUMMARY



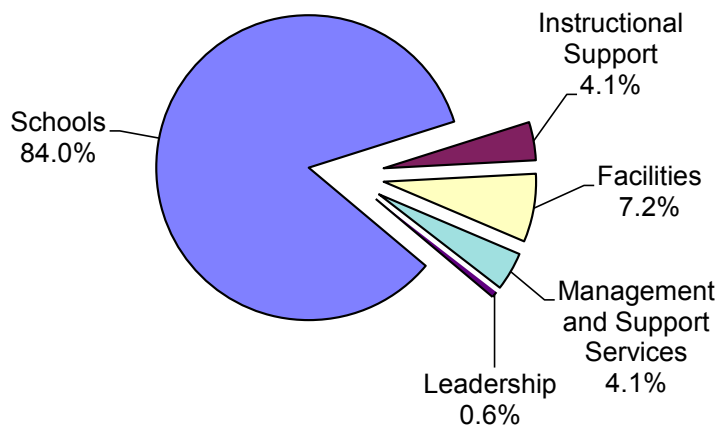
Where Does the Money Come From?

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 2016, which will be carried forward for use in FY 2017.



Where Does the Money Go?

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 Special Education, and Administrative Services.

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

Facilities includes the Department of Facilities and Operations.

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

Cost Per Pupil

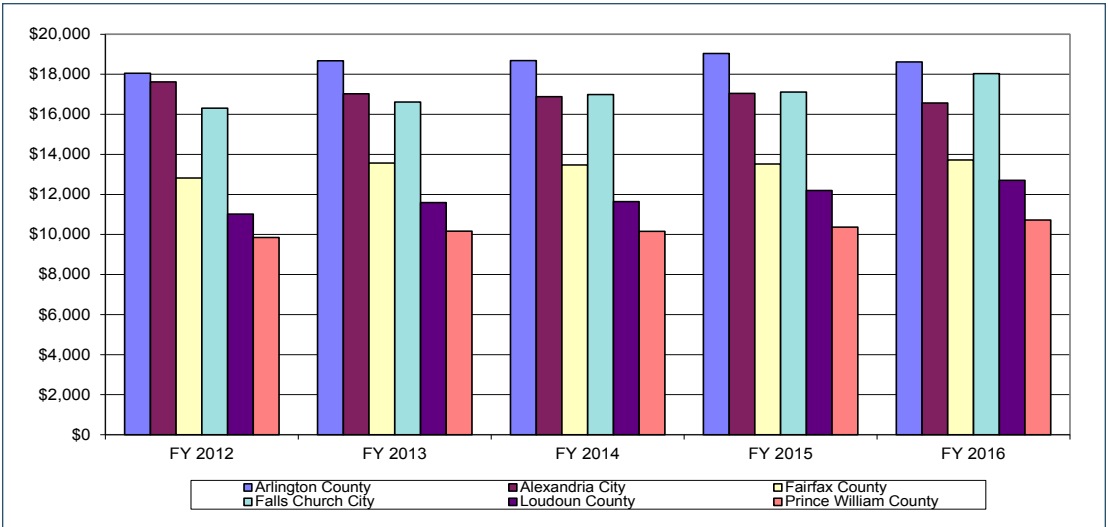
Cost per pupil information provides a measure of resource allocation based on student population. It is a useful tool for analyzing our expenditures over time and for comparing our expenditures to those of other school systems.

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 PreK 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 2013 through FY 2017 budgets.

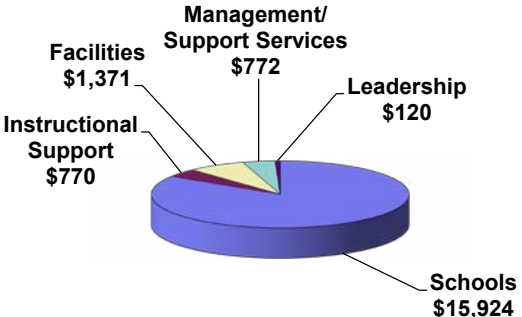
APS COST PER PUPIL FY 2013 – FY 2017 (WABE METHOD)

FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
ADOPTED	ADOPTED	ADOPTED	ADOPTED	ADOPTED
\$18,675	\$18,678	\$19,040	\$18,616	\$18,957

WABE COST PER PUPIL COMPARISON



FY 2017 COST PER PUPIL BY CATEGORY



- **Facilities** includes the Department of Facilities and Operations.
- **Instructional Support** refers to the Department of Instruction, Student Services and Special Education, and Administrative Services.
- **Leadership** includes the School Board Office, the Superintendent's Office and the Assistant Superintendent positions.
- **Management/Support Services** includes Finance and Management Services, Human Resources, Information Services, and School and Community Relations.
- **Schools** includes all school-based funding, including funds budgeted in central accounts and in Grants and Restricted Programs but expended at the schools.

Budget Forecast

	FY 2017 SCHOOL BOARD'S ADOPTED		FY 2018 PROJECTED	FY 2019 PROJECTED	FY 2020 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
REVENUE					
Prior Year Budget - All Funds	\$557,421,987		\$581,941,859	\$587,348,085	\$600,979,771
Increase in County Revenue	\$12,873,789		\$8,361,195	\$11,916,375	\$12,556,020
Increase/(Decrease) in Local Revenue	\$964,721		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$4,180,032		\$3,868,318	\$1,227,061	\$1,370,207
Increase/(Decrease) in Federal Revenue	\$490,794		\$200,000	\$200,000	\$200,000
TOTAL REVENUE	\$575,931,323		\$594,671,372	\$600,991,521	\$615,405,998
VRS Reserve Used in Prior Year Budget	\$0		(\$1,000,000)	(\$2,300,000)	(\$1,500,000)
Debt Service Reserve Used in Prior Year Budget	(\$100,000)		(\$650,000)	(\$1,300,000)	(\$2,900,000)
Future Budget Years Reserve Used in Prior Year Budget	(\$7,079,001)		(\$7,739,537)	(\$2,266,250)	(\$1,454,500)
Compensation Reserve Used in Prior Year Budget	\$0		(\$3,800,000)	\$0	\$0
Future Budget Years Reserve Used in Current Year Budget	\$7,739,537		\$2,266,250	\$1,454,500	\$5,574,500
Compensation Reserve Used in Current Year Budget	\$3,800,000		\$0	\$0	\$0
VRS Reserve Used in Current Year Budget	\$1,000,000		\$2,300,000	\$1,500,000	\$837,239
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$650,000		\$1,300,000	\$2,900,000	\$410,000
TOTAL FUNDS AVAILABLE	\$581,941,859		\$587,348,085	\$600,979,771	\$616,373,237
EXPENDITURES					
Prior Year Budget - All Funds	\$557,421,987	4371.72	\$581,941,859	\$603,067,363	\$624,943,458
Salaries and Benefits Baseline Adjustments	(\$5,211,300)		\$4,000,000	\$2,500,000	\$2,500,000
Baseline Savings	(\$7,956,216)	(17.30)	(\$2,994,400)	(\$1,700,000)	(\$1,200,000)
Contractual Obligations	\$1,027,997		\$3,135,544	\$6,368,565	\$2,325,290
Additional Funds for Baseline Services	\$3,900,858	18.53	\$412,700	\$412,700	\$412,700
Additional Costs for New Capacity	\$445,252	1.00	\$67,700	(\$275,000)	\$8,528,000
Projected Expenditures		4373.95	\$586,563,403	\$610,373,628	\$637,509,448
NEW INVESTMENTS					
Enrollment Growth	\$10,949,971	93.10	\$11,900,000	\$10,000,000	\$11,400,000
Compensation	\$10,164,760		\$0	\$0	\$0
Arlington Tech	\$750,950	4.30	\$921,210	\$827,630	\$528,250
Student and Instructional Support	\$4,983,129	35.50	\$4,336,280	\$3,792,200	\$3,300,000
Safety and Security Needs	\$449,200	2.00	\$50,000	(\$50,000)	(\$15,000)
Professional Development	\$230,000		(\$100,000)	\$0	\$0
Infrastructure and Support Needs	\$3,285,271	36.00	\$896,470	\$0	\$0
ONE-TIME FUNDS	\$1,500,000		(\$1,500,000)	\$0	\$0
TOTAL EXPENDITURES	\$581,941,859	4544.85	\$603,067,363	\$624,943,458	\$652,722,698
Surplus/(Shortfall)	\$0		(\$15,719,278)	(\$23,963,687)	(\$36,349,461)
POSSIBLE COMPENSATION ADJUSTMENTS					
Step increase			\$8,000,000	\$8,400,000	\$8,800,000
1% Compensation adjustment			\$3,950,000	\$4,100,000	\$4,250,000

Note 1: Debt Service Reserve used in FY 2020 budget would have been \$885,000 (half of the projected FY 2020 debt service increase) but only \$410,000 is projected to remain in the Debt Service Reserve for FY 2020 if no additional funding is provided.

Budget Forecast

A summary of the budget forecasts for FY 2018 through FY 2020 is shown on the previous page and is based on the School Board's Adopted budget for FY 2017. Given the revenue and expenditure assumptions included in the forecast, it is clear APS will face 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 as a whole 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 2,560 additional students projected to enroll in APS in FY 2018 through FY 2020. 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 forecasts and the revenue and expenditure assumptions used can be found in the Informational section.





ORGANIZATIONAL

Administration

Mission, Vision, and Core Values

Organization Chart

Arlington Public Schools Overview

Strategic Planning

APS 3-5 Year Action Plan

Budget Development Process

Budget Development Calendar

Financial Controls and Policies

Administration

SCHOOL BOARD MEMBERS

EMMA VIOLAND-SANCHEZ

Chair

NANCY VAN DOREN

Vice Chair

REID GOLDSTEIN

Member

BARBARA KANNINEN

Member

JAMES LANDER

Member

EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

Superintendent

CONSTANCE SKELTON

Assistant Superintendent for Instruction

DR. BRENDA L. WILKS

Assistant Superintendent for Student Services and Special Education

DR. KRISTI MURPHY

Assistant Superintendent for Human Resources

DEIRDRA MCLAUGHLIN

Assistant Superintendent for Finance and Management Services

JOHN CHADWICK

Assistant Superintendent for Facilities and Operations

RAJESH ADUSUMILLI

Assistant Superintendent for Information Services

CINTIA JOHNSON

Assistant Superintendent for Administrative Services

LINDA ERDOS

Assistant Superintendent for School and Community Relations

JULIA BURGOS

Chief of Staff

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.

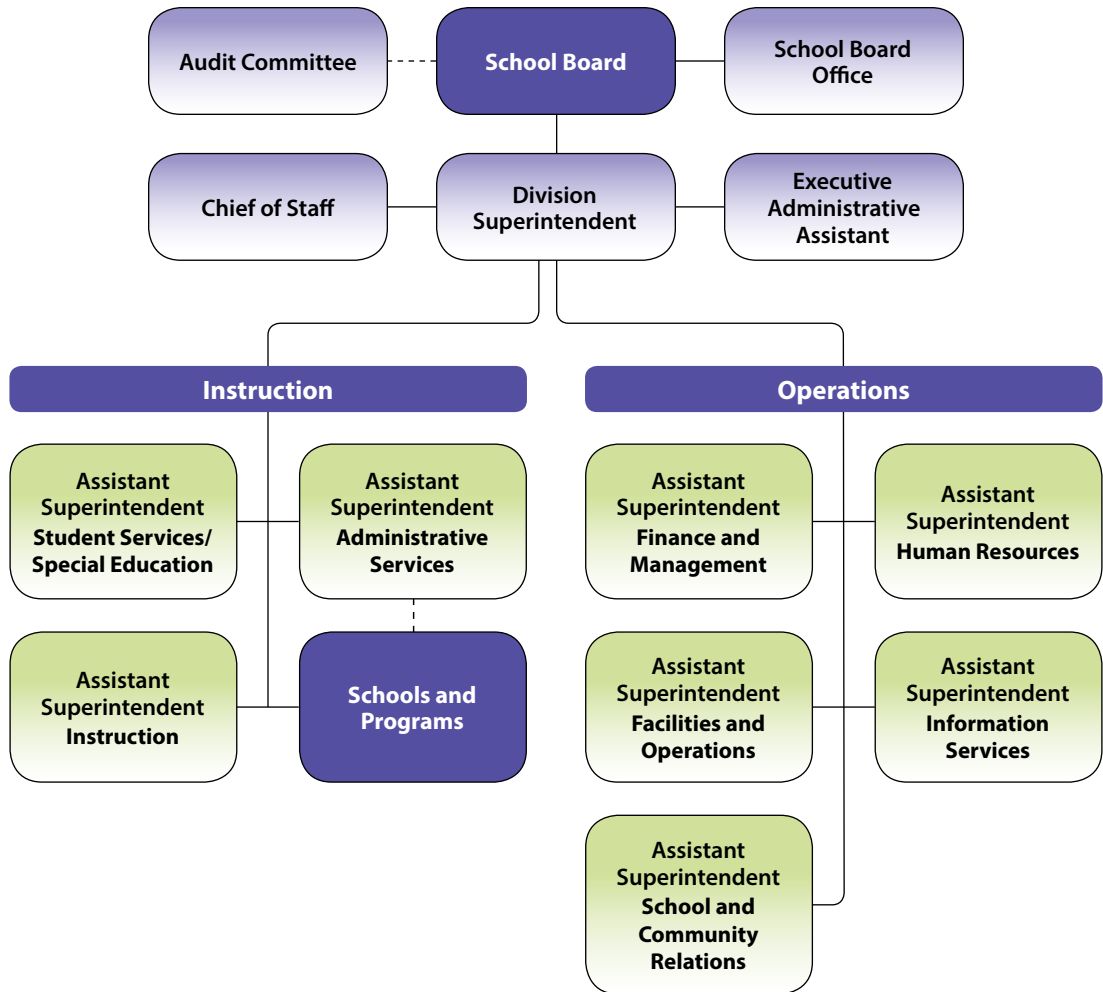
Accountability

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.

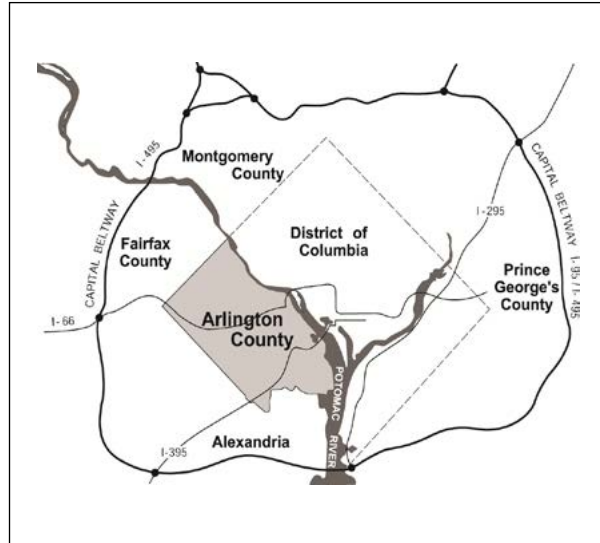
Organization Chart



Arlington Public Schools Overview

STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 25,238 PreK-12 students come from around the world and speak more than 99 languages. We operate more than 30 schools and programs, including 23 elementary schools, 5 middle schools, and 4 comprehensive high schools, 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 and ACT; 78 percent of 2015 Arlington high school seniors took one or both of these tests. The Arlington average for combined verbal and math SAT scores in 2014-2015 was 1680. The average for the Commonwealth of Virginia was 1533 and the national average was 1490.

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-three elementary schools, five middle schools, four high schools, a secondary alternative school, a technical education and career center, two high school continuation programs and programs for special education students. The Syphax Education Center, the Thurgood Marshall building, and the main Arlington Education 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 6,827 students or 37 percent and is projected to increase 1,176 students or 4.7 percent in FY 2017. From FY 2016 to FY 2022, enrollment is projected to increase 20.1 percent or 5,069 students.

Arlington Public Schools Overview

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.

ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2017 revenues reflect ongoing modest growth in the Northern Virginia economy. Arlington's proximity to the nation's capital, balanced economy, smart growth planning, and highly-educated workforce help produce Arlington's slightly positive revenues. Northern Virginia's and Arlington's strong employment and solid real estate market are the foundation for steady incremental growth in the County's major revenue streams.

In the aggregate, Arlington's calendar year (CY) 2016 real estate assessments are up 2.8 percent over CY 2015 levels, reflecting strength in the residential and commercial properties, particularly new construction.

Excluding apartments, CY 2016 commercial assessments were up slightly (1.1 percent) compared to CY 2015, due in part to stabilizing office vacancy rates. Apartment assessments grew 4.8 percent with 2.7 percent of that growth attributable to new construction. The residential property assessment base increased 3.0 percent in the aggregate. Detached home and townhome assessments gained 3.3 percent while condominiums saw slightly less growth (2.4 percent). The average single family home value in Arlington continued to increase – gaining 2.8 percent in 2016 – increasing from \$587,100 in CY 2015 to \$603,500 in CY 2016.

Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to increase slightly – 2.4 percent in the aggregate. Local fees, interest and fines are anticipated to remain relatively level in the aggregate. Charges for services are expected to increase 6.2 percent; this is primarily due to the increase to ambulance fees. Revenue from the Commonwealth grows by 0.8 percent in FY 2017, driven primarily by Compensation Board funding and additional human services grants. Funds from the federal government are decreasing 4.7 percent primarily due to the expiration of several federal grants.

For the FY 2017 adopted budget, General Fund tax revenues are forecast to increase by 2.7 percent. This gain is driven by overall real estate assessment increases of 2.8 percent.

Arlington Public Schools Overview

Other taxes combined are forecast to increase 2.4 percent in FY 2017. Personal property tax (including business tangible tax) is expected to increase 1.7 percent overall. This tax stream is increasing in the business tangibles segment (up 2.8 percent) based on recent actual receipts. Vehicle personal property receipts are increasing 1.2 percent in FY 2017. Sales tax is down slightly (1.0 percent) and meals tax is up slightly (3.8 percent) reflecting recent actuals in FY 2016 while transient occupancy tax is up 9.6 percent reflecting higher daily rates and occupancy rates. Business, Professional and Occupational License Tax is projected to increase 0.9 percent.

FY 2017 revenue from the Commonwealth grows by 0.8 percent while federal government revenues decrease 4.7 percent. The increase in Commonwealth revenue can be attributed to higher highway and law enforcement aid, as well as increased Compensation Board revenue. The decrease in federal funds reflects the expiration of the Department of Human Services Substance Abuse and Mental Health Services Administration (SAMHSA) grant at the end of the first quarter of FY 2017 as well as the expiration of the HUD Adopt-a-Family grant, which was transferred directly to the program operator.

The County Board reduced the base real estate tax rate by half-cent from \$0.983 to \$0.978 per \$100 of assessed value. The FY 2017 adopted budget reflects a CY 2016 real estate rate of \$0.991 per \$100 of assessed value, which includes the reduced base rate of \$0.978 and the countywide 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, the average homeowner will pay \$133 more in real estate taxes in CY 2016 than in CY 2015, an increase of 2.3 percent.

Arlington continues to economically surpass 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 continue on a positive trajectory, which help balance the commercial real estate sector's slower growth. Arlington is poised to begin FY 2017 with steady revenue streams, an overall positive 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 April 2016, the three primary rating agencies all reaffirmed the highest credit rating attainable for jurisdictions. Ratings issued by Fitch, Inc. (AAA), Moody's Investors Services (Aaa), and Standard & Poor's (AAA) validate that Arlington's financial position is outstanding, and it reflects the strong debt position, stable tax base, and sound financial position.

Strategic Planning

Every six years, Arlington Public Schools, under the guidance of the School Board, develops a new strategic plan with staff and community involvement that represents Arlington’s vision for education and plans for monitoring progress on goals as well as focus areas for school system improvement. On September 22, 2011 the APS School Board adopted a new strategic plan for the 2011-12 through 2016-17 school years. This plan focuses on five important goal areas:

- Goal 1: Challenge and Engage All Students
- 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

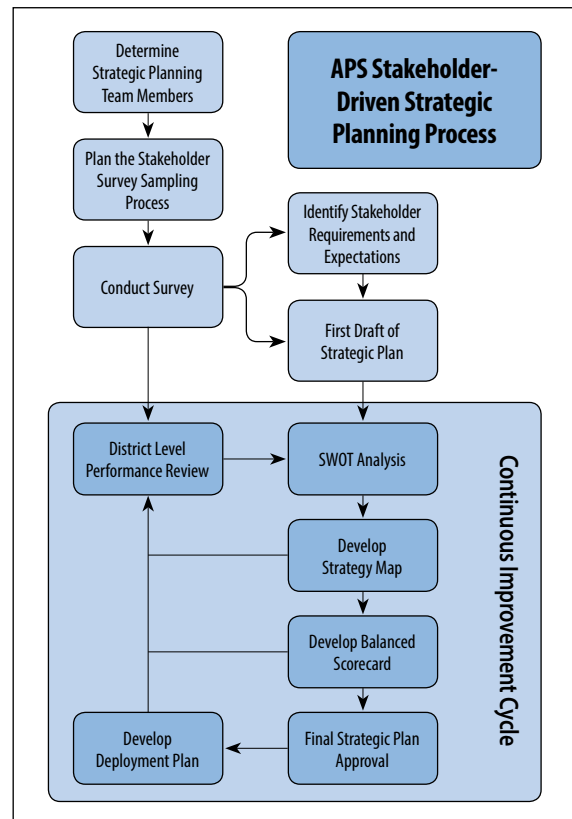
Under each of these goal areas, APS has established strategies, desired outcomes and data sources to facilitate implementation and monitoring of the strategic plan. From the data sources, specific key performance indicators (KPIs) were developed to monitor progress. Data on these KPIs can be found in the division scorecard within the annual Strategic Plan reports and on the APS Dashboard, a new web-based tool that allows staff and the public to view graphic data displays and drill down for more details. The APS Dashboard can be accessed directly from the indicators in the Strategic Plan scorecard or from the APS website at www.apsva.us/information-services/aps-dashboard.

The final strategic plan document (www.apsva.us/strategic-plan-overview) includes several supporting sections:

- An introduction that sets the context for the plan, the rationale for these five goal areas and the importance of data-informed decision-making;
- A division scorecard that lays out the key performance indicators, baseline data, and six-year targets;
- A glossary that defines key terms to make them accessible to the public; and
- An appendix describing the process followed in developed in this plan.

Over the course of the plan, staff will continue to work on the development of new measures which include the addition or revision of survey items on the current Site-Based and Community Satisfaction surveys, the development of additional surveys to target specific processes, and implementation plans for new assessments

(e.g., common formative benchmark assessment, international benchmark assessments). Each fall, the School Board will receive a series of reports on the status of the indicators under the strategic plan.



Strategic Planning

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
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.	<ul style="list-style-type: none"> • Students master the foundational skills of reading, writing, and mathematics. 	<ul style="list-style-type: none"> • Phonological Awareness Literacy Screening (PALS) • SOLs (reading, writing, and mathematics) • ACCESS for ELLs
	<ul style="list-style-type: none"> • Students graduate on time and attain the highest level possible diploma. 	<ul style="list-style-type: none"> • On-time graduation rates • Diploma types earned
	<ul style="list-style-type: none"> • 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 • Stanford10 in grades 4 and 6
	<ul style="list-style-type: none"> • Students master advanced communication skills of reading for understanding, writing, speaking, and active listening (English). 	<ul style="list-style-type: none"> • Performance in AP, IB and dual enrollment courses
	<ul style="list-style-type: none"> • Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening. 	<ul style="list-style-type: none"> • 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)
	<ul style="list-style-type: none"> • Students appreciate the arts through participation in APS-sponsored arts opportunities. 	<ul style="list-style-type: none"> • Student and parent Site-Based and Community Satisfaction Surveys
	<ul style="list-style-type: none"> • Students become physically fit through participation in school-sponsored physical fitness activities. 	<ul style="list-style-type: none"> • Student participation in High School and Middle School sports and intramural sports • Student and parent Site-Based and Community Satisfaction Surveys

Strategic Planning

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 successfully complete "higher level" courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification, and dual-enrolled courses). 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Students succeed in alternative programs who may not have otherwise achieved success. 	<ul style="list-style-type: none"> Graduation rates and diploma types for students in alternative programs
	<ul style="list-style-type: none"> Schools increase student participation in the SATs and student performance on the PSATs and SATs. 	<ul style="list-style-type: none"> SAT participation rates Mean SAT and PSAT critical reading, mathematics, and writing scores
<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. 	<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) (Implementation and sampling plan to be determined)
	<ul style="list-style-type: none"> Students use technology effectively. 	<ul style="list-style-type: none"> Performance on technology-enhanced SOL test items (implementation to be determined) CTE industry certifications
	<ul style="list-style-type: none"> Students participate in internships. 	<ul style="list-style-type: none"> Internship participation
	<ul style="list-style-type: none"> Students participate in outdoor and/or indoor experiential learning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Assets, Site-Based and Community Satisfaction Surveys
	<ul style="list-style-type: none"> Students demonstrate ethical behavior. 	
	<ul style="list-style-type: none"> Students understand and work with people from different cultural and language backgrounds. 	
	<ul style="list-style-type: none"> Students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts. 	

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; and
- 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. Provide equitable educational opportunities 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. 	<ul style="list-style-type: none"> • Enrollment in PreK • Student mastery by grade level, subject area, and identified groups on: <ul style="list-style-type: none"> o Common benchmark formative assessments o SOL tests
<p>B. Provide effective and dynamic classroom instruction. 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 are provided appropriate program/service options to support their learning. 	<ul style="list-style-type: none"> • 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)
	<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

Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>C. Provide necessary and appropriate support for all students and all identified groups. 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. Provide a culturally-competent classroom, school, and community environment. 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
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.	<ul style="list-style-type: none"> • APS hires highly qualified new employees. 	<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)
	<ul style="list-style-type: none"> • 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 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
	<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 (to be developed)
B. Strengthen professional development and evaluation. 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.	<ul style="list-style-type: none"> • APS provides professional development that supports both student needs and ongoing individual or group improvement goals. 	<ul style="list-style-type: none"> • Compliance review of professional development plans and activities • Survey of professional development participants (to be developed) • Additional data sources that reflect impact of professional development (to be developed)

Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. Strengthen professional development and evaluation. 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"> • 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 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)
<p>C. Strengthen professional learning communities. 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 (to be developed)

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. Align resources to achieve student learning expectations. 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. 	<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
<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"> • 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"> • 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
<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"> • 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)

Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<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. Increase developmental assets in students. 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. 	<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 (to be developed)
	<ul style="list-style-type: none"> • 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"> • 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 • Student Site-Based and Community Satisfaction Surveys, and Youth Risk Behavior Survey
	<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. 	<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 (to be developed)

Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>B. Strengthen family involvement. 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 (to be developed) • School and Community Relations survey (to be developed) • Parent Site-Based and Community Satisfaction Surveys (include items aligned with national PTA family involvement standards) • Parent Site-Based and Community Satisfaction Surveys
<p>C. Strengthen parent, student, staff, and community partnerships. 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 (to be developed)
<p>D. Promote, support, and expect strong relationships with students and parents, 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

APS 3-5 Year Action Plan

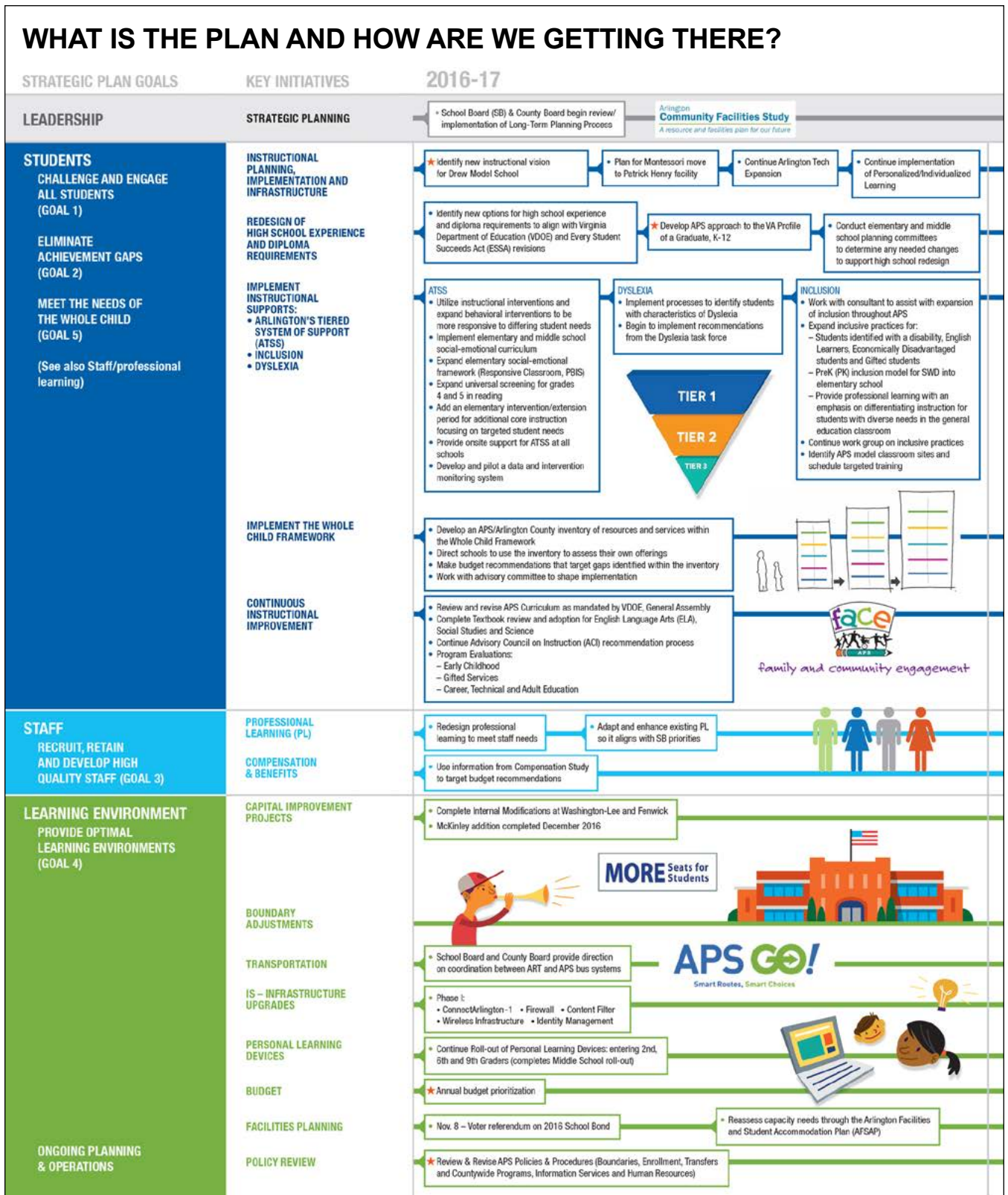


APS is working tirelessly, both inside the classroom and behind the scenes, to create the best learning experiences for our students. Shaping the future for our children—now more than ever—requires a continuous, collaborative and coordinated effort from across our community. As we continue to be faced with strong enrollment growth, shifting demographics, and evolving state education requirements, the complex and overlapping nature of our development initiatives keeps expanding. This Action Plan charts the key initiatives and activities planned for APS, and is intended to provide all of us with a clear picture of how our family, staff and community can play an important role.

For information about any of these plans, please go to www.apsva.us/plans

APS 3-5 Year Action Plan

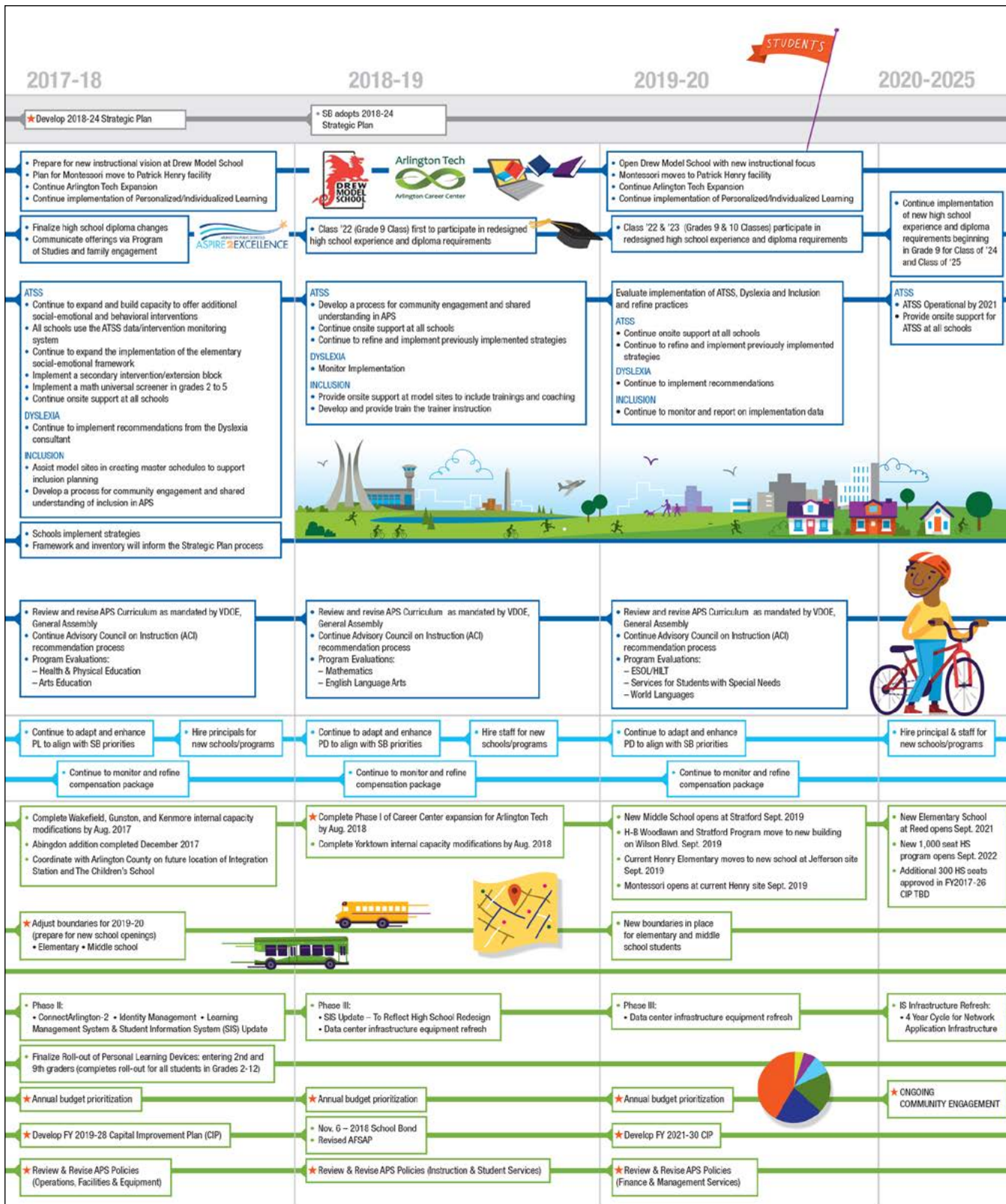
WHAT IS THE PLAN AND HOW ARE WE GETTING THERE?



The chart indicates community engagement processes that are expected to be conducted as of Sept. 2016. However, APS expects that additional issues will evolve and arise and community engagement processes will be added for those topics as needed to formulate plans as we move forward.

Organizational

APS 3-5 Year Action Plan



Organizational

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 Executive Leadership Team. 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 Executive Leadership Team 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 October, nine 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 November or December, 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 as a matter of School Board policy. However, because of the economic situation faced by the County over the past several years, the School Board changed its policy so that decisions are made on a case-by-case basis whether or not to include salary (step) increases in the baseline budget estimates. The increases are partially 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 allocation. The School Board makes decisions regarding the use of this “one-time” revenue and the County appropriates the funds as requested. In October, County 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. Generally, 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 middle of January. 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. Generally, 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/ Executive Leadership Team review of the budget.

Throughout the fall and early winter, meetings are held with both staff and community members to inform them of the current budget situation and to solicit suggestions on how to address budget challenges, specifically suggestions on efficiencies and reductions the school division could undertake. A list of strategies and initiatives for budget savings is generated from these meetings and posted on line. In addition, periodic budget updates are posted on the APS web site. Surveys may be conducted to elicit suggestions or obtain feedback on specific options.

The baseline budget and supporting analytical materials are reviewed by the Superintendent and Executive Leadership Team 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 Proposed Budget is prepared by Budget staff in January and presented to the School Board and the public at a School Board meeting in late February.

Budget Development Process

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 ten-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 ten-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



Organizational

Budget Development Calendar

BUDGET DEVELOPMENT CALENDAR	
JULY 2015	
1	Consent Item - Budget Development Calendar - FY 2017 Budget and FY 2017 - FY 2026 CIP
AUGUST 2015	
12	School Board/Executive Leadership Team Retreat
20	MC/MM request package sent to Principals and Program Managers
SEPTEMBER 2015	
19	Completed MC/MM request forms submitted to Facilities
OCTOBER 2015	
6	Executive Leadership Team Planning Meeting
9	September 30 enrollment data sent to Facilities
15	Joint School Board/County Board Work Session
NOVEMBER 2015	
2	School Board CIP Work Session
3	Budget Suggestion Box Opened
10	Executive Leadership Team Budget Review
10	Joint School Board/County Board Budget Work Session
10	Joint School Board/County Board CIP Work Session
17	Executive Leadership Team Budget Review
19	Key Stakeholders Meeting
24	Executive Leadership Team reviews fall enrollment and staffing
30	Fall enrollment and staffing sent to Principals
DECEMBER 2015	
1	Community Budget Forum
1	Executive Leadership Team Budget Review
1	Sounding Board Meeting
2	Sounding Board Meeting
3	Board Information Item - FY 2017 Budget Guidance
7	Joint Schools/County Community Forum on Budget
8	Board Information Item - FY 2015 Final Fiscal Status Report
8	Executive Leadership Team Budget Review
8	Sounding Board Meeting
9	Executive Leadership Team Budget Review
10	Executive Leadership Team Budget Review
10	Key Stakeholders Meeting
14	FY 2017 proposed budget update with Administrative Council
14	Special Education enrollment projections due to Finance
15	Community Budget Forum (Spanish)
15	Executive Leadership Team Budget Review
16	Community Budget Forum
17	Board Action Item - FY 2017 Budget Guidance
18	Budget Suggestion Box Closed

Budget Development Calendar

BUDGET DEVELOPMENT CALENDAR	
JANUARY 2016	
5	School Board FY 2017 - FY 2026 CIP Work Session
7	Board Information Item - FY 2017 - FY 2026 CIP Framework
8	Special Education staffing costs due to Finance
12	Executive Leadership Team Budget Review
15	Revised FY 2017 revenue estimate from County
21	Board Action Item - School Board FY 2017 - FY 2026 CIP Framework
FEBRUARY 2016	
3	Community CIP Forum
3	January 29 enrollment data sent to Facilities
4	Board Action Item - FY 2015 Final Fiscal Status Report
10	Spring enrollment projections sent to Principals
12	Spring enrollment projections due to Finance
17	Community CIP Forum
24	Community CIP Forum
25	Board Presentation - Superintendent's Proposed FY 2017 Budget
25	School Board Budget Work Session #1 following Board meeting
MARCH 2016	
1	School Board presentation of APS budget to Civic Federation
2	School Board Budget Work Session #2 - Employee Concerns
8	Executive Leadership Team reviews enrollment and staffing
8	School Board Budget Work Session #3
11	Spring enrollment and staffing sent to Principals
15	Meeting with Chairs of Budget Advisory Council, Facilities Advisory Council, Advisory Council on Instruction/School Board Budget Work Session #4
17	Public Hearing on Superintendent's Proposed Budget
29	Public Hearing on County Budget
31	Public Hearing on County Tax Rate
APRIL 2016	
7	Board Action Item - School Board's Proposed FY 2017 Budget
8	School Board presentation of APS budget to County Board
12	School Board Budget Work Session #5
16	County Board adoption of FY 2017 County Budget
21	Public Hearing on School Board's Proposed Budget
MAY 2016	
5	Board Action Item - School Board's Adopted FY 2017 Budget
5	Board Information Item - Superintendent's Proposed FY 2017 - FY 2026 CIP
10	FY 2017 - FY 2026 CIP Work Session #1
17	FY 2017 - FY 2026 CIP Work Session #2
24	FY 2017 - FY 2026 CIP Work Session #3
JUNE 2016	
2	Board Information Item - School Board's Adopted FY 2017 - FY 2026 CIP
7	FY 2017 - FY 2026 CIP Work Session #4
16	Board Action Item - School Board's Adopted FY 2017 - FY 2026 CIP
TBD	County Board adoption of FY 2017 - FY 2026 CIP

Financial Controls and Policies

The Finance Department is responsible 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 Arlington School Board budgets for its financial activity in eight different funds, all of which are governmental funds. 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 PreK 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. This fund is supported by County Transfer and reserve funds set aside by the School Board to offset increases in debt service.
- **The Bond Fund** accounts for the bonds sold annually 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 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.

Financial Controls and Policies

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 prepared in conformity with generally accepted accounting principles (GAAP) applicable to government units. For FY 2015, 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.

Financial Controls and Policies

SIGNIFICANT FINANCIAL MANAGEMENT AND ACCOUNTING POLICIES

Financial Management Policies

The following is a summary of School Board Policies related to financial management. These policies can be found at www.apsva.us/School-board-policies. Each year at its organizational meeting in July, the School Board readopts all existing policies and regulations, reaffirming its commitment to those policies and regulations.

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 ten-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. (see Policy 40-1.06 Financial Management – Budget Direction; adopted and effective 10/4/07)

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 around April 1. The schedule for budget development will provide sufficient time for review and analysis by both staff and public groups. (see Policy 40-1.07 Financial Management – Operating Budget Development; adopted and effective 10/4/07)

Capital Improvement Plan Development

Arlington Public Schools develops a ten-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. (see Policy 40-1.08 Financial Management – Capital Improvement Plan; adopted and effective 10/4/07)

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. (see Policy 40-1.02 Financial Management – Revenue Sharing; adopted and effective 10/4/07)

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

(see Policy 40-1.03 Financial Management – Additional County Revenue; adopted and effective 10/4/07)

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. (see Policy 40-1.05 Financial Management – Reserve Fund; adopted and effective 10/4/07)

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. (see Policy 40-1.01 Financial Management – General; adopted and effective 10/4/07)

Financial Controls and Policies

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
- 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

(see Policy 40-1.04 Financial Management – Budget Savings; adopted and effective 10/4/07)

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 and Subject to Appropriation Financing to Market Value should not exceed 3%
- 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

(see Policy 40-1.11 Financial Management – Debt Management; adopted and effective 10/4/07)

Financial Controls and Policies

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.

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 ten-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.

Financial Controls and Policies

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.

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

All Funds Summary

Fund Statements by Fund

Revenue Assumptions

Revenue History

Expenditure Assumptions

Expenditure History

Budget Forecast

FY 2017–FY 2026 Capital
Improvement Plan

Debt Service

SCHOOLS

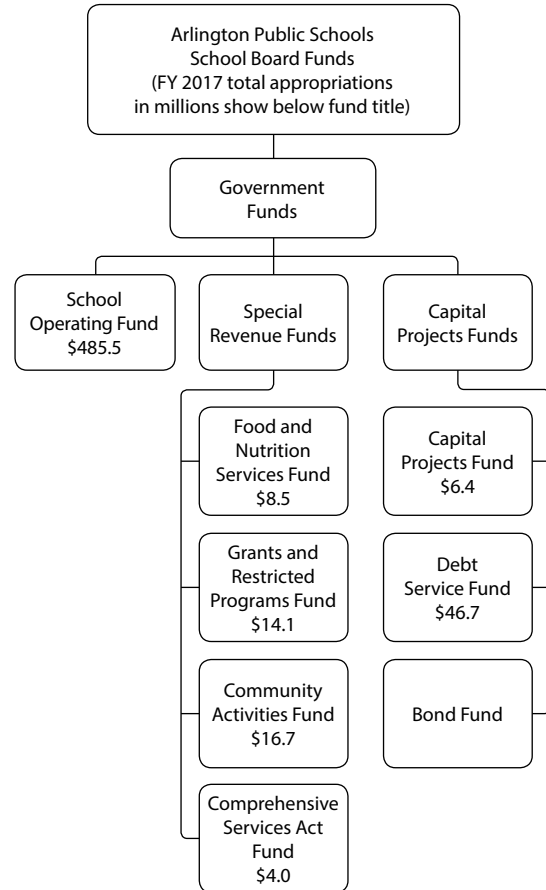
DEPARTMENTS

OTHER FUNDS

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 and 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 2015 Actual, FY 2016 Adopted and FY 2017 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$451,818,797	\$451,637,045	\$464,510,834
County Re-Estimate	\$5,130,000	\$0	\$0
State	\$60,486,391	\$64,522,451	\$68,702,483
Local	\$21,453,261	\$18,277,605	\$19,242,326
Federal	\$12,467,017	\$12,305,885	\$12,796,679
Carry Forward	(\$5,395,000)	\$10,679,001	\$16,689,537
TOTAL	\$545,960,467	\$557,421,987	\$581,941,859

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$311,156,389		\$328,680,369		\$343,730,833
Employee Benefits	\$88,290,635		\$113,355,048		\$117,437,908
Staff Development	\$1,910,345		\$1,966,018		\$2,641,384
Contractual Services	\$49,856,296		\$33,366,224		\$36,215,482
Debt Service	\$44,099,000		\$45,439,449		\$46,745,244
Materials and Supplies	\$17,099,566		\$17,875,388		\$18,149,852
Equipment	\$9,117,254		\$9,067,775		\$9,803,592
Other Operating Costs	\$1,121,647		\$7,671,716		\$7,217,565
TOTAL	\$522,651,131	4,371.72	\$557,421,987	4,544.85	\$581,941,859

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 (23 elementary, 10 secondary, and 4 other school programs) and the departments (School Board Office, Superintendent's Office, Department of Instruction, Administrative Services, Student Services and Special Education, Finance and Management Services, School and Community Relations, Human Resources, Facilities and 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 carry forward from the prior fiscal year.

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$386,901,359	\$393,287,621	\$405,733,301
State	\$55,328,345	\$58,682,846	\$63,015,949
Local	\$4,838,585	\$2,782,000	\$2,795,500
Carry Forward	(\$12,266,451)	\$9,319,401	\$13,964,537
TOTAL	\$434,801,838	\$464,071,868	\$485,509,287

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$288,765,600		\$307,430,809		\$321,080,122
Employee Benefits	\$82,453,813		\$107,452,804		\$111,489,749
Staff Development	\$1,568,421		\$1,730,995		\$2,338,808
Contractual Services	\$23,060,755		\$23,469,410		\$25,857,963
Materials and Supplies	\$9,571,083		\$10,150,177		\$10,724,470
Equipment	\$7,334,746		\$7,168,063		\$7,533,723
Other Operating Costs	\$3,101,030		\$6,669,610		\$6,484,452
TOTAL	\$415,855,448	4,133.51	\$464,071,868	4,297.51	\$485,509,287

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

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$5,299,491	\$6,266,646	\$6,330,379
Local	\$9,850,950	\$9,955,760	\$10,368,528
TOTAL	\$15,150,441	\$16,222,406	\$16,698,907

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$9,532,760		\$9,856,260		\$10,439,015
Employee Benefits	\$2,331,924		\$2,490,925		\$2,517,223
Staff Development	\$111,723		\$59,176		\$63,899
Contractual Services	\$1,542,102		\$2,002,590		\$1,905,110
Materials and Supplies	\$1,201,142		\$1,181,380		\$1,286,312
Equipment	\$18,660		\$78,530		\$78,530
Other Operating Costs	\$155,003		\$553,545		\$408,818
TOTAL	\$14,893,313	111.75	\$16,222,406	115.25	\$16,698,907

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. In FY 2016, the School Board elected to move the positions related to Major Construction Projects to the Bond Fund.

The Capital Projects Fund is supported by the County Transfer, as well as carry forward from the prior fiscal year.

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$13,874,782	\$4,358,329	\$4,231,910
County Re-Estimate	\$5,130,000	\$0	\$0
Carry Forward	\$6,871,451	\$1,259,600	\$2,075,000
State	\$0	\$0	\$131,585
TOTAL	\$25,876,233	\$5,617,929	\$6,438,495

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$891,629		\$98,871		\$102,827
Employee Benefits	\$275,125		\$30,618		\$31,951
Staff Development	\$1,224		\$0		\$0
Contractual Services	\$21,113,320		\$2,859,537		\$3,945,662
Materials and Supplies	\$2,044,468		\$1,972,569		\$1,279,365
Equipment	\$686,657		\$609,998		\$1,052,000
Other Operating Costs	(\$2,258,045)		\$46,336		\$26,690
TOTAL	\$22,754,378	1.00	\$5,617,929	1.00	\$6,438,495

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 PreK programs, as well as catering for special school functions.

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

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$3,834,514	\$3,706,118	\$4,013,143
State	\$87,287	\$90,246	\$87,287
Federal	\$4,549,060	\$4,223,000	\$4,361,000
TOTAL	\$8,470,861	\$8,019,364	\$8,461,430

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$2,931,237		\$2,770,532		\$2,778,534
Employee Benefits	\$813,591		\$937,708		\$903,868
Staff Development	\$3,564		\$5,650		\$5,900
Contractual Services	\$39,363		\$2,500		\$3,550
Materials and Supplies	\$3,984,418		\$4,040,500		\$4,551,500
Equipment	\$10,694		\$35,000		\$38,000
Other Operating Costs	\$9,850		\$227,474		\$180,078
TOTAL	\$7,792,716	6.00	\$8,019,364	6.00	\$8,461,430

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.

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$2,929,212	\$1,833,727	\$2,065,155
State	\$3,366,447	\$3,634,359	\$3,587,662
Federal	\$7,917,957	\$8,082,885	\$8,435,679
TOTAL	\$14,213,616	\$13,550,971	\$14,088,496

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$9,035,164		\$8,523,897		\$9,330,335
Employee Benefits	\$2,416,182		\$2,442,993		\$2,495,117
Staff Development	\$225,413		\$170,197		\$232,777
Contractual Services	\$487,278		\$532,187		\$503,197
Materials and Supplies	\$298,455		\$530,762		\$308,205
Equipment	\$1,066,497		\$1,176,184		\$1,101,339
Other Operating Costs	\$113,809		\$174,751		\$117,527
TOTAL	\$13,642,798	119.46	\$13,550,971	125.09	\$14,088,496

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.

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$1,909,165	\$2,385,000	\$2,120,000
State	\$1,704,312	\$2,115,000	\$1,880,000
TOTAL	\$3,613,478	\$4,500,000	\$4,000,000

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Contractual Services	\$3,613,478		\$4,500,000		\$4,000,000
TOTAL	\$3,613,478	0.00	\$4,500,000	0.00	\$4,000,000

All Funds Summary

DEBT SERVICE FUND

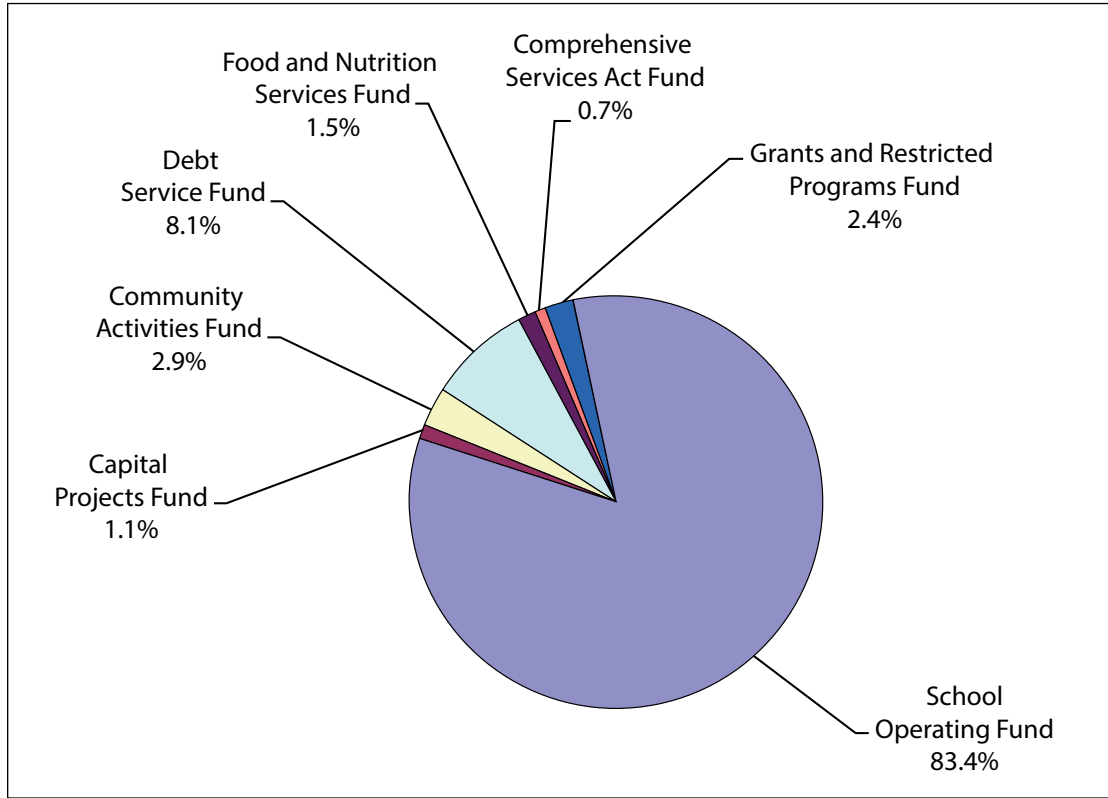
The Debt Service Fund accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer provides most of the support for this fund which is also supported by debt service reserves created from carry forward from prior fiscal years.

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Operating Transfer	\$265,000	\$0	\$0
County Transfer	\$43,834,000	\$45,339,449	\$46,095,244
Carry Forward	\$0	\$100,000	\$650,000
TOTAL	\$44,099,000	\$45,439,449	\$46,745,244

	FY 2015	FY 2016		FY 2017	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Contractual Services	\$44,099,000		\$45,439,449		\$46,745,244
TOTAL	\$44,099,000	0.00	\$45,439,449	0.00	\$46,745,244

All Funds Summary

FY 2017 ADOPTED BUDGET BY FUND



FUND SUMMARY MATRIX

	SCHOOL OPERATING FUND	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
School Board Office	X							
Superintendent's Office	X							
Department of Instruction	X	X						X
School and Community Relations	X							
Administrative Services	X							
Student Services and Special Education	X		X					X
Human Resources	X							
Finance and Management Services	X	X		X	X	X	X	
Facilities and Operations	X	X			X	X	X	X
Information Services	X							X

Fund Statements by Fund

CLASSIFICATION OF FUND BALANCES UNDER GASB 54

Arlington Public Schools classifies fund balances as follows:

- Restricted includes fund balance amounts that are to be used for specific purposes as defined by the funds provider. Bond and PAYGO funds are restricted to Capital projects and Grant funds are to be used only for the purposes outlined in the individual grants.
- Committed includes fund balance amounts that are constrained to a specific purpose due to a formal action such as incomplete projects and purchase orders that have been committed in the accounting system and the balance used in the FY 2017 Adopted Budget.
- Assigned includes fund balance amounts that are intended for a specific purpose but are not considered restricted or committed. The reserve accounts are assigned based on School Board authorization.

CHANGES IN FUND BALANCES

The change in the School Operating fund balance for FY 2017 includes a reduction in incomplete projects of \$3.6 million and a decrease in subsequent years' debt service of \$0.7 million, budgeted in the Debt Service fund, in order to partially offset the increase in debt service for FY 2017. In addition, the VRS reserve decreases by \$1.0 million to partially offset the increased VRS costs for FY 2017.

Fund Statements by Fund

COMBINED FUND STATEMENT

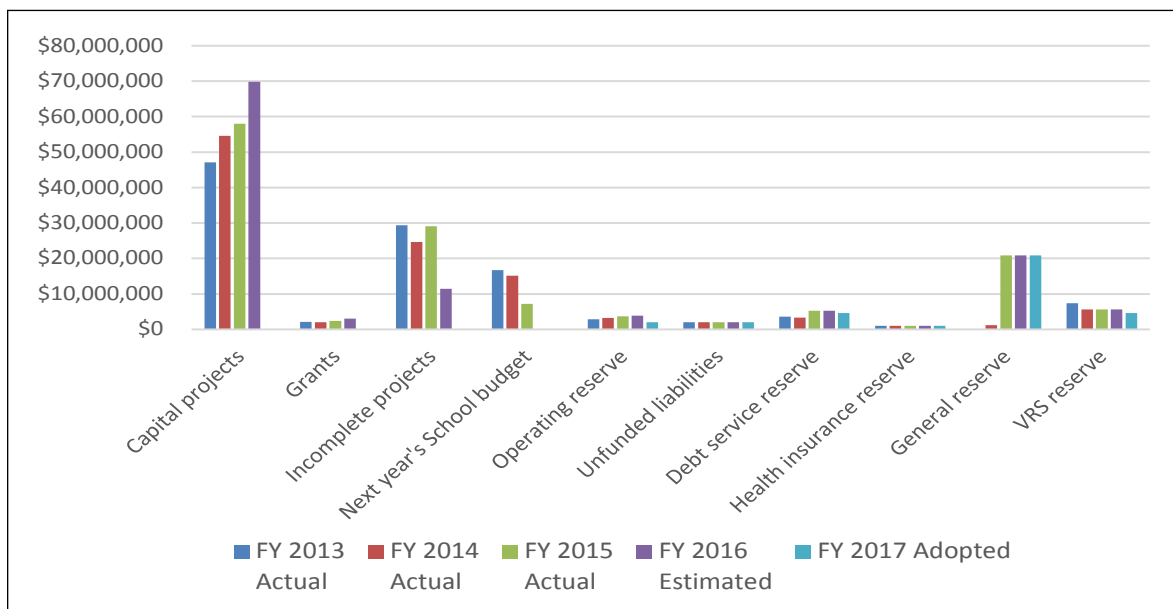
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
REVENUES								
Sales Tax	18,171,301	19,368,051	21,198,389	22,550,106	25,052,595	-	-	25,052,595
Commonwealth of VA	36,579,737	38,163,449	39,579,868	41,293,746	37,963,354	5,836,646	-	43,800,000
Federal Government	14,976,629	13,812,836	13,095,539	12,140,957	-	12,443,885	-	12,443,885
Charges for Services	23,003,626	20,885,133	20,942,567	19,268,280	2,795,500	15,802,630	-	18,598,130
Use of Money and Property	41,902	140,846	72,867	87,699	-	-	-	-
TOTAL REVENUES	92,773,195	92,370,315	94,889,230	95,340,788	65,811,449	34,083,161	-	99,894,610
EXPENDITURES								
Current								
Community Activities	14,304,086	14,526,043	14,487,115	14,894,156	-	16,455,664	-	16,455,664
Education	430,678,551	438,355,519	442,358,217	497,443,935	489,088,288	29,522,415	-	518,610,703
Capital Projects	70,544,566	78,676,504	38,402,783	57,174,069	-	-	113,094,869	113,094,869
Debt Service								
Principal	23,129,716	23,759,623	28,977,396	30,008,443	-	-	30,173,592	30,173,592
Interest and Fiscal Charges	11,696,591	13,663,773	13,967,989	14,090,557	-	-	15,265,857	15,265,857
TOTAL EXPENDITURES	550,353,510	568,981,462	538,193,500	613,611,160	489,088,288	45,978,079	158,534,318	693,600,685
REVENUE OVER/(UNDER) EXPENDITURES	(457,580,315)	(476,611,147)	(443,304,270)	(518,270,372)	(423,276,839)	(11,894,918)	(158,534,318)	(593,706,075)
OTHER FINANCING SOURCES								
Operating Transfers In	398,839,365	440,173,568	440,041,052	464,024,457	419,697,838	8,651,646	50,957,378	479,306,862
Operating Transfer Out	(3,664,722)	(3,484,316)	(3,227,884)	(87,699)	-	-	-	-
Proceeds of sales of bonds	76,079,696	38,380,000	36,460,000	30,000,000	-	-	30,000,000	30,000,000
Proceeds from Lease	2,106,706	1,199,435	1,630,162	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	466,386,045	477,286,982	467,593,584	506,103,209	418,047,838	8,651,646	81,057,378	507,756,862
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	8,805,730	675,835	24,289,314	(12,167,163)	(5,229,001)	(3,243,272)	(77,476,940)	(85,949,213)

Fund Statements by Fund

COMBINED FUND STATEMENT (CONT.)

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
FUND BALANCES								
Beginning of Year	23,774,336	32,580,066	33,255,901	33,255,901	42,301,138	5,138,773	77,476,940	21,088,738
End of Year	32,580,066	33,255,901	57,545,215	21,088,738	37,072,137	1,895,501	-	(64,860,475)
FUND BALANCES								
Restricted for:								
Capital projects	47,055,029	54,583,825	57,977,311	69,833,117	-	-	-	-
Grants	2,109,001	2,009,337	2,439,196	3,010,014	-	-	-	-
Committed to:								
Incomplete projects	29,349,466	24,672,553	29,050,210	11,456,082	-	-	-	-
Next year's School budget	16,749,704	15,121,892	7,179,001	-	-	-	-	-
Assigned to:								
Operating reserve	2,843,426	3,208,571	3,716,159	3,895,501	2,000,000	1,895,501	-	3,895,501
Unfunded liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	-	-	2,000,000
Subsequent years' debt service	3,625,000	3,360,000	5,260,000	5,260,000	4,610,000	-	-	4,610,000
OPEB reserve	-	-	-	-	-	-	-	-
Health insurance reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	-	-	1,000,000
General reserve	-	1,201,283	20,824,898	20,824,898	20,824,898	-	-	20,824,898
VRS reserve	7,387,239	5,637,239	5,637,239	5,637,239	4,637,239	-	-	4,637,239
Capital Reserve	-	-	2,000,000	2,000,000	2,000,000	-	-	2,000,000
TOTAL FUND BALANCES	\$112,118,865	\$112,794,700	\$137,084,014	\$124,916,851	\$37,072,137	\$1,895,501	\$-	\$38,967,638

FUND BALANCE TREND ANALYSIS



Fund Statements by Fund

SCHOOL OPERATING FUND

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES						
Sales Tax	17,782,467	18,171,301	19,368,051	21,198,389	22,550,106	25,052,595
Commonwealth of VA	28,263,194	31,439,865	32,508,765	34,129,956	36,132,740	37,963,354
Federal Government	-	115,474	-	-	-	-
Charges for Services	2,262,589	8,515,738	5,356,128	4,838,585	2,782,000	2,795,500
Use of Money and Property	15,449	8,607	-	-	-	-
TOTAL REVENUES	48,323,699	58,250,985	57,232,944	60,166,930	61,464,846	65,811,449
EXPENDITURES						
Current:						
Education	365,411,219	402,194,091	409,757,426	415,846,535	472,168,296	489,088,288
TOTAL EXPENDITURES	365,411,219	402,194,091	409,757,426	415,846,535	472,168,296	489,088,288
REVENUE OVER/(UNDER) EXPENDITURES	(317,087,520)	(343,943,106)	(352,524,482)	(355,679,605)	(410,703,450)	(423,276,839)
OTHER FINANCING SOURCES						
Operating Transfers In	317,025,006	357,365,958	355,781,040	388,426,214	399,107,022	419,697,838
Operating Transfer Out	(4,533,078)	(3,631,427)	(3,343,470)	(3,155,017)	-	-
Interfund Transfer	1,000,000	(5,975,000)	(4,956,705)	(12,266,451)	(100,000)	(1,650,000)
Proceeds from Lease	1,372,600	2,106,706	1,199,435	1,630,162	-	-
TOTAL OTHER FINANCING SOURCES (USES)	314,864,528	349,866,237	348,680,300	374,634,908	399,007,022	418,047,838
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(2,222,992)	5,923,131	(3,844,182)	18,955,303	(11,696,428)	(5,229,001)
FUND BALANCES						
Beginning of Year	35,186,306	32,963,314	38,886,445	35,042,263	53,997,566	42,301,138
End of Year	32,963,314	38,886,445	35,042,263	53,997,566	42,301,138	37,072,137
FUND BALANCE						
Committed to:						
Incomplete projects	3,576,075	6,124,502	4,721,849	8,096,428	3,579,001	-
Next year's School budget	7,975,000	16,749,704	15,121,892	7,179,001	-	-
Assigned to:						
Operating reserve	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Unfunded liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Subsequent years' debt service	5,025,000	3,625,000	3,360,000	5,260,000	5,260,000	4,610,000
OPEB reserve	-	-	-	-	-	-
Health insurance reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General reserve	4,000,000	-	1,201,283	20,824,898	20,824,898	20,824,898
VRS reserve	7,387,239	7,387,239	5,637,239	5,637,239	5,637,239	4,637,239
Compensation Reserve	-	-	-	2,000,000	2,000,000	2,000,000
TOTAL FUND BALANCES	\$32,963,314	\$38,886,445	\$35,042,263	\$53,997,566	\$42,301,138	\$37,072,137

Fund Statements by Fund

FOOD AND NUTRITION SERVICES FUND

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES						
Commonwealth of VA	78,255	82,961	84,838	87,287	90,246	87,287
Federal Government	3,958,650	4,118,654	4,374,332	4,549,059	4,223,000	4,361,000
Charges for Services	3,341,200	3,325,576	3,450,361	3,834,514	3,706,118	4,013,143
TOTAL REVENUES	7,378,105	7,527,191	7,909,531	8,470,860	8,019,364	8,461,430
EXPENDITURES						
Current:						
Education	7,219,754	7,283,176	7,551,985	7,792,716	8,019,364	8,461,430
TOTAL EXPENDITURES	7,219,754	7,283,176	7,551,985	7,792,716	8,019,364	8,461,430
REVENUE OVER/(UNDER) EXPENDITURES	158,351	244,015	357,546	678,144	-	-
FUND BALANCES						
Beginning of Year	457,445	615,796	859,811	1,217,357	1,895,501	1,895,501
End of Year	615,796	859,811	1,217,357	1,895,501	1,895,501	1,895,501
FUND BALANCE						
Committed to:						
Incomplete projects	202,535	16,385	8,786	179,342	-	-
Assigned to:						
Operating reserve	413,261	843,426	1,208,571	1,716,159	1,895,501	1,895,501
Unfunded liabilities						
Subsequent years' debt service						
OPEB reserve						
Health insurance reserve						
General reserve						
VRS reserve						
Capital reserve						
TOTAL FUND BALANCES	\$615,796	\$859,811	\$1,217,357	\$1,895,501	\$1,895,501	\$1,895,501

Fund Statements by Fund

COMMUNITY ACTIVITIES FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES					
Charges for Services	9,003,233	9,639,778	9,850,950	9,955,760	10,368,528
Use of Money and Property					
TOTAL REVENUES	9,003,233	9,639,778	9,850,950	9,955,760	10,368,528
EXPENDITURES					
Current:					
Community Activities	14,526,043	14,487,115	14,894,156	16,455,664	16,698,907
TOTAL EXPENDITURES	14,526,043	14,487,115	14,894,156	16,455,664	16,698,907
REVENUE OVER/(UNDER) EXPENDITURES	(5,522,810)	(4,847,337)	(5,043,206)	(6,499,904)	(6,330,379)
OTHER FINANCING SOURCES					
Operating Transfers In	5,438,115	4,712,193	5,299,491	6,266,646	6,330,379
Interfund Transfer		63,000			
TOTAL OTHER FINANCING SOURCES (USES)	5,438,115	4,775,193	5,299,491	6,266,646	6,330,379
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(84,695)	(72,144)	256,285	(233,258)	-
FUND BALANCES					
Beginning of Year	133,812	49,117	(23,027)	233,258	-
End of Year	49,117	(23,027)	233,258	-	-
FUND BALANCE					
Committed to:					
Incomplete projects	49,117	(23,027)	233,258	-	-
TOTAL FUND BALANCES	\$49,117	\$(23,027)	\$233,258	\$-	\$-

Fund Statements by Fund

GRANTS AND RESTRICTED PROGRAMS FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES					
Commonwealth of VA	3,328,119	3,468,316	3,366,447	3,634,359	3,587,662
Federal Government	9,438,504	8,546,480	7,917,957	8,082,885	8,435,679
Charges for Services	3,075,411	2,629,690	2,929,212	1,833,727	2,065,155
Use of Money and Property					
TOTAL REVENUES	15,842,034	14,644,486	14,213,616	13,550,971	14,088,496
EXPENDITURES					
Current:					
Education	16,270,409	14,288,742	13,642,798	16,560,985	14,088,496
TOTAL EXPENDITURES	16,270,409	14,288,742	13,642,798	16,560,985	14,088,496
REVENUE OVER/(UNDER) EXPENDITURES	(428,375)	355,744	570,818	(3,010,014)	-
FUND BALANCES					
Beginning of Year	2,511,827	2,083,452	2,439,196	3,010,014	-
End of Year	2,083,452	2,439,196	3,010,014	-	-
FUND BALANCE					
Restricted For:					
Grants	2,009,337	2,439,196	3,010,014	-	-
Committed to:					
Incomplete projects	74,115	-	-	-	-
TOTAL FUND BALANCES	\$2,083,452	\$2,439,196	\$3,010,014	\$-	\$-

Fund Statements by Fund

COMPREHENSIVE SERVICES ACT FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES					
Commonwealth of VA	2,241,727	1,894,309	1,704,313	2,115,000	1,880,000
TOTAL REVENUES	2,241,727	1,894,309	1,704,313	2,115,000	1,880,000
EXPENDITURES					
Current:					
Education	4,775,699	4,430,224	3,613,477	4,500,000	4,000,000
TOTAL EXPENDITURES	4,775,699	4,430,224	3,613,477	4,500,000	4,000,000
REVENUE OVER/(UNDER) EXPENDITURES	(2,533,972)	(2,535,915)	(1,909,164)	(2,385,000)	(2,120,000)
OTHER FINANCING SOURCES					
Operating Transfers In	2,533,972	2,535,915	1,909,164	2,385,000	2,120,000
TOTAL OTHER FINANCING SOURCES (USES)	2,533,972	2,535,915	1,909,164	2,385,000	2,120,000
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-
FUND BALANCES					
Beginning of Year	-	-	-	-	-
End of Year	-	-	-	-	-
TOTAL FUND BALANCES	\$-	\$-	\$-	\$-	\$-

Fund Statements by Fund

CAPITAL PROJECTS BOND FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES					
Use of Money and Property	140,846	72,867	87,699	-	-
TOTAL REVENUES	140,846	72,867	87,699	-	-
EXPENDITURES					
Current:					
Capital Projects	66,563,247	17,376,205	34,420,629	83,881,814	32,550,000
TOTAL EXPENDITURES	66,563,247	17,376,205	34,420,629	83,881,814	32,550,000
REVENUE OVER/(UNDER) EXPENDITURES	(66,422,401)	(17,303,338)	(34,332,930)	(83,881,814)	(32,550,000)
OTHER FINANCING SOURCES					
Operating Transfer Out	(140,846)	(72,867)	(87,699)	-	-
Proceeds of sales of bonds	38,380,000	36,460,000	30,000,000	30,000,000	32,550,000
TOTAL OTHER FINANCING SOURCES (USES)	65,111,705	38,239,154	36,387,133	58,310,000	30,000,000
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(28,183,247)	19,083,795	(4,420,629)	(53,881,814)	-
FUND BALANCES					
Beginning of Year	67,401,895	39,218,648	58,302,443	53,881,814	-
End of Year	39,218,648	58,302,443	53,881,814	-	-
FUND BALANCES					
Restricted For:					
Capital projects	27,238,506	51,886,597	53,881,814	-	-
Committed to:					
Incomplete projects	11,980,142	6,415,846	-	-	-
TOTAL FUND BALANCES	\$39,218,648	\$58,302,443	\$53,881,814	\$-	\$-

Fund Statements by Fund

CAPITAL PROJECTS FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
REVENUES					
Commonwealth of VA	-	-	-	-	131,585
Charges for Services	-	-	-	-	-
TOTAL REVENUES	-	-	-	-	131,585
EXPENDITURES					
Current:					
Capital Projects	12,113,257	21,026,578	22,753,440	29,213,055	6,438,495
TOTAL EXPENDITURES	12,113,257	21,026,578	22,753,440	29,213,055	6,438,495
REVENUE OVER/(UNDER) EXPENDITURES	(12,113,257)	(21,026,578)	(22,753,440)	(29,213,055)	(6,306,910)
OTHER FINANCING SOURCES					
Operating Transfers In	40,972,045	2,821,345	13,874,780	5,617,929	6,306,910
Interfund Transfer	4,000,000	3,493,705	12,001,451	-	-
Proceeds of sales of bonds	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	44,972,045	6,315,050	25,876,231	5,617,929	6,306,910
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	32,858,788	(14,711,528)	3,122,791	(23,595,126)	-
FUND BALANCES					
Beginning of Year	2,325,075	35,183,863	20,472,335	23,595,126	-
End of Year	35,183,863	20,472,335	23,595,126	-	-
fund balances					
Restricted For:					
Capital projects	27,345,319	6,090,714	15,951,303	-	-
Committed to:					
Incomplete projects	7,838,544	14,381,621	7,643,823	-	-
Next year's School budget					
Capital Reserve					
TOTAL FUND BALANCES	\$35,183,863	\$20,472,335	\$23,595,126	\$-	\$-

Fund Statements by Fund

DEBT SERVICE FUND

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
EXPENDITURES					
Debt Service:					
Principal	23,759,623	28,977,396	30,008,443	30,173,592	31,543,636
Interest and Fiscal Charges	13,663,773	13,967,989	14,090,557	15,265,857	15,201,608
TOTAL EXPENDITURES	37,423,396	42,945,385	44,099,000	45,439,449	46,745,244
REVENUE OVER/(UNDER) EXPENDITURES	(37,423,396)	(42,945,385)	(44,099,000)	(45,439,449)	(46,745,244)
OTHER FINANCING SOURCES					
Operating Transfers In	35,448,396	41,545,385	43,834,000	45,339,449	46,095,244
Interfund Transfer	1,975,000	1,400,000	265,000	100,000	650,000
TOTAL OTHER FINANCING SOURCES(USES)	37,423,396	42,945,385	44,099,000	45,439,449	46,745,244
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-
FUND BALANCES					
Beginning of Year	-	-	-	-	-
End of Year	-	-	-	-	-
FUND BALANCES					
Committed to:					
Next year's School budget					
TOTAL FUND BALANCES	\$-	\$-	\$-	\$-	\$-

Revenue Assumptions

LOCAL

Beginning Balance/Carry Forward—\$16,689,537

The FY 2017 School Board's Adopted Budget includes \$16,689,537 in carry forward funds. Over the past five years, the School Board has placed funds from closeout into reserve to help offset one-time costs in future budgets, 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 2017 budget uses \$13.2 million of these reserves, which currently total \$65.3 million. The FY 2017 budget uses \$0.7 million from the Debt Service reserve, \$1.0 million from the VRS reserve, \$3.8 million from the Compensation reserve, and \$7.7 million from the Future Budgets reserve. In addition, \$3.5 million in carry forward is anticipated from FY 2016.

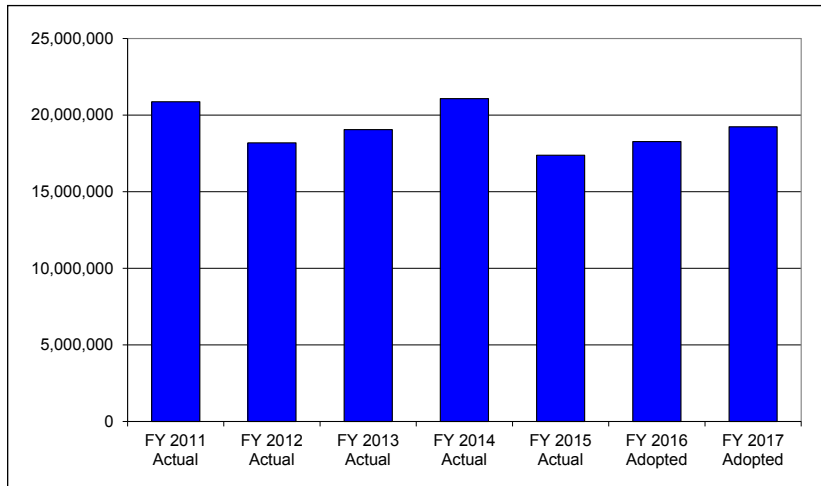
BUDGET CARRYOVER BY FISCAL YEAR				
FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
3.36%	3.01%	3.53%	3.27%	1.92%

Fees and Charges - \$19,242,326

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 \$19.2 million or 3.3% of the total revenue for all funds.

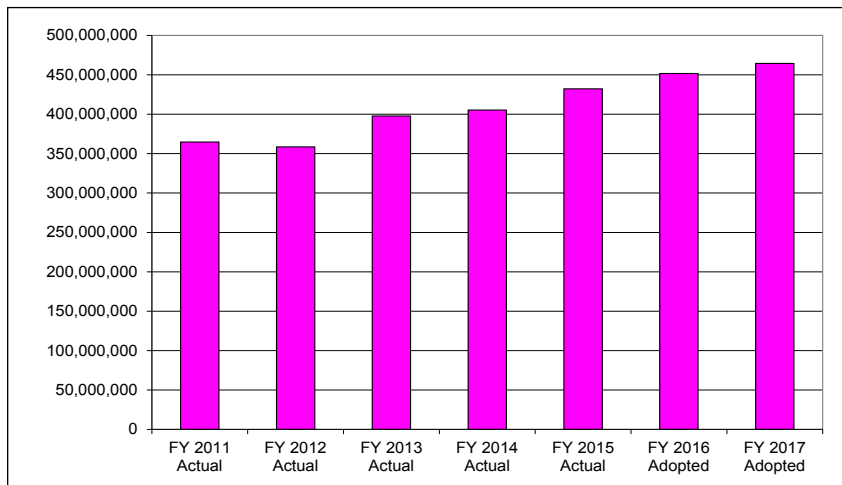
Fees for services related to enrollment (before and after school care in the Extended Day program, school breakfast and lunches in the Food and Nutrition Services Fund, tuition revenues for Montessori, Summer School, etc.) are determined by looking at total enrollment projections for FY 2017 and projecting 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 three 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.

LOCAL REVENUE - FEES AND CHARGES



Revenue Assumptions

COUNTY TRANSFER



As a result of reviewing historical fee receipts, baseline fee revenue for FY 2017 was decreased \$167,500. Montessori tuition will increase in FY 2017 in accordance with a multi-year 4-6 percent rate adjustment generating an additional \$154,000. Food and Nutrition revenue will increase by \$307,025 based on increased student participation and increased revenue from the five-cent increase in school breakfast and lunch prices for elementary, secondary, and adult patrons. Increased enrollment in Extended Day is expected to generate \$234,768 in revenue and increased usage of the pools across the County is expected to increase revenue by \$205,000.

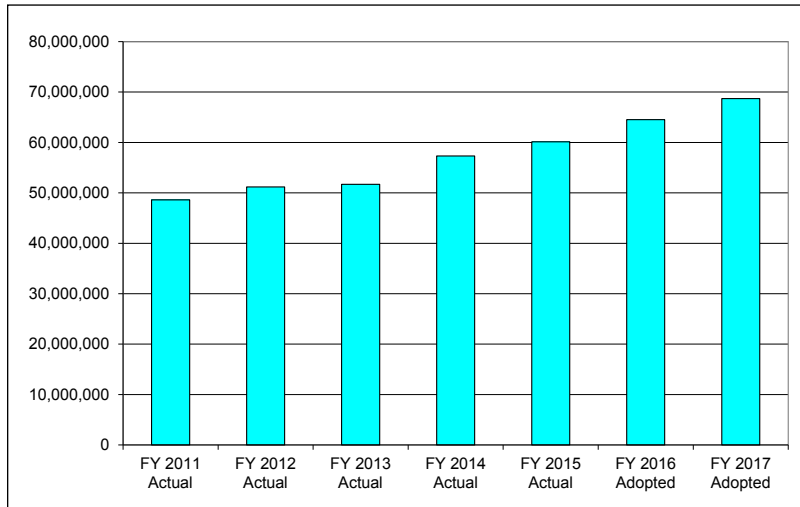
County Transfer/Revenue Sharing – \$464,510,834

The County Transfer based on revenue sharing totals \$464.5 million or 79.8% of the total revenue for all funds, an increase of \$12.8 million or 2.9% from the FY 2016 Adopted Budget. The County Transfer comprises \$462.5 million in on-going revenue in accordance to the revenue sharing policy. Revenue sharing between the County and the Schools has been in place since FY 2002 and provides the Schools with a percentage share of local tax revenues. The School Board’s Adopted budget reflects a revenue sharing allocation of 46.6% of local tax revenue.

Within the total transfer amount, the Schools fund the expenditures in the School Operating Fund, the Community Activities Fund, the Comprehensive Services Act Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2017, the County Transfer for the School Operating Fund increases \$12.4 million or 3.2% from the FY 2016 Adopted Budget. When compared with the FY 2016 Adopted Budget, County funding is projected to increase for the Debt Service Fund (\$0.8 million) and the Community Activities Fund (\$0.1 million). County Transfer is expected to decrease for the Comprehensive Services Act Fund (\$0.3 million) and the Capital Projects Fund (\$0.1 million).

Revenue Assumptions

STATE REVENUE



STATE

State revenue provides \$68.7 million or 11.8% of the total revenue for all funds, a \$4.2 million increase from the FY 2016 Adopted budget. The State revenue in the FY 2017 budget is based on the General Assembly’s 2016-2018 biennial budget as adopted on March 16, 2016. 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’s budget, state funding is received in the Comprehensive Services Act Fund (\$1.9 million), Grants and Restricted Programs Fund (\$3.6 million), Food and Nutrition Services Fund (\$0.1 million), and Capital Projects Fund (\$0.1 million).

State Aid to Education: Standards of Quality - \$35,450,740

The State Standards of Quality (SOQ) prescribe the minimum foundation program that all public schools in Virginia must provide. SOQ funding is provided for basic education, some vocational and special education support, education for limited English proficient students, English as a Second Language support, 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.

Revenue Assumptions

State Aid to Education: Incentive Programs - \$1,487,675

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 Technology-VPSA grant continues in FY 2017 while the “Breakfast after the Bell” initiative is no longer funded. For FY 2017, the General Assembly’s budget also includes incentive funding of \$382,075 for a compensation supplement. The compensation supplement funding covers the state share of cost (including fringe benefits) for a percentage-based salary increase for funded SOQ instructional and support positions.

State Aid to Education: Categorical Programs - \$199,600

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 - \$3,602,847

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, 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 83% funded by Lottery funds; the remaining 17% is still funded by SOQ funds. At-Risk is now 100% funded by Lottery funds. For FY 2017, the VPI funding in the General Assembly’s budget is \$1,561,875, a decrease of \$70,125 from FY 2016 which will allow us to request reimbursement for only 510 students rather than 559 students as in prior years.

State Sales Tax - \$24,864,250

A portion of the local sales tax is collected on a statewide basis and allocated back to individual school divisions based upon the most recent school-age population estimates provided by the Weldon Cooper Center. 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 General Assembly’s budget includes an increase of \$2,089,521 in sales tax revenue for APS in FY 2017. However, because sales tax estimates over the past several years have been high and a mid-year adjustment has been necessary each year, we have reduced the sales tax estimate provided in the General Assembly’s budget by \$250,000.

Revenue Assumptions

FEDERAL

Federal Revenue – \$12,796,679

Federal revenue is budgeted in the Food and Nutrition Services Fund and the Grants and Restricted Programs Fund. Federal revenue totals \$12.8 million for FY 2017, an increase of \$0.5 million or 4% from FY 2016 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 and the best estimates available at the time of budget preparation.

RESERVES

The County maintains a reserve of 5% of the General Fund, including Schools. 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.

During FY 2010 and FY 2011, the School Board created additional reserves from both greater than anticipated revenue as well as expenditure savings primarily to help offset known increases in debt service and VRS rates but also to set aside funds for leave payouts for retiring employees and to create a general reserve.

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. At that time, the School Board designated the funds in the general reserve to the capital reserve. In addition, as a result of a decrease in the proposed VRS contribution rate, \$1.8 million was placed in the VRS reserve.

During 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.

During FY 2012 close out, the School Board designated \$10,934,696 received as a bond premium during the Spring 2012 general obligation bond sale to the capital reserve. In addition, \$721,465 was allocated to the capital reserve in the FY 2013 School Board Adopted budget.

During FY 2013 closeout, the School Board designated \$4,324,259 received as a bond premium during the Spring 2013 general obligation bond sale to the capital reserve.

During the FY 2014 mid-year budget review, the School Board set aside an additional \$2.0 million for the VRS Reserve from the reserve in the FY 2014 Adopted budget created from FY 2013 closeout. In addition, \$3,048,445 received as a bond premium during the Spring 2014 general obligation bond sale was allocated to the capital reserve during FY 2014 close out.

During the FY 2015 3rd quarter review, the School Board added \$2,000,000 to the Future Debt Service reserve and \$4,000,000 to the Capital reserve. The School Board also created a Compensation reserve and allocated \$2,000,000.

Revenue Assumptions

During the FY 2015 close out, the School Board designated \$2,075,965 received as a bond premium during the Spring 2015 general obligation bond sale to the Capital reserve. In addition, \$8,508,559 was added to the Future Budgets reserve and \$6,000,000 was added to the Compensation reserve.

The FY 2017 budget uses \$0.7 million of the Reserve for Future Debt Service to partially offset the increases in that area. Also, \$1.0 million is taken from the VRS Reserve to partially offset the increased VRS costs and \$3.8 million is taken from the Compensation reserve to partially offset the step increase in FY 2017. Funds totaling \$7.7 million are taken from the Future Budgets reserve to offset primarily one-time costs in the FY 2017 budget. The School Board also designated \$2.5 million in one-time funding from the County appropriation be added to the Future Budgets reserves.

The chart below shows the sources, uses, and balances of the reserve funds as of May 5, 2016.

RESERVES AVAILABLE

RESERVE	SOURCE	AMOUNT
Capital Reserve	FY 2010 Close Out	\$4,000,000
	FY 2012 SB Adopted Budget	\$5,302,080
	FY 2011 Close Out	\$13,378,214
	Bond Premium from Spring 2012 Sale	\$10,934,696
	<i>Allocated in FY 2013 - FY 2022 Adopted CIP</i>	(\$29,800,000)
	FY 2013 SB Adopted Budget	\$721,465
	<i>Allocated to Capacity Planning (5/2/13)</i>	(\$1,000,000)
	FY 2013 Close Out - bond premium	\$4,324,259
	<i>Allocated to Ashlawn (9/26/13)</i>	(\$1,500,000)
	<i>Allocated to Arlington Science Focus</i>	(\$1,300,000)
	<i>Allocated to Capacity Planning</i>	(\$249,904)
	FY 2014 Close Out - bond premium	\$3,048,445
	<i>Allocated to McKinley</i>	(\$934,935)
	FY 2015 3rd Quarter Review	\$4,000,000
	<i>NES @ Jefferson planning expenditures</i>	(\$720,094)
	<i>Reed project planning expenditures</i>	(\$285,000)
	<i>Allocated to Fenwick</i>	(\$398,000)
	Returned from Arlington Science Focus project	\$1,037,901
	Returned from Jefferson	\$436,198
	Returned from Reed	\$5,000
FY 2015 Close Out - bond premium	\$2,075,965	
Subtotal Capital Reserve	\$13,076,290	
VRS Reserve	FY 2011 Budget and FY 2010 Close Out	\$11,587,239
	<i>FY 2012 SB Adopted Budget</i>	\$1,800,000
	<i>Less: FY 2013 Adopted Budget</i>	(\$6,000,000)
	<i>From reserve in FY 2014 SB Adopted Budget</i>	\$2,000,000
	<i>Less: FY 2015 Adopted Budget</i>	(\$3,750,000)
	<i>Less: FY 2017 Adopted Budget</i>	(\$1,000,000)
	Subtotal VRS Reserve	\$4,637,239

Revenue Assumptions

RESERVES AVAILABLE (CONT.)

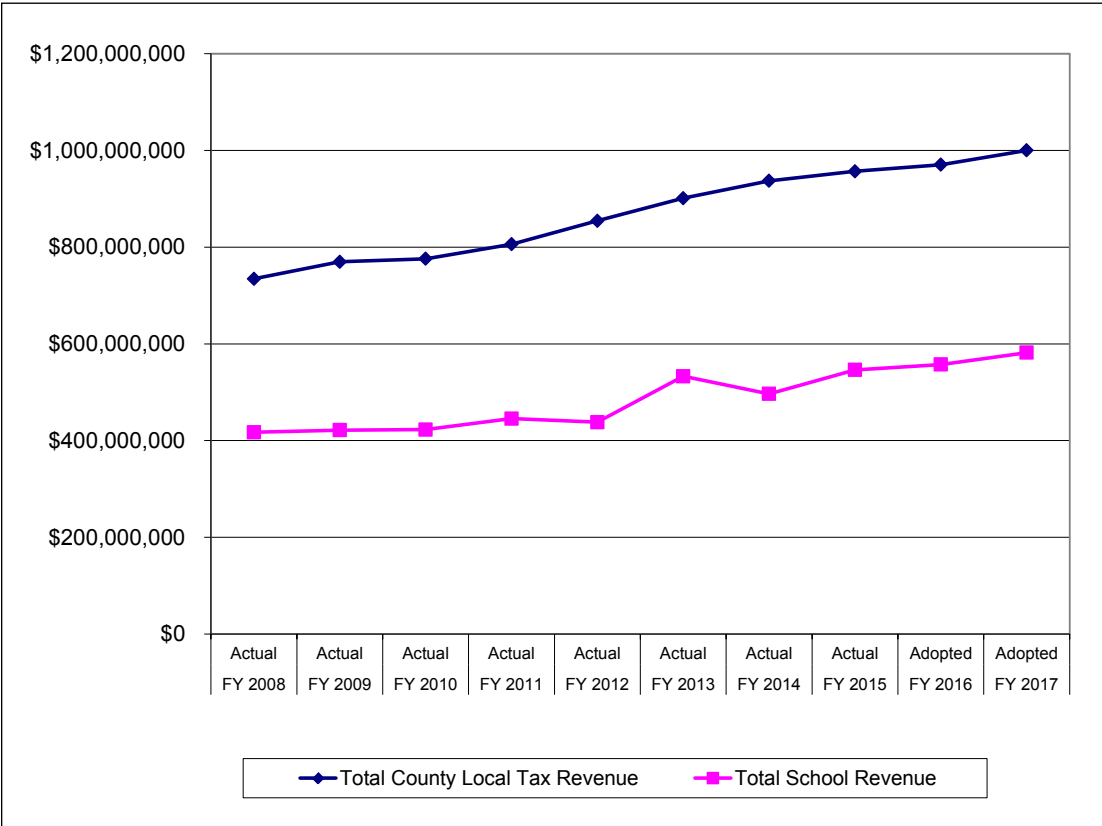
RESERVE	SOURCE	AMOUNT
Future Debt Service	FY 2010 Close Out	\$7,000,000
	<i>Less: FY 2013 Adopted Budget</i>	<i>(\$1,975,000)</i>
	<i>Less: FY 2014 Adopted Budget</i>	<i>(\$1,400,000)</i>
	<i>Less: FY 2015 Adopted Budget</i>	<i>(\$265,000)</i>
	<i>Less: FY 2016 Adopted Budget</i>	<i>(\$100,000)</i>
	FY 2015 3rd Quarter Review	\$2,000,000
	<i>Less: FY 2017 Adopted Budget</i>	<i>(\$650,000)</i>
	Subtotal Future Debt Service	\$4,610,000
Future Budget Years	6/30/14 Balance	\$12,308,175
	<i>Less: FY 2015 Adopted Budget</i>	<i>(\$11,106,892)</i>
	FY 2014 Close Out	\$18,344,811
	<i>Less: FY 2016 Adopted Budget</i>	<i>(\$7,079,001)</i>
	FY 2015 Appropriation	\$8,357,805
	FY 2015 Close Out	\$8,508,559
	<i>Less: FY 2017 Adopted Budget</i>	<i>(\$7,739,537)</i>
	FY 2017 Appropriation from County	\$2,453,402
Subtotal Future Budget Years	\$24,047,322	
Compensation	FY 2015 3rd Quarter Review	\$2,000,000
	FY 2015 Close Out	\$6,000,000
	FY 2016 3rd Quarter Review	\$1,000,000
	<i>Less: FY 2017 Adopted Budget</i>	<i>(\$3,800,000)</i>
	Subtotal Compensation	\$5,200,000
Separation Pay	FY 2010 Close Out	\$2,000,000
Health Care Reserve	FY 2011 Close Out	\$1,000,000
Undesignated Reserve	FY 2002 Close Out	\$2,000,000
	GRAND TOTAL	\$56,570,851

An additional \$7,082,347 was allocated to the Capital Reserve on June 16, 2016 for the FY 2016 3rd quarter bond premium. This will be reflected in the FY 2018 document.

Revenue History

In FY 2017 budget, 79.8% of the total revenue to the Schools comes from the County in the form of County Transfer, as a result of revenue sharing. Revenue sharing between the County and the Schools has been in place since FY 2002 and provides the Schools with a percentage share of local tax revenues. The School Board's Adopted budget is based on a revenue sharing allocation of 46.6% of local tax revenue, an increase from the 46.5% provided in FY 2016. In FY 2017, the total County Transfer comprises \$464.5 million of on-going local tax revenue. The remaining revenue is received from the federal government, 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 2008 Actual to FY 2017 Adopted.

REVENUE HISTORY



Expenditure Assumptions

SALARIES

Salary calculations are automated and based on current salaries. A larger than expected number of retirements as well as changes in hiring practices resulted in a larger than normal savings in salaries. Typically, salary savings average \$1.5 million each year; for the FY 2017 budget, salary savings total \$5.5 million. For FY 2017, the salary calculation program budgets 90% of the account average for all vacant positions.

The budget includes funding for a step increase for all eligible employees at a cost of \$7.6 million. This increase supports the School Board’s goal to ensure that APS attracts and retains a high quality work force. In addition, the budget includes a 1.75% salary increase for eligible employees either on a longevity step or at the top of the scale who would not receive an increase in compensation with a step increase and an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.

In FY 2017, salaries and the associated benefits account for 89.1% of the School Operating Fund, a decrease of 0.3%, and 79.2% of the total budget, a decrease of 0.1% from FY 2016.

The chart below outlines the compensation adjustments provided since FY 2009.

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2010-11	No	No other salary adjustments provided.
2009-10	Yes, mid-way through the year	No other salary adjustments provided.
2008-09	Yes	2.2% compensation adjustment

Expenditure Assumptions

EMPLOYEE BENEFITS

Retirement and Life Insurance

The General Assembly's 2016-2018 biennial budget increases the VRS rate from 14.06% to 14.66%. The budget is adjusted to reflect a 0.60 percentage point increase in the Virginia Retirement System (VRS) retirement rate for professional personnel. This will require \$2 million in additional funding; however, the VRS contributions for both professional and non-professional groups were overestimated in the FY 2016 budget and therefore reduced in FY 2017. The net result of these changes is a savings of \$0.85 million.

VIRGINIA RETIREMENT SYSTEM (VRS) RATE

RATE TYPE	FY16 ADOPTED	FY17 ADOPTED	RATE CHANGE	PERCENT CHANGE
Retirement - Professional	14.06%	14.66%	0.60%	4.3%
Retirement - Non-professional	6.89%	5.81%	-1.08%	-15.7%
Group Life Insurance	1.19%	1.31%	0.12%	10.1%
Retiree Health Care Credit	1.06%	1.11%	0.05%	4.7%

Health Insurance and Other Post-Employment Benefits (OPEB)

The employer contribution for health insurance is estimated to increase by \$0.3 million in FY 2017 based on changes in health care selections and plan design changes.

In addition, APS funds the accrued obligation for future retiree health insurance. Every year, APS' actuary values the division's unfunded OPEB liability and recalculates the amount of the annual payment required to fund the Annual Required Contribution. In FY 2016, as a result of the experience study and revised assumptions, APS reduced its payment to the OPEB Trust from \$4.0 million to \$2.9 million. This contribution will remain the same for FY 2017. APS currently has an unfunded OPEB obligation of \$77.1 million and a Net OPEB Obligation of \$14.4 million.

Defined Contribution Match

For FY 2017, 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.

Expenditure Assumptions

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 2017 budget reflects an increase in enrollment over that which was projected for FY 2016. The FY 2016 Adopted budget included funds and positions based on a projected enrollment of 25,678 students. On September 30, 2015, actual enrollment was 25,238 students. For FY 2017, the projected enrollment is 26,414 students. This represents an increase of 736 students from the FY 2016 projected enrollment of 25,678 students, upon which the FY 2016 Adopted Budget was built. Each year, the Superintendent's Proposed budget is built using projections made in the fall based on September 30 enrollment. After the Superintendent's Proposed budget comes out, enrollment is re-projected based on January 31 enrollment and any adjustments are made as part of the School Board's Proposed budget.

Prior to the FY 2015 budget, special education enrollment was projected in the fall and re-projected in the spring but because of the nature of special education enrollment, changes primarily affected the spring projections. Beginning with the FY 2015 budget, special education enrollment was projected in the fall and again using the official December 1 special education count for the state prior to the Superintendent's Proposed budget. Using this methodology resulted in a better projection for special education being included in the Superintendent's Proposed budget for FY 2015 and FY 2016 as well as a smaller change in special education projected enrollment in the spring. We have used this methodology again for the FY 2017 projections.

The projected enrollment included in the School Board's Adopted budget results in an increase of \$8.16 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 \$2.79 million is provided for relocatables, including furniture and technology and additional transportation demands. The total cost of enrollment growth for FY 2017 is \$10.95 million.

ENROLLMENT GROWTH	IN MILLIONS	
Enrollment		FTE
Elementary	\$1.50	17.60
Secondary	\$5.76	65.80
Other School-based	\$0.90	9.70
Total Enrollment Costs	\$8.16	93.10
Capacity		
Relocatables	\$2.08	
Furniture and technology for relocatables	\$0.51	
Total Capacity Costs	\$2.58	
Transportation		
Additional buses (2) with radios	\$0.21	
Total Transportation Costs	\$0.21	
TOTAL COST OF ENROLLMENT GROWTH	\$10.95	93.10

Expenditure Assumptions

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 PreK and K-12 enrollments for each budget cycle. The Planning Factors for FY 2017 can be found in the Supplemental portion of the Informational Section.

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.

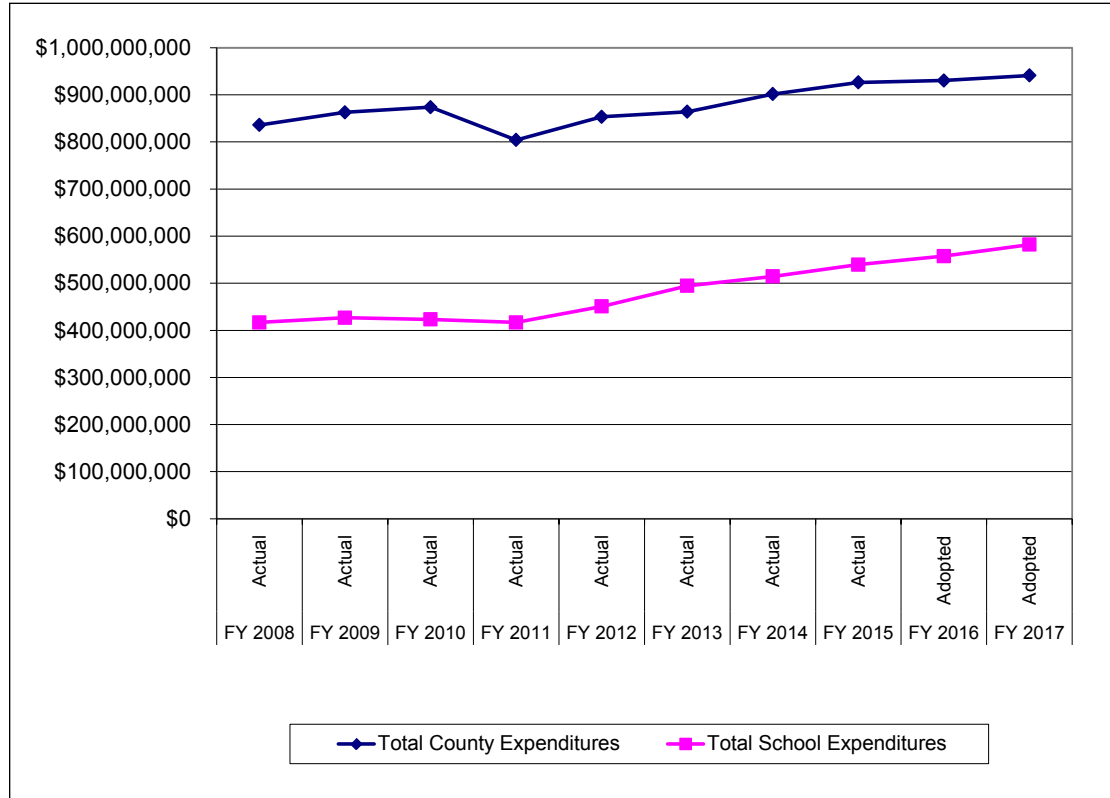
DEBT SERVICE

Debt Service increases by \$1,305,795 to account for the principal and interest payments on bonds previously sold for construction projects and for the \$33.2 million to be sold in spring 2016 to fund construction projects as outlined in the School Board’s Adopted FY 2015 – FY 2024 Capital Improvement Plan and amended on April 9, 2015. Projected Debt Service in based on the School Board’s FY 2017 – FY 2026 Capital Improvement Plan adopted on June 16, 2016.

Expenditure History

The graph below shows total expenditures for Arlington County and Arlington Public Schools from FY 2008 Actual to FY 2017 Adopted.

EXPENDITURE HISTORY



Budget Forecast

BUDGET FORECAST SUMMARY

	FY 2017 SCHOOL BOARD'S ADOPTED		FY 2018 PROJECTED	FY 2019 PROJECTED	FY 2020 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
REVENUE					
Prior Year Budget - All Funds	\$557,421,987		\$581,941,859	\$587,348,085	\$600,979,771
Increase in County Revenue	\$12,873,789		\$8,361,195	\$11,916,375	\$12,556,020
Increase/(Decrease) in Local Revenue	\$964,721		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$4,180,032		\$3,868,318	\$1,227,061	\$1,370,207
Increase/(Decrease) in Federal Revenue	\$490,794		\$200,000	\$200,000	\$200,000
TOTAL REVENUE	\$575,931,323		\$594,671,372	\$600,991,521	\$615,405,998
VRS Reserve Used in Prior Year Budget	\$0		(\$1,000,000)	(\$2,300,000)	(\$1,500,000)
Debt Service Reserve Used in Prior Year Budget	(\$100,000)		(\$650,000)	(\$1,300,000)	(\$2,900,000)
Future Budget Years Reserve Used in Prior Year Budget	(\$7,079,001)		(\$7,739,537)	(\$2,266,250)	(\$1,454,500)
Compensation Reserve Used in Prior Year Budget	\$0		(\$3,800,000)	\$0	\$0
Future Budget Years Reserve Used in Current Year Budget	\$7,739,537		\$2,266,250	\$1,454,500	\$5,574,500
Compensation Reserve Used in Current Year Budget	\$3,800,000		\$0	\$0	\$0
VRS Reserve Used in Current Year Budget	\$1,000,000		\$2,300,000	\$1,500,000	\$837,239
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$650,000		\$1,300,000	\$2,900,000	\$410,000
TOTAL FUNDS AVAILABLE	\$581,941,859		\$587,348,085	\$600,979,771	\$616,373,237
EXPENDITURES					
Prior Year Budget - All Funds	\$557,421,987	4,371.72	\$581,941,859	\$603,067,363	\$624,943,458
BASELINE ADJUSTMENTS					
Salaries and Benefits Baseline Adjustments and Efficiencies	(\$5,211,300)		\$4,000,000	\$2,500,000	\$2,500,000
Baseline Savings					
Eliminate one-time costs in prior year	(\$7,079,001)	(12.20)	(\$2,794,400)	(\$1,500,000)	(\$1,000,000)
Other baseline savings	(\$877,215)	(5.10)	(\$200,000)	(\$200,000)	(\$200,000)
Contractual Obligations					
Debt Service	\$1,305,795		\$2,595,544	\$5,818,565	\$1,770,290
Other contractual obligations	(\$277,798)		\$540,000	\$550,000	\$555,000
Additional Funds for Baseline Services					
Baseline services in other funds (CSA, F&NS, Grants, Ext. Day)	\$794,104	7.63	\$300,000	\$300,000	\$300,000
Other baseline services	\$3,106,754	10.90	\$112,700	\$112,700	\$112,700
Additional Costs for New Capacity					
Additional operating costs	\$195,252	1.00	\$42,700	\$0	\$5,428,000
Start-up costs	\$250,000		\$25,000	(\$275,000)	\$3,100,000
NET BASELINE ADJUSTMENTS	(\$7,793,409)	2.23	\$4,621,544	\$7,306,265	\$12,565,990

Budget Forecast

BUDGET FORECAST SUMMARY (CONT.)

	FY 2017 SCHOOL BOARD'S ADOPTED		FY 2018 PROJECTED	FY 2019 PROJECTED	FY 2020 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
NEW INVESTMENTS					
Enrollment Growth					
Changes in enrollment	\$8,155,571	93.10	\$10,400,000	\$9,000,000	\$10,400,000
Other enrollment-related needs	\$2,794,400		\$1,500,000	\$1,000,000	\$1,000,000
Compensation					
Step increase	\$7,600,000		\$0	\$0	\$0
Other compensation increases (1.75% top of scale/longevity; \$14.50 minimum)	\$2,564,760		\$0	\$0	\$0
Arlington Tech	\$750,950	4.30	\$921,210	\$827,630	\$528,250
Central Registration	\$72,600	1.00	TBD	TBD	TBD
Student and Instructional Support	\$4,910,529	34.50	\$4,336,280	\$3,792,200	\$3,300,000
Safety and Security Needs	\$449,200	2.00	\$50,000	(\$50,000)	(\$15,000)
Professional Development	\$230,000		(\$100,000)	\$0	\$0
Infrastructure and Support Needs	\$3,285,271	36.00	\$896,470	\$0	\$0
TOTAL NEW INVESTMENTS	\$30,813,281	170.90	\$18,003,960	\$14,569,830	\$15,213,250
USE OF ONE-TIME FUNDS (NOT INCLUDED ELSEWHERE)	\$1,500,000		(\$1,500,000)	\$0	\$0
TOTAL EXPENDITURES	\$581,941,859	4,544.85	\$603,067,363	\$624,943,458	\$652,722,698
Surplus/(Shortfall)	\$0		(\$15,719,278)	(\$23,963,687)	(\$36,349,461)
POSSIBLE COMPENSATION ADJUSTMENTS					
Step increase			\$8,000,000	\$8,400,000	\$8,800,000
1% Compensation adjustment			\$3,950,000	\$4,100,000	\$4,250,000

Note 1: Debt Service Reserve used in FY 2020 budget would have been \$885,000 (half of the projected FY 2020 debt service increase) but only \$410,000 is projected to remain in the Debt Service Reserve for FY 2020 if no additional funding is provided.

Budget Forecast

The budget forecasts for FY 2018 through FY 2020 are based on the adopted budget for FY 2017. 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 2,560 additional students projected to enroll in APS in FY 2018 through FY 2020. The forecast also assumes that all new investments approved in the adopted budget will continue. As a result, any known out-year costs, as indicated in the 'Building the Budget' section, are included in the forecast. These forecasts are not intended to show the effects of any new 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**–The County publishes two separate revenue forecasts: a low growth scenario and a moderate growth scenario. This forecast assumes the moderate growth scenario which projects 1.8% growth in total County local tax revenue in FY 2018, 2.52% in FY 2019, and 2.59% growth in FY 2020. The County Transfer amount is based on 46.6%, the share received in FY 2017, of County local tax revenue. Any tax increases in future years for either the County or the Schools would change the Schools' share and would change the projected revenue in the out years.
- **State Revenue**–Assumes growth in State funding in FY 2018 based on the General Assembly's adopted 2016-2018 biennial budget. Also assumes some growth in State funding in FY 2019 and FY 2020 strictly for increased enrollment. Any changes to the General Assembly's adopted 2016-2018 biennial budget would change the projected revenue in the out years.
- **Local Revenue**–Assumes a slight increase in Local revenue each year based on historical trends.
- **Federal Revenue**–Assumes a slight increase in Federal revenue each year based on historical trends, primarily in the Food and Nutrition Services Fund.
- **Carry Forward**–Assumes Carry Forward will remain at the same level as FY 2017.
- **Reserves**–The School Board has created a number of reserves over the past six years as a way to help offset the increasing costs of capital, VRS, debt service, compensation, health insurance, and other unfunded liabilities in the out years. In addition, the School Board has allocated funds from closeout of the past four fiscal years to create a Future Budget Years reserve to help defray one-time costs in upcoming fiscal year budgets. Reserves are used in the forecast to partially offset any projected increases in VRS and debt service in the FY 2017 budget and in the out years until depleted. Reserves are also used to offset one-time costs in the FY 2017 budget and any known one-time costs in the out years related to Enrollment, Additional Capacity, and New Investments in FY 2017. Compensation reserves are used only in the FY 2017 budget to offset 50% of the step increase cost. No compensation increase is assumed in the out years so no compensation reserves are used. Because the reserves are one-time revenue sources each year, the subsequent year is decreased by the amount of reserves used in the prior year.

Budget Forecast

Expenditure Assumptions

- *Salaries and Benefits Baseline Adjustments and Efficiencies includes:*
 - ✦ Estimated changes in the salary and benefits base from the prior year adopted budget to current and on board
 - ✦ Projected changes in fringe benefit rates
 - Using the rates in the General Assembly’s adopted 2016-2018 biennial budget, the VRS retirement rate for professional staff will increase 1.66 percentage points in FY 2018. For FY 2019 and FY 2020, it is estimated that the rate will increase one percentage point each year. The retiree health care credit rate will increase from 1.11% to 1.23% in FY 2018; both the group life insurance and retiree health care credit rates are projected to remain at the FY 2018 level for FY 2019 and FY 2020. The VRS retirement rate for non-professional staff is projected to remain the same as in FY 2017 in the out years
 - Health insurance premiums are projected to increase \$1 million per year based on historical trends and premium increases of 3% in FY 2018 and beyond
- *Baseline Savings* includes costs removed from the budget because they were one-time costs in the prior year, or because the cost of an item or service has decreased.
- *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.
- *Additional Funds for Baseline Services* includes increases necessary in order to maintain the same level of service as is currently in place such as increased expenditures for the Food and Nutrition Services and Grants and Restricted Programs funds and the Extended Day program, funding of items with ongoing funding that were funded with one-time funds in the prior year, funding of ongoing positions paid for from contingency in FY 2016, and increased maintenance and repair costs.
- *Additional Costs for New Capacity* include additional operating costs required for either new or enlarged schools such as staffing and utilities as well as any start-up costs needed such as equipment, technology, library materials, buses, etc.
- *Enrollment Growth includes:*
 - ✦ Changes in enrollment which includes additional positions and additional materials and supplies resulting from applying the FY 2017 Adopted planning factors to the projected increase in enrollment
 - ✦ Other enrollment-related needs include funds to purchase additional relocatables along with technology and furniture for the relocatables to address capacity as well as additional buses to meet increased transportation demands.

Budget Forecast

- *Compensation* in FY 2017 consists of a step increase for eligible employees plus a 1.75% ongoing increase for eligible employees either at the top of scale or on a longevity step who would not receive an increase in compensation with a step increase. In addition, the minimum hourly wage for regularly-scheduled employees increases to \$14.50 and School Board salaries are increased. The baseline forecast does not include any step increases or compensation adjustments in FY 2018 and beyond. The estimated costs of increased compensation in the out years are shown at the bottom of the forecast.
- *Arlington Tech* includes the costs of starting the program in FY 2017 and expanding the program in fiscal years 2018 through 2020. Any one-time costs are funded with one-time funds and eliminated in the following year.
- *Central Registration* includes the first-year cost of implementation of this initiative; out-year costs are still to be determined.
- *Student and Instructional Support* includes costs for new initiatives to provide specific, targeted assistance to students and staff in support of the School Board's priority around the whole child. Any known out-years costs are included in fiscal years 2018 through 2020 and any one-time costs are funded with one-time funds and eliminated in the following year.
- *Safety and Security Needs* includes initiatives to increase the safety of students and staff and the security of school buildings. Any known out-years costs are included in fiscal years 2018 through 2020 and any one-time costs are funded with one-time funds and eliminated in the following year.
- *Professional Development* includes funding for additional professional development for staff.
- *Infrastructure and Support Needs* includes funding to provide additional central supports for students and staff in preparation for becoming a 30,000-student school division in 2021. Any known out-years costs are included in fiscal years 2018 through 2020 and any one-time costs are funded with one-time funds and eliminated in the following year.
- *Use of One-time Funds* includes those items that will be funded with one-time funds from the Future Budget Years reserve that have not been included elsewhere in the forecast such as replacement buses and technology. One-time funds will also be used to offset the technology start-up costs for the addition at McKinley Elementary included in Additional Costs for New Capacity, the relocatables and necessary furnishings for the relocatables as well as additional buses included in Enrollment Growth, and any one-time costs included in New Investments.
- *Possible Compensation Adjustments* outlines the costs of possible adjustments to compensation in the out years.

FY 2017-FY 2026 Capital Improvement Fund

School Board Message

June 29, 2016

The Honorable Libby Garvey, Chair
Arlington County Board
2100 Clarendon Blvd. Suite 300
Arlington, VA 22201

Dear Chair Garvey,

On behalf of the School Board, I would like to thank you for our ongoing collaboration and your support of our Capital Improvement Plan for 2017-2026. The County Board's proactive assistance in helping us address our capacity needs is greatly appreciated by the School Board. We truly believe we all benefit by working closely and collaboratively to address this top priority community need.

In our Capital Improvement Plan (CIP), which we approved Thursday, June 16, we put in place specific plans and funding for the New Middle School at Stratford and the new school at Wilson, and we prioritized high school and elementary school seat needs through 2026. We will also be building the New Elementary School at the Jefferson site with previously approved funds. Attachment A, "APS FY 2017-2026 CIP — Projects by Year and Funding Source" includes all the projects currently underway to address capacity needs. With these projects, you will see that by 2026 we meet over 100% of our elementary and high school capacity needs and 97% of our middle school seat needs. Thank you very much for your support in helping us meet these needs, particularly for your willingness to share bond capacity over the next few years.

As a result of adopting our FY 2017-2026 CIP, we are requesting a bond referendum in November 2016 of \$138.83 million for the following projects:

- New middle school at Stratford — \$26.03 million
- New school at Wilson — \$78.40 million
- Career Center/Arlington Tech — \$12.00 million
- Secondary seats at location(s) TBD — \$10.00 million
- Infrastructure projects (HVAC, roofs, etc.) — \$12.40 million

We also request the following language on the ballot in November 2016 for this bond referendum: "Shall Arlington County contract a debt and issue its general obligation bonds in the maximum principal amount of \$138,830,000 to finance, together with other available funds, the costs of various capital projects for Arlington Public Schools?"

The School Board would also like to thank you for sharing and allocating current County space for use by Arlington Public Schools. In particular, we were able to meet a critical capacity need for high school seats with the deeding of Fenwick to APS. We now will accommodate over 300 students in that facility for Arlington Community High School, which allows us to open 300 additional seats at the Career Center for the newly launched Arlington Tech. In addition, the expanded joint-use of Carver, Drew, Gunston, and Thomas Jefferson Community Centers provides much-needed classroom space and relieves pressure in those schools. We would like you to consider Madison Community Center as a possible future location for The Children's School. A child care center at that site for both of our staffs and their children could be a productive collaborative project for APS and the County.

FY 2017-FY 2026 Capital Improvement Fund School Board Message

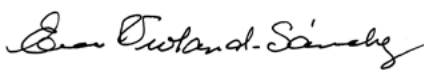


As discussed in our joint work sessions, we would like to ask that several sites, such as the Buck Property, Virginia Hospital Center at Carlin Springs, and Aurora Highlands, be considered for joint Schools/County use. We would also like to be kept abreast of other sites that are owned by the County or made available to Arlington for consideration for school use.

To jointly plan possible facilities and locations for Schools and County use, we would like to proceed with implementation of the recommendation from the Arlington Community Facilities Study. On page 189 of the report, the study recommends that our Boards “create a formal integrated strategic needs assessment and priority setting process between APS and the County.” We need to initiate this effort over the summer and begin implementation this fall. We would like to formalize this in a joint County/APS Board Work Session this fall.

Arlington residents have call upon us to work jointly on solving the facility needs of APS while maintaining a high level of services for all residents. We are so pleased to be working hand in hand with you to undertake this task in such a collaborative way.

Sincerely,



Emma Violand-Sánchez

Attachment

- C: School Board Members
- Superintendent Patrick Murphy

FY 2017-FY 2026 Capital Improvement Fund

Motion for the Adoption of the FY 2017 – FY 2026 CIP: June 16, 2016

Every two years, the School Board adopts a Capital Improvement Plan (CIP) addressing capital needs over the next ten years. This approach to capital planning anticipates needs for the next decade, while providing flexibility to adjust to changing circumstances.

During the development of the FY 2017-FY 2026 CIP, the School Board focused on providing seats for students in the areas of most critical need in light of the continued, sustained growth in student enrollment. The development process that began in the summer of 2015 culminates in this CIP and will be detailed in a report to be completed by the end of July 2016.

The School Board concluded that, to meet its Strategic Plan goal of providing optimal learning environments, and focusing on the areas of greatest need, capital improvements for this CIP would focus on high school seats followed by elementary seats and continued investment in maintenance of our facilities.

The School Board recognizes that identifying the funding needed for the 2016 bond to begin work on the areas of most critical need is its first priority in this CIP. The School Board further recognizes that additional community input and further collaboration with the Arlington County Board and staff will be necessary for moving forward.

Consistent with these goals, I move that the School Board adopt the FY 2017-FY 2026 Capital Improvement Plan.

ELEMENTARY SCHOOL CAPACITY

Reed Expanded

- Estimated New Seats: 725
- Projected Completion: Start of school, September 2021
- Maximum Estimated Project Cost: \$49,000,000
- 2016 Bond Funding: \$0 (Project funding also includes \$38.25 million in future bonds, \$4.0 million from reserves, \$5.5 million from the joint fund, and \$1.25 million in other funds)

Elementary Seats to be Determined

- Estimated New Seats: 400-725
- Projected Completion: Start of school, September 2025
- Maximum Estimated Project Cost: \$68,920,000
- 2016 Bond Funding: \$0 (Project funding also includes \$58.04 million in future bonds, \$9.16 million from the joint fund, and \$1.72 million in other funds)

MIDDLE SCHOOL CAPACITY

New School at Stratford

- Estimated New Seats: 339
- Projected Completion: Start of school, September 2019
- Maximum Estimated Project Cost: \$36,550,000
- 2016 Bond Funding: \$26,030,000 (Project funding also includes \$5.25 million in prior bonds, \$0.25 million from reserves, \$4.22 million from the joint fund, and \$0.80 million in other funds)

FY 2017-FY 2026 Capital Improvement Fund

Motion for the Adoption of the FY 2017 – FY 2026 CIP: June 16, 2016

Middle School Internal Modifications

- Estimated New Seats: 120+
- Projected Completion: Start of school, September 2017
- Maximum Estimated Project Cost: \$2,000,000
- 2016 Bond Funding: \$0 (Project funding also includes \$2.0 million from reserves)

HIGH SCHOOL CAPACITY

New School at Wilson

- Estimated New Seats: 775
- Projected Completion: Start of school, September 2019
- Maximum Estimated Project Cost: \$100,800,000
- 2016 Bond Funding: \$78,400,000 (Project funding also includes \$7.50 million in prior bonds, \$7.0 million from reserves, \$6.0 million from the joint fund, and \$1.9 million in other funds)



FY 2017-FY 2026 Capital Improvement Fund

Motion for the Adoption of the FY 2017 – FY 2026 CIP: June 16, 2016

High School Internal Modifications

- Estimated New Seats: 600
- Projected Completion: Start of school, September 2017 and 2018
- Maximum Estimated Project Cost: \$8,000,000
- 2016 Bond Funding: \$0 (Project funding also includes \$8.0 million from reserves)

Career Center/Arlington Tech

- Estimated New Seats: 300+
- Projected Completion: Start of school, September 2018
- Maximum Estimated Project Cost: \$12,750,000
- 2016 Bond Funding: \$12,000,000 (Project funding also includes \$0.75 million in other funds)

High School Seats Location(s) to be Determined

- Estimated New Seats: 1,300
- Projected Completion: Start of school, September 2022
- Maximum Estimated Project Cost: \$146,710,000
- 2016 Bond Funding: \$10,000,000 (Project funding also includes \$136.71 million in future bonds)

INFRASTRUCTURE

- Maximum Estimated Total Project Cost: \$75,600,000 over the 10 years of the CIP
- 2016 Bond Funding: \$12,400,000

FY 2017-FY 2026 Capital Improvement Fund

Arlington Public Schools Map

LEGEND

- ▲ High Schools
- Middle Schools
- ◊ Secondary Program
- Elementary Schools
- ★ Other School Sites
- Arlington County



FY 2017-FY 2026 Capital Improvement Fund

Attachment A: School Board Adopted CIP

PROJECT DESCRIPTION	OTHER FUNDING SOURCES				
	OPERATING	CAPITAL RESERVE	JOINT FUND		PREVIOUS BOND FUNDING
			APS	ARLCO	
SEATS AVAILABLE IN					
COMMITTED PROJECTS					
Stratford (1,000 seats in 2019)	\$0.80	\$0.25	\$2.11	\$2.11	\$5.25
Wilson (114 seats in 2019)	\$1.90	\$7.00	\$3.00	\$3.00	\$7.50
Career Center – Fenwick (600 seats in 2016)		\$0.40			
HVAC, Roofing and Infrastructure Projects					\$9.56
PROPOSED PROJECTS					
Gunston (60 seats in 2017)		\$1.00			
Kenmore (60 seats in 2017)		\$1.00			
Wakefield (300 seats in 2017)		\$4.00			
Yorktown (300 seats in 2018)		\$4.00			
Career Center/Arlington Tech (300 seats in 2018)	\$0.75		TBD	TBD	
Secondary Seats TBD (1300 seats by 2022)			TBD	TBD	
Reed – Expanded (725 seats in 2021)	\$1.25	\$4.00	\$2.75	\$2.75	
Elementary Seats TBD (400-725 seats in 2025)	\$1.72		\$4.58	\$4.58	
TOTAL COMMITTED AND PROPOSED PROJECTS	\$6.42	\$21.65	\$12.44	\$12.44	\$22.31
BOND REFERENDA AMOUNTS					
Debt Service Ratio Target ≤9.8%					
Debt Service Ratio — APS					
Annual APS Debt Service Increase					
TOTAL COUNTY AND SCHOOLS DEBT SERVICE RATIO					

FY 2017-FY 2026 Capital Improvement Fund

Attachment A: School Board Adopted CIP

BOND FUNDING IN FY 2017-2026 CIP										TOTAL PROJECT COST
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	
FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	
	\$17.00	\$9.03								\$36.55
\$36.00	\$39.40	\$3.00								\$100.80
										\$0.40
\$6.50	\$5.90	\$7.20	\$7.40	\$7.60	\$7.80	\$8.00	\$8.20	\$8.40	\$8.60	\$85.16
										\$1.00
										\$1.00
										\$4.00
										\$4.00
\$2.00	\$10.00									\$12.75
\$5.00	\$5.00	\$27.50	\$21.50	\$31.00	\$13.75	\$12.50	\$5.25	\$18.21	\$7.00	\$146.71
		\$12.00	\$19.25	\$7.00						\$49.00
				\$0.50	\$2.00	\$6.00	\$19.75	\$29.79		\$68.92
\$49.50	\$77.30	\$58.73	\$48.15	\$46.10	\$23.55	\$26.50	\$33.20	\$56.40	\$15.60	\$510.29
2016		2018		2020		2022		2024		
\$138.83		\$146.60		\$17.90		\$89.49		\$42.21		
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	TOTAL
8.17%	8.71%	9.75%	9.95%	10.20%	10.10%	9.79%	9.66%	9.67%	9.67%	
\$2.02	\$4.24	\$7.39	\$2.50	\$2.75	\$0.88	(\$0.70)	\$0.62	\$1.35	\$1.46	\$22.5
8.08%	8.26%	8.91%	9.35%	9.77%	9.78%	9.65%	9.58%	9.49%	9.28%	

FY 2017-FY 2026 Capital Improvement Fund

Executive Summary

Strategic capital planning and thoughtful decision-making in prioritizing expenditures of limited funding resources are critical to all school divisions under any circumstances. Development of the Arlington Public Schools (APS) FY 2017-26 Capital Improvement Plan (CIP) was particularly challenging, primarily because of the need to meet critical system-wide capacity demands caused by continued enrollment growth. Furthermore, these challenges must be met within limited timelines and established financial constraints while continuing to meet the expectations of students, their families, and the existing high performance standards set by APS.

Growing Enrollment

As a result of population growth throughout the County and the outstanding quality of the APS instructional program, PK-12 enrollment has grown steadily in recent years and is currently at its highest level in decades. Between FY 2011 and FY 2016, total enrollment increased by nearly 4,000 students (19%). Based on current trends, APS enrollment is projected to reach nearly 32,000 students in FY 2026, which would result in total seat deficits (based on existing facility resources) of approximately:

- 1,400 elementary school seats;
- 400 middle school seats; and
- 2,800 high school seats.

For this reason, the key focus of the FY 2017- 26 CIP is on developing capacity at both the high school and elementary school levels. The community engagement process, which informed and shaped the School Board's direction for the CIP was, therefore, a countywide effort involving a wide range of community stakeholders.

Community Engagement

The School Board's engagement with the APS community and its work with staff in developing the CIP extended through the school year. The process evolved as priorities were evaluated and new potential options became available. Throughout the process, efforts were made to reach a broad spectrum of stakeholders through a variety of means, including School Board work sessions, countywide community meetings, meetings with the Advisory Council on School Facilities and Capital Projects (FAC), County Council of Parent Teacher Associations (CCPTA), Administrative Council, and high school principals. APS staff also communicated information about the process through the MoreSeats website and APS School Talk messages; received over 1,600 online feedback responses, and fielded hundreds of email, phone, and in-person communications with members of the APS community. APS also utilized the Periscope app to broadcast live video of community meetings for those stakeholders unable to attend community meetings in person.

Feedback gained throughout the multi-stage process informed the work of staff and Board members as the evaluation of various options progressed. Continued collaboration with the School Board, APS staff, the County Board and County staff, as well as a wide range of interested community stakeholders, will be essential in finalizing the locations for the 1,300 secondary seats and up to 725 elementary seats identified in the out years of the CIP. Further community input will also be instrumental in future processes to determine the use and programming of the facilities and also to establish the appropriate community amenities that will be associated with them.

FY 2017-FY 2026 Capital Improvement Fund Executive Summary

Addressing the Need for Seats

As noted above, the need to address continued and projected enrollment growth has been paramount in developing this CIP. Accordingly, the CIP provides seats for:

- 1,125 to 1,450 more elementary school students;
- 459 more middle school students; and
- 3,575 more high school students.

The School Board evaluated various capacity-generating options reviewed through the community engagement process in order to prioritize projects appropriately in light of competing perspectives and opportunities.



Proposed capital projects identified in the CIP and detailed in this report include \$359.43M in new school facilities, internal modifications, additions and needed renovations to existing facilities, as well as \$75.6M in Minor Construction/ Major Maintenance projects focused mainly on HVAC, roofing and related infrastructure investments at several schools.

Fiscal Responsibility

Analysis of APS's financial capacity established that APS could fund projects that address nearly all projected seat needs in this CIP to meet its most urgent needs. Working together with the County Board and County staff, the Boards agreed to a funding plan in which the County would share its comprehensive debt capacity load with APS during the identified deficit years. In addition, \$21.65M of current APS revenues were allocated to fund the planning and design effort associated with capacity projects identified in the CIP in order to reduce the amount of planning dollars that would need to be included in the 2016 bond funding request. As a result, the funding plan outlined in the CIP gives APS the financial capacity to deliver the desired capital projects as close as possible to when they are needed without exceeding the County's overall 10 percent debt service ratio.

A Responsive and Responsible Approach

At its core, the FY 2017-26 CIP was developed to ensure that, notwithstanding the ongoing and projected growth in enrollment, APS will continue to provide optimal learning environments and meet the needs of the whole child in accordance with the APS Strategic Plan and School Board priorities. The CIP provides a plan that delivers the necessary permanent seats as close to when and where they are needed as possible. The CIP has been and will continue to be informed and shaped by community input. The CIP represents a responsive and responsible approach to managing the urgent challenges of APS enrollment growth over the next ten years.

FY 2017-FY 2026 Capital Improvement Fund CIP Development Calendar

November 2, 2015	School Board CIP Work Session
January 5, 2016	School Board CIP Work Session
January 7, 2016	School Board's CIP Framework—Info
January 21, 2016	School Board's CIP Framework—Action
January 28, 2016	School Board CIP Work Session
February 3, 2016	Community Stakeholder Meeting
February 8, 2016	Facilities Advisory Council (FAC) Meeting
February 17, 2016	Community Stakeholder Meeting
February 24, 2016	Community Stakeholder Meeting
March 14, 2016	FAC Meeting and School Board CIP Work Session
March 30, 2016	Community Stakeholder Meeting
April 11, 2016	FAC Meeting
April 13, 2016	Community Stakeholder Meeting
May 5, 2016	Superintendent's Proposed FY 2017–FY 2026 CIP
May 10, 2016	School Board CIP Work Session #1
May 17, 2016	County Manager's Proposed County CIP
May 17, 2016	School Board CIP Work Session #2
May 19, 2016	CIP Public Hearing
May 24, 2016	School Board CIP Work Session #3
June 2, 2016	School Board's FY 2017–26 CIP—Information/Public Hearing
June 7, 2016	School Board CIP Work Session #4
June 13, 2016	FAC Meeting
June 16, 2016	School Board's FY 2017–26 CIP—Action
July 19, 2016	County Board Adoption of County CIP and Bond Referenda Language

*Full agendas and all background materials for all meetings can be found at www.boarddocs.com/vsba/arlinton/board.nsf/public.
Additional resources may be found at www.apsva.us/moreseats.*

FY 2017-FY 2026 Capital Improvement Fund

School Board's CIP

CAPITAL IMPROVEMENT PLANS

Meeting capital needs is critical to the success of any school division. Constructing, renovating, and adding to existing school buildings are all lengthy processes. Typically, school construction takes years. It begins by identifying the needs of the school division and is followed by obtaining bond authority from the citizens, after which design may begin and construction may follow. Because of the time required for construction and the importance of providing the instructional space needed to educate the community's students, the capital improvement plan and the planning process associated with it are among the most important activities a school division undertakes.



Arlington Public Schools (APS) develops a 10-year Capital Improvement Plan (CIP) every two years. Each plan re-evaluates and/or confirms the previous plan to reflect changes in enrollment projections, changes to various conditions informing the plan and changes in School Board priorities. Every CIP includes two broad categories of projects: Major Construction (MC) and Minor Construction/Major Maintenance (MC/MM).

MC projects include new buildings, additions and renovations. MC/MM projects primarily include HVAC, roofing, and infrastructure improvements. Regardless 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 in this CIP, they may also be funded with current revenues set aside in capital project reserves.

ENROLLMENT GROWTH

APS enrollment has grown steadily in recent years and is currently at its highest level in decades. Between FY 2011 and FY 2016, total enrollment increased by nearly 4,000 students, a growth rate of 19 percent. APS is expected to reach capacity in all grade levels by FY 2018. Current enrollment projections indicate that total enrollment will exceed 30,000 students in FY 2022.

FY 2017-26 CIP

The driving focus of this CIP, which spans fiscal years FY 2017 through FY 2026, is student enrollment growth, as it was in the FY 2015-24 CIP. This focus was confirmed by the Annual APS Enrollment Projections Report for SY2016-25, the FY 2016 Arlington Facilities and Student Accommodation Plan (AFSAP) and by community input over the last year. The FY 2017-26 CIP is intended to increase building capacity by constructing new schools and making additions and renovations to existing schools, while also providing for significant ongoing capital maintenance. As in the FY 2015-24 CIP, development of the FY 2017-26 CIP included evaluations of various options developed with community input and deliberated on by the School Board.

FY 2017-FY 2026 Capital Improvement Fund

School Board's CIP

PROCESS

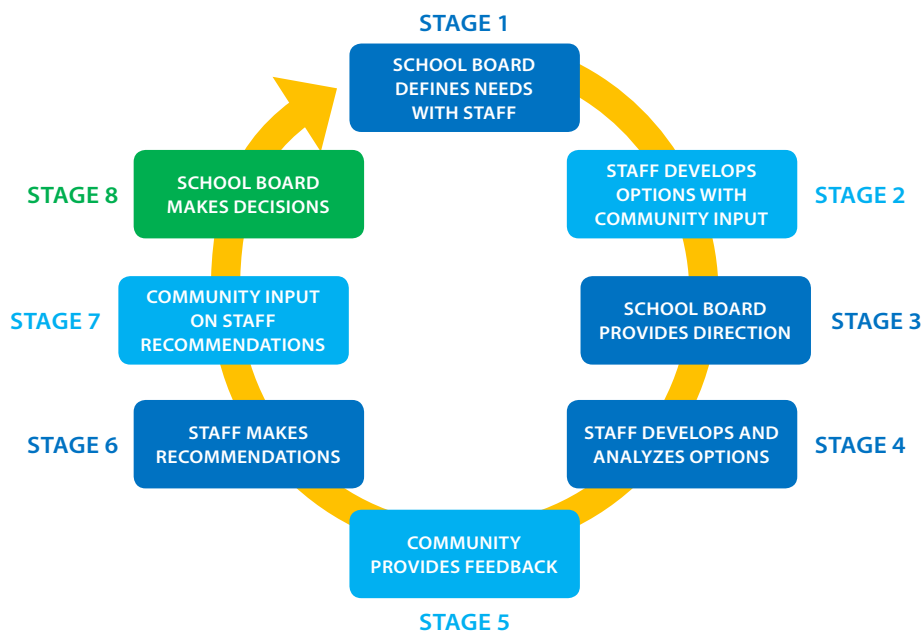
The CIP is the outcome of the School Board's year-long, eight step process (described below) for engaging the community and working together with staff before making decisions on critical issues including the Budget and the CIP. Through this process, the School Board obtained substantial feedback from the community, gave direction to staff, and evaluated various capital options that were developed to create additional seating capacity in response to projected enrollment growth.

Critical factors that impacted selection of the capital projects in the FY 2017-26 CIP include:

- Capacity, or the number of seats provided;
- The preferred schedule for completing the work to add the seats needed to meet enrollment projections;
- Placement of the new seats within the County to address the areas of enrollment growth and critical space needs;
- The estimated total project cost of the various capital options being considered, escalated according to the year in which they are needed; and
- The financial capacity of APS to fund the projects when they are needed.

Analysis of APS' financial capacity established that APS could not fund all of the capital projects when needed to meet the enrollment projections within its ten-year debt capacity, although the school division could fund sufficient capacity to meet the greatest needs.

Those capital projects could not be completed, however, according to the preferred schedule without exceeding APS' debt capacity in individual years within the ten-year CIP period. The Superintendent's proposed CIP, presented on May 5, 2016, outlined two CIP alternatives – one showing the capital projects through the mid-term and the second showing other high school and elementary school capital options to be considered in the out years. Since May 5, 2016, the APS Board and staff have collaborated closely with the Arlington County Board and staff to develop a shared funding plan that would deliver the desired capital projects as close to when they are needed as possible.



FY 2017-FY 2026 Capital Improvement Fund

School Board Direction

The FY 2017-26 CIP incorporates the School Board's direction, which was articulated by the members throughout the CIP planning process in a number of ways, including:

- The CIP Framework adopted by the School Board on January 21, 2016; and
- Additional direction provided during the various CIP work sessions.

CIP FRAMEWORK

Introduction

The purpose of the Superintendent's Proposed Capital Improvement Plan for FY 2017-26 is to ensure that Arlington Public Schools (APS) addresses the ongoing growth in enrollment, while continuing to provide optimal learning environments and meet the needs of the whole child in accordance with Goals 4 and 5 of the APS Strategic Plan for FY 2011-17. Development of the CIP was framed first and foremost by the need to address growth in enrollment.

- The CIP would include capital construction projects to increase seat capacity;
- The CIP would include non-capital strategies to increase seat capacity;
- The CIP would be adopted by the Arlington School Board in June 2016;
- It was anticipated that non-capital strategies proposed would be developed over a longer time-frame than the CIP; and
- APS would develop solutions to meet short-term capacity needs prior to completion of the capital projects included in the CIP and prior to implementation of the non-capital strategies.

Enrollment Growth

Enrollment at APS has grown by 6,827 students since FY 2006 and is currently projected to grow by another 6,655 students over the next ten years. APS has grown from 18,411 students ten years ago (FY 2006) to 25,238 in the most recent school year (FY 2016) and is projected to reach 31,893 students over the next ten years (by FY 2026), surpassing the 30,000-student benchmark in FY 2022. This anticipated 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.

Debt Capacity

Current APS debt capacity is insufficient to construct all the seats that would be required to meet projected enrollment when needed. Given APS' past experience with long-term fluctuations in enrollment, it would not be prudent to construct all seats required even if debt capacity were sufficient to do so. Due to this limited debt capacity, the CIP must:

- Achieve the greatest return on investment by addressing the most critical needs for new seats within available debt capacity;
- Create new seats by means of both capital construction expenditure under the CIP and non-capital strategies funded from operations; and
- Recognize the value of relocatable classrooms as both vital to capacity development and a hedge against constructing too many seats should enrollment decline in the future.

FY 2017-FY 2026 Capital Improvement Fund

School Board Direction

FINANCE

The financial management of capital investments is an integral part of the overall management of all APS finances. The FY 2017–26 CIP considered capital expenditures in the context of APS budget priorities and Strategic Plan goals. The CIP would:

- Achieve the greatest return on investment by addressing the most critical needs for new seats within available debt capacity;
- Provide an analysis of APS debt capacity under various funding scenarios to determine the ability of APS to fund future construction projects and the timelines for doing so;
- Optimize the value of existing assets; and
- Ensure continuation of the capital reserve.

School Board Direction

The School Board provided the following direction regarding the last CIP for FY 2015-24:

- Consider boundary refinements to balance capacity among the three comprehensive high schools; and
- Reevaluate the Secondary Seats at the Arlington Career Center proposed in the FY 2015-24 CIP.

Framework Components

The following plans, studies and community engagement processes contribute to the framework for the FY 2017-26 CIP:

- APS Strategic Plan for 2011-2017;
- Alignment with Arlington County Government’s planning for SMART growth, particularly for land use, transportation, recreation and open space, environmental sustainability and joint-use of land and facilities;
- Agreements between Arlington County Government and APS on joint-use of facilities;
- APS Progressive Capacity Planning Model developed in 2010;
- More Seats for More Students community engagement process created during the FY 2013-22 CIP planning process;
- 2014 Thomas Jefferson Working Group;
- 2015 Arlington Community Facilities Study;
- 2015 South Arlington Working Group; and
- Capital projects included in the FY 2015-26 CIP:
 - ✦ Addition/renovation for 136 seats at Abingdon Elementary School, to start construction in July 2016;
 - ✦ Addition/renovation at Ashlawn Elementary School, 225 new seats, completed in 2014;
 - ✦ Discovery Elementary School, 630 new seats, opened in September 2015;
 - ✦ Addition/renovation at McKinley Elementary School, 241 new seats, currently under construction;

FY 2017-FY 2026 Capital Improvement Fund

School Board Direction

- ✦ Interior modifications at Washington-Lee High School, 300 new seats, Phase 1 completed in 2015. Phase 2 to be completed in 2016;
- ✦ New Elementary School at Jefferson site, 725 new seats, currently in design; and
- ✦ Secondary Seats at Arlington Career Center, 1,300 new seats, re-evaluated in the FY 2017-26 CIP.

Capacity Planning Process

APS continued to engage the Arlington community in the CIP planning process to develop, prioritize and make specific proposals for providing adequate seats to meet enrollment growth. APS also engaged with Arlington County Government to align its CIP with the County CIP and ensure that the needs of both APS and the County were appropriately reconciled. The proposals included:

- Capital projects to be funded within available debt capacity;
- Minor Capital/Major Maintenance Projects to be funded within available debt capacity;
- Non-capital strategies to be funded from operations budget;
- Action plan for relocatable classrooms; and
- Strategies to address immediate needs at schools with most critical capacity needs.

CAPITAL INVESTMENT

In order to provide safe, high quality, and functional learning environments, it is important to provide capital funding for APS facilities. APS analyzed enrollment projections to identify and address the schools with the most immediate capacity needs in a tiered approach by fiscal year.

Major Capital Projects

Major capital projects are funded through general obligation bonds and address the need for increased capacity over the next ten years as enrollment continues to increase. Major capital projects include:

- Options for renovations and additions to existing schools;
- Potential sites for new schools and other facilities; and
- Opportunities to construct schools and other facilities as part of larger developments in Arlington County.

Minor Capital/Major Maintenance

Minor Capital/Major Maintenance (MC/MM) projects are funded with available debt capacity and other supplements to the MC/MM fund to provide optimal learning environments and meet the needs of the whole child.

The MC/MM identifies major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems.

FY 2017-FY 2026 Capital Improvement Fund

School Board Direction

Non-Capital Strategies

APS anticipates that multiple non-capital strategies funded from the operating budget will be required to address the shortfall between projected enrollment growth and the number of new seats that can be constructed within available debt capacity. Strategies to be developed, evaluated and prioritized include:

- Increasing class size;
- Adjusting schedules and utilization factors to increase number of periods during school day;
- Expanding virtual class offerings;
- Relocating programs and changing admissions/ transfer policies to address uneven enrollment growth;
- Improving utilization of existing schools as has already been, and will continue to be, implemented;
- Expanding partnerships with higher education institutions;
- Leasing/sharing space in available facilities;
- Reprograming and intensifying the use of existing spaces, where feasible; and
- Continuing the use of relocatable classrooms.

Action Plan for Relocatable Classrooms

Recognizing that relocatable classrooms are both vital to accommodating enrollment growth and a hedge against constructing too many seats should enrollment decline in the future, APS develops an action plan for relocatable classrooms each year to:

- Evaluate/verify need for relocatable classrooms at each school;
- Identify potential locations for future installation of relocatable classrooms;
- Comply with new storm water regulations;
- Balance reduction of site amenities;
- Integrate relocatable classrooms better with their sites; and
- Enhance relocatable classrooms and the spaces around them as learning environments.

Strategies for Most Immediate Capacity Needs

APS analyzes enrollment projections to identify and address the schools with the most immediate capacity needs in a tiered approach each year.

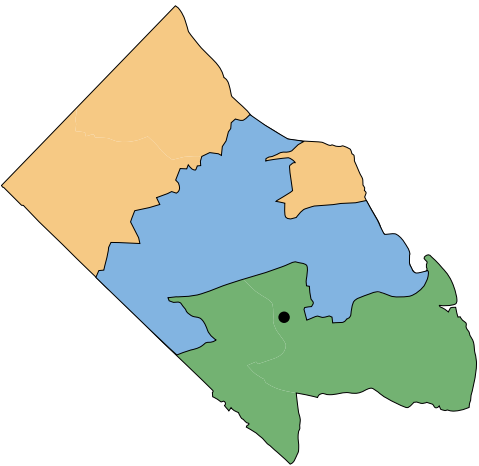

ENERGY, ENVIRONMENT & LEARNING

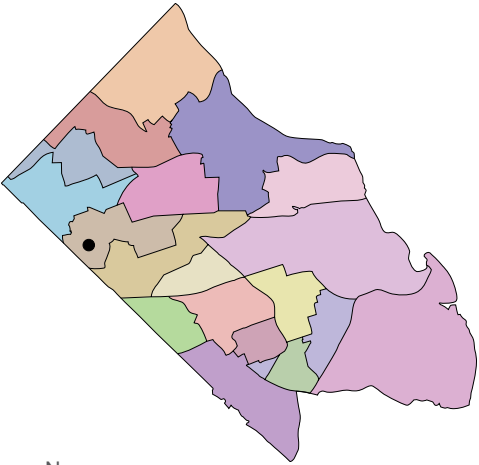

APS has made environmental sustainability a priority in developing its facilities, not only to protect the environment and reap the economic benefit of using less energy, but also to integrate opportunities for students to learn about design, sustainability, and environmental stewardship.

The Arlington Public Schools FY 2017–26 Capital Improvement Plan will ensure that APS continues to provide high-quality, safe, efficient and environmentally friendly facilities for current and future students and staff.

FY 2017-FY 2026 Capital Improvement Fund

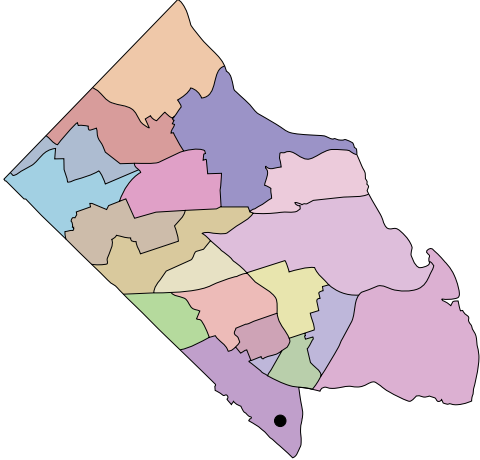
Major Capital Projects

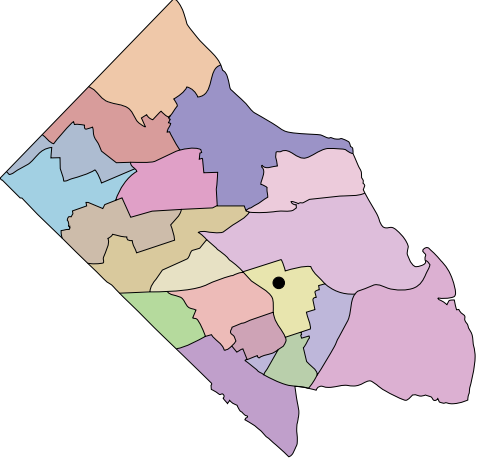
COMPLETED PROJECT	
<p style="text-align: center;">Fenwick Center Renovation</p>  <p style="text-align: center;">  Arlington County High School Boundaries </p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> Additional seats provided: 300+ Projected completion: August 2016 Maximum estimated total project cost: \$398,000 Reserve funding: \$398,000 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> Additional overhead costs will be required to operate this new addition to APS facilities. <p><i>Note: The Fenwick Center, located on the Arlington Career Center campus, was vacated by the Arlington County Department of Health and Human Services and transferred to APS by Arlington County Government in January 2016.</i></p> <p><i>Arlington Community High School moved from the Arlington Career Center to the Fenwick Center in July 2016 to provide space at the Career Center for the new Arlington Tech program.</i></p>

ONGOING CIP PROJECT	
<p style="text-align: center;">McKinley Elementary School Addition/ Renovation</p>  <p style="text-align: center;">  Arlington County Elementary School Boundaries </p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> Additional seats provided: 241 Projected completion: December 2016 Prior bond funding: \$19,616,500 Joint funding: \$750,000 Other funds: \$1,618,435 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> Additional staffing, transportation and overhead costs will be required to operate the expanded school.

FY 2017-FY 2026 Capital Improvement Fund

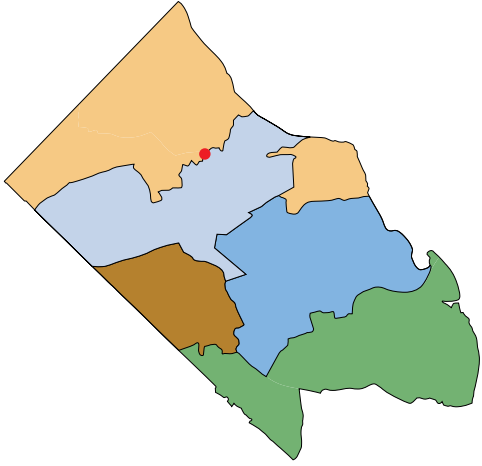
Major Capital Projects

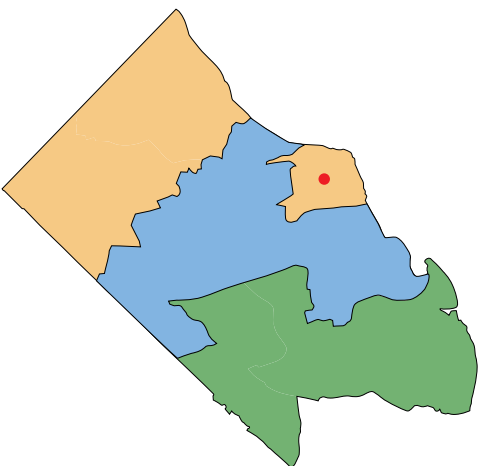
ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="440 415 764 478">Abingdon Elementary School Addition/Renovation</p>  <p data-bbox="397 993 430 1066">N</p> <p data-bbox="492 1010 829 1066">Arlington County Elementary School Boundaries</p>	<ul data-bbox="914 380 1308 583" style="list-style-type: none"> • Additional seats provided: 136 • Projected completion: December 2017 • Prior bond funding: \$30,197,959 • Joint funding: \$1,239,206 • Other funds: \$539,365 • 2016 bond funding: \$0 <p data-bbox="902 617 1167 642">OPERATING IMPACT</p> <ul data-bbox="914 653 1344 743" style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the expanded school.

ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="407 1276 800 1339">New Elementary School Adjacent to Thomas Jefferson Middle School</p>  <p data-bbox="397 1854 430 1927">N</p> <p data-bbox="492 1871 829 1927">Arlington County Elementary School Boundaries</p>	<ul data-bbox="914 1241 1276 1444" style="list-style-type: none"> • Additional seats provided: 725 • Projected completion: August 2019 • Prior bond funding: \$40,300,000 • Joint funding: \$17,900,000 • Other funds: \$800,000 • 2016 bond funding: \$0 <p data-bbox="902 1478 1167 1503">OPERATING IMPACT</p> <ul data-bbox="914 1514 1344 1604" style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the new school. <p data-bbox="902 1633 1393 1801"><i>Note: In spring 2016, the School Board voted to relocate the existing Patrick Henry neighborhood elementary school to this new school, to relocate the Montessori programs at Drew Elementary School to the existing Patrick Henry building, and to create a new neighborhood school at Drew.</i></p>

FY 2017-FY 2026 Capital Improvement Fund

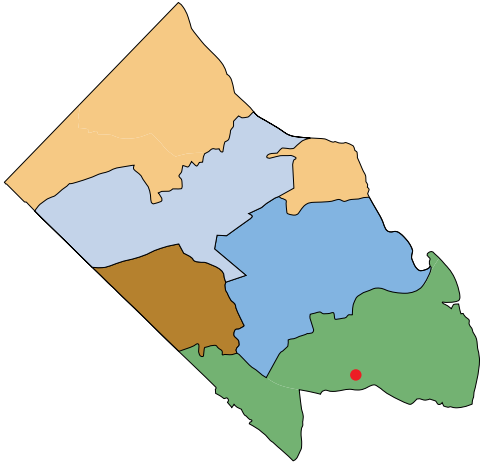
Major Capital Projects

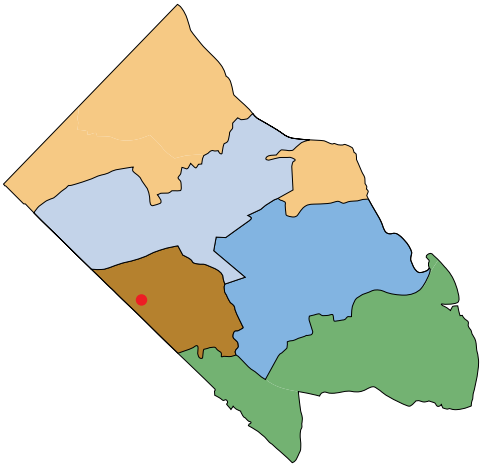
ONGOING CIP PROJECT	
<p>New Middle School at Stratford Building</p>  <p>Arlington County Middle School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 339 • Seats already existing: 661 • Total seats at new middle school: 1,000 • Projected completion: August 2019 • Maximum estimated total project cost: \$36,550,000 • Prior bond funding: \$5,250,000 • Joint funding: \$4,220,000 • Reserves: \$250,000 • Other funds: \$800,000 • 2016 bond funding: \$26,030,000 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the new school. <p><i>Note: The Stratford Building is currently occupied by the H-B Woodlawn and Stratford programs, which will relocate to the new school at the Wilson site in 2019.</i></p>

ONGOING CIP PROJECT	
<p>New School at Wilson Site</p>  <p>Arlington County High School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 775 • Projected completion: August 2019 • Maximum estimated total project cost: \$100,800,000 • Prior bond funding: \$7,500,000 • Joint funding: \$6,000,000 • Reserves: \$7,000,000 • Other funds: \$1,900,000 • 2016 bond funding: \$78,400,000 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the school. <p><i>Note: The H-B Woodlawn and Stratford programs will relocate to this new school from the Stratford Building in 2019.</i></p>

FY 2017-FY 2026 Capital Improvement Fund

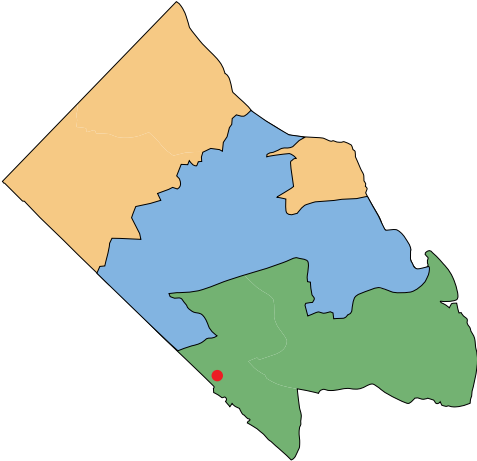
Major Capital Projects

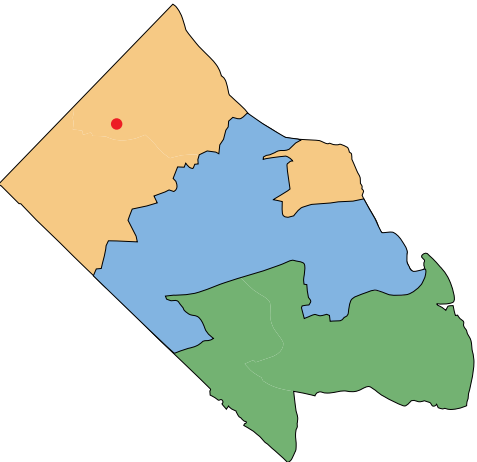
NEW CIP PROJECT	
<p>Gunston Middle School Internal Modifications</p>  <p>Arlington County Middle School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 60+ • Projected completion: August 2017 • Maximum estimated total project cost: \$1,000,000 • Reserve funding: \$1,000,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Minimal operating impact.

NEW CIP PROJECT	
<p>Kenmore Middle School Internal Modifications</p>  <p>Arlington County Middle School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 60+ • Projected completion: August 2017 • Maximum estimated total project cost: \$1,000,000 • Reserve Funding: \$1,000,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Minimal operating impact.

FY 2017-FY 2026 Capital Improvement Fund

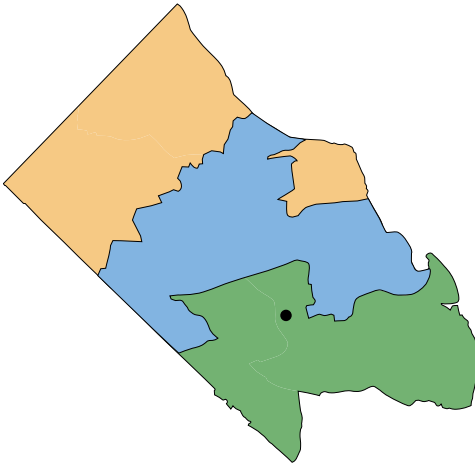

Major Capital Projects

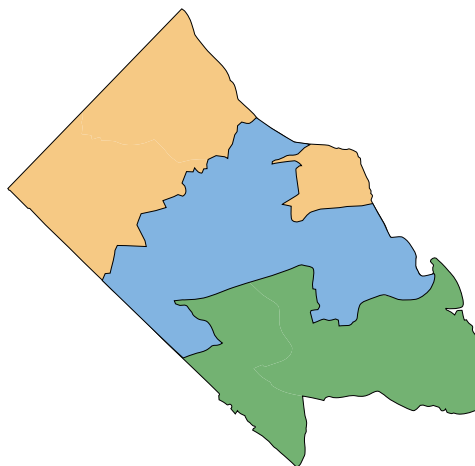

NEW CIP PROJECT	
<p>Wakefield High School Internal Modifications</p>  <p>Arlington County High School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 300+ • Projected completion: August 2017 • Maximum estimated total project cost: \$4,000,000 • Reserve funding: \$4,000,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs may be required to operate the school.

NEW CIP PROJECT	
<p>Yorktown High School Internal Modification</p>  <p>Arlington County High School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 300 • Projected completion: August 2018 • Maximum estimated total project cost: \$4,000,000 • Reserve Funding: \$4,000,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs may be required to operate the school.

FY 2017-FY 2026 Capital Improvement Fund

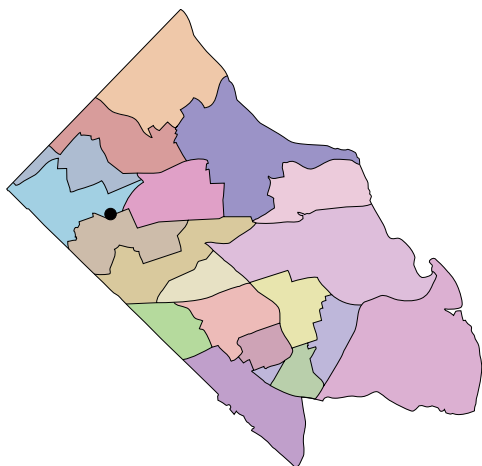
Major Capital Projects

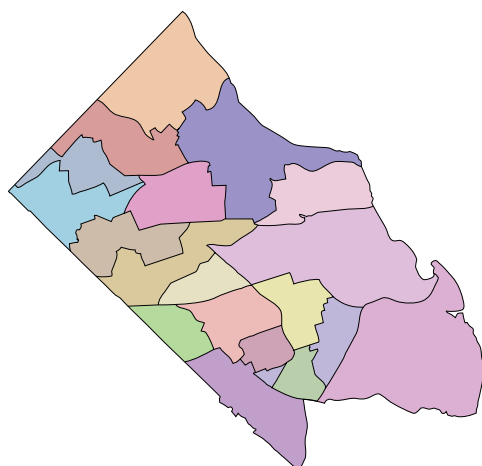
NEW CIP PROJECT	
<p>Career Center / Arlington Tech</p>  <p style="text-align: center;">  Arlington County High School Boundaries </p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 300+ • Projected completion: August 2018 • Maximum estimated total project cost: \$12,750,000 • 2016 bond funding: \$12,000,000 • Other funds: \$750,000 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the school.

NEW CIP PROJECT	
<p>High School Seats Location(s) To Be Determined</p>  <p style="text-align: center;">  Arlington County High School Boundaries </p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 1,300+ • Projected completion: August 2022 • Maximum estimated total project cost: \$146,710,000 • 2016 bond funding: \$10,000,000 • Future bonds: \$136,710,000 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the new school and/or expanded schools.

FY 2017-FY 2026 Capital Improvement Fund

Major Capital Projects

NEW CIP PROJECT	
<p>Reed Building Expansion to Create New Elementary School</p>  <p style="text-align: center;">Arlington County Elementary School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 725 • Projected completion: August 2021 • Maximum estimated total project cost: \$49,000,000 • Reserve funding: \$4,000,000 • Joint funding: \$5,500,000 • Other funds: \$1,250,000 • Future bonds: \$38,250,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the school.

NEW CIP PROJECT	
<p>Elementary Seats Location(s) To Be Determined</p>  <p style="text-align: center;">Arlington County Elementary School Boundaries</p>	<p>PROJECT HIGHLIGHTS</p> <ul style="list-style-type: none"> • Additional seats provided: 400-725 • Projected completion: August 2025 • Maximum estimated total project cost: \$68,920,000 • Reserve funding: \$0 • Joint funding: \$9,160,000 • Other funds: \$1,720,000 • Future bonds: \$58,040,000 • 2016 bond funding: \$0 <p>OPERATING IMPACT</p> <ul style="list-style-type: none"> • Additional staffing, transportation and overhead costs will be required to operate the new school or expanded schools.

FY 2017-FY 2026 Capital Improvement Fund Capital Projects

HVAC PROJECTS

(Various Locations)

Project Highlights

In 2007, APS created a task force to review HVAC needs throughout the system. The initiative continues to grow and flourish with the ongoing support of bond funds for major renewals of HVAC systems. The opportunity to ‘team’ bond funds with major addition/renovation projects has been taken at Ashlawn, McKinley and Abingdon elementary schools.

The APS HVAC Committee is currently working out the next phase of project priorities, which will likely revert to at least one complete facility overhaul per year resuming in summer 2017. The final selection of locations will of course dovetail with the CIP strategy and any further opportunities for ‘teaming’ funds will be considered.

Operating Impact

Improved comfort, energy efficiency savings and prolonged life of equipment.

HVAC PROJECT	
FISCAL YEAR	FUNDING
2017	\$2,500,000
2018	\$2,000,000
2019	\$3,200,000
2020	\$2,200,000
2021	\$2,300,000
2022	\$2,400,000
2023	\$2,500,000
2024	\$2,600,000
2025	\$2,700,000
2026	\$2,800,000



FY 2017-FY 2026 Capital Improvement Fund

Capital Projects

ROOFING PROJECTS

(Various Locations)

Project Highlights

The comprehensive roofing replacement program continues with the ongoing support of bond funds. The original plan from the 2009 study by Gale Associates, Inc. has now been completed, except for Williamsburg Middle School, and the Stratford Building.

To date roof replacements have been completed at the Career Center, McKinley, the Facilities building at the Trades Center, Barrett, McKinley, Tuckahoe, Oakridge and Ashlawn elementary schools.

Roof replacement at Taylor Elementary School is scheduled to be completed in August 2016, and the roof replacement at Abingdon Elementary School will be 'teamed' with the capital project.

Operating Impact

Improved comfort, energy efficiency savings and elimination of storm related leaks/floods.

ROOFING PROJECT	
FISCAL YEAR	FUNDING
2017	\$3,000,000
2018	\$1,900,000
2019	\$2,000,000
2020	\$2,200,000
2021	\$2,300,000
2022	\$2,400,000
2023	\$2,500,000
2024	\$2,600,000
2025	\$2,700,000
2026	\$2,800,000

OTHER MAJOR INFRASTRUCTURE INVESTMENTS

(Various Locations)

Project Highlights

Bond funding has now increased to include major upgrades of lighting, windows and electrical systems. Progress has already been made at over a dozen older buildings where existing lighting has been partially upgraded to LED.

Operating Impact

Improved lighting has been especially effective in gymnasiums where many Physical Education staff note improvements in student safety and participation with LED lighting, which also offers reduced maintenance and energy costs. As a key building envelope component, window upgrades also offer significant comfort and energy improvements.

Upgraded electrical capacity allows the growth of information technology to proceed more smoothly.

OTHER PROJECTS	
FISCAL YEAR	FUNDING
2017	\$1,000,000
2018	\$2,000,000
2019	\$2,000,000
2020	\$3,000,000
2021	\$3,000,000
2022	\$3,000,000
2023	\$3,000,000
2024	\$3,000,000
2025	\$3,000,000
2026	\$3,000,000

FY 2017-FY 2026 Capital Improvement Fund

Other CIP Projects

MINOR CONSTRUCTION/MAJOR MAINTENANCE (MC/MM)

The MC/MM program provides annual funding from current revenues for replacement of major systems and components, improvements in the configuration of educational spaces and facility systems, and a budget reserve. Based on a series of annual inspections and condition reports, staff has developed a proactive, ten-year plan to run concurrently with the CIP. Schools and departments are also invited to participate directly in the MC/MM process by submitting requests for projects at individual buildings.

Each fall the MC/MM committee, comprising staff from Facilities and Finance departments, representatives from each principal's group and a member of the Facilities Advisory Council (FAC), convenes for a series of meetings to review and prioritize projects from the ten-year plan and the new requests submitted that year according to the following criteria:

- Mandates
- Health and safety
- Immediate instructional needs
- Essential building repairs
- General Instructional enhancements
- General building enhancements

FY 2017-FY 2026 Capital Improvement Fund

Other CIP Projects

FUNDING SUMMARY

The chart below outlines MC/MM budgets for the current and next fiscal year and estimates needs for future years. The chart contains estimates only and is likely to change as budgets develop and funds become available.

MINOR CONSTRUCTION/MAJOR MAINTENANCE FUND BY ACCOUNT

	ADOPTED	ADOPTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
ADA Upgrades	\$60,504	\$62,000	\$63,860	\$65,776	\$67,749	\$69,782
Blinds	\$0	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Concrete/Paving	\$54,372	\$56,000	\$57,680	\$59,410	\$61,193	\$63,028
Consulting	\$0	\$74,000	\$76,220	\$78,507	\$80,862	\$83,288
Fields/Grounds	\$80,000	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
Flooring Repairs	\$29,184	\$0	\$25,000	\$25,750	\$26,523	\$27,318
Gym Lighting Improvements	\$65,000	\$0	\$50,000	\$51,500	\$53,045	\$54,636
HVAC—Controls and Upgrades	\$200,000	\$212,000	\$218,360	\$224,911	\$231,658	\$238,608
Indoor Air Quality	\$57,242	\$59,000	\$60,770	\$62,593	\$64,471	\$66,405
Lockers	\$0	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Painting	\$38,060	\$0	\$40,000	\$41,200	\$42,436	\$43,709
Playgrounds	\$59,808	\$62,000	\$63,860	\$65,776	\$67,749	\$69,782
Plumbing	\$0	\$58,000	\$59,740	\$61,532	\$63,378	\$65,280
Relocatables	\$1,547,923	\$2,332,662	\$2,402,642	\$2,474,721	\$2,548,963	\$2,625,432
Roofing	\$0	\$101,000	\$104,030	\$107,151	\$110,365	\$113,676
Security	\$175,000	\$175,000	\$180,250	\$185,658	\$191,227	\$196,964
Specific Projects	\$2,725,011	\$2,605,365	\$2,683,526	\$2,764,032	\$2,846,953	\$2,932,361
Stormwater Management	\$250,000	\$250,000	\$257,500	\$265,225	\$273,182	\$281,377
Theater Safety Projects	\$100,000	\$50,000	\$51,000	\$53,045	\$54,636	\$100,000
Salaries	\$129,489	\$134,778	\$140,169	\$140,169	\$140,169	\$140,169
MC/MM Reserve	\$46,336	\$26,690	\$27,491	\$28,315	\$29,165	\$30,040
TOTAL	\$5,617,929	\$6,438,495	\$6,747,998	\$6,946,232	\$7,150,414	\$7,360,722

FY 2017-FY 2026 Capital Improvement Fund

Other CIP Projects

MINOR CONSTRUCTION/MAJOR MAINTENANCE FUND BY ACCOUNT (CONT.)

	ADOPTED	ADOPTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 17-26
ADA Upgrades	\$71,875	\$74,031	\$76,252	\$78,540	\$80,896	\$710,761
Blinds	\$34,778	\$35,822	\$36,896	\$38,003	\$39,143	\$343,916
Concrete/Paving	\$64,919	\$66,867	\$68,873	\$70,939	\$73,067	\$641,977
Consulting	\$85,786	\$88,360	\$91,011	\$93,741	\$96,553	\$848,327
Fields/Grounds	\$115,927	\$119,405	\$122,987	\$126,677	\$130,477	\$1,146,388
Flooring Repairs	\$28,138	\$28,982	\$29,851	\$30,747	\$31,669	\$253,978
Gym Lighting Improvements	\$56,275	\$57,964	\$59,703	\$61,494	\$63,339	\$507,955
HVAC - Controls & Upgrades	\$245,766	\$253,139	\$260,733	\$268,555	\$276,612	\$2,430,342
Indoor Air Quality	\$68,397	\$70,449	\$72,563	\$74,739	\$76,982	\$676,369
Lockers	\$57,964	\$59,703	\$61,494	\$63,339	\$65,239	\$573,194
Painting	\$45,020	\$46,371	\$47,762	\$49,195	\$50,671	\$406,364
Playgrounds	\$71,875	\$74,031	\$76,252	\$78,540	\$80,896	\$710,761
Plumbing	\$67,238	\$69,255	\$71,333	\$73,473	\$75,677	\$664,905
Relocatables	\$2,704,195	\$2,785,320	\$2,868,880	\$2,954,946	\$3,043,595	\$26,741,356
Roofing	\$117,087	\$120,599	\$124,217	\$127,944	\$131,782	\$1,157,852
Security	\$202,873	\$208,959	\$215,228	\$221,685	\$228,335	\$2,006,179
Specific Projects	\$3,020,332	\$3,110,942	\$3,204,270	\$3,300,398	\$3,399,410	\$29,867,590
Stormwater Management	\$289,819	\$298,513	\$307,468	\$316,693	\$326,193	\$2,865,970
Theater Safety Projects	\$57,964	\$59,703	\$61,494	\$63,339	\$65,239	\$573,194
Salaries	\$143,673	\$143,673	\$143,673	\$143,673	\$147,265	\$1,417,411
MC/MM Reserve	\$30,941	\$31,869	\$32,825	\$33,810	\$34,824	\$305,971
TOTAL	\$7,580,842	\$7,803,957	\$8,033,766	\$8,270,469	\$8,517,864	\$74,850,759

FY 2017-FY 2026 Capital Improvement Fund

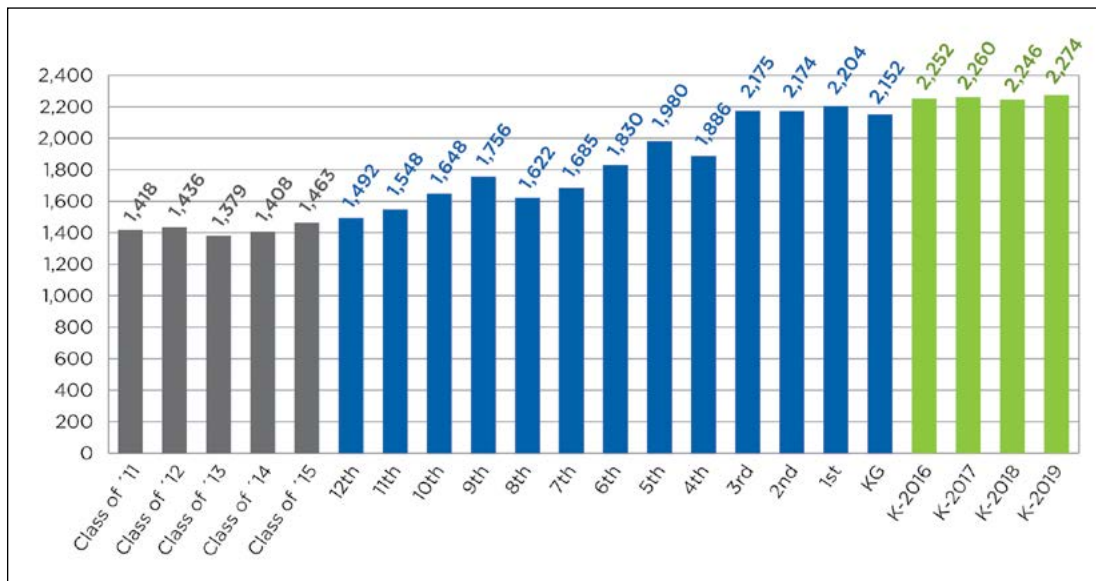
Background

PROJECTING FUTURE ENROLLMENT

Student enrollment at APS exceeded system-wide capacity this school year (FY 2016) by 177 seats (see APS Building Capacities and Projected Student Enrollment School Year 2016-25, Section V). The chart below provides the number of students by grade, referred to as cohorts, for the current school year (blue bars), the number of students who graduated from high school for the last four years (gray bars), and the estimated number of students who will enroll in kindergarten for the next four years (green bars). The 689-student difference between the cohort which graduated from high school last year (1,463) versus the kindergarten cohort (2,152) that entered this school year highlights the scale of enrollment growth and the severity of the need to plan for new seats in this CIP.

The two key indicators of how many future students will be enrolled in APS are the number of children born to Arlington residents and the number of students who are enrolled in APS in kindergarten five years later. The projected size of incoming classes is therefore based on these two indicators. The number of children born to Arlington residents is provided by the Virginia Department of Health Statistics. The number of students enrolled in kindergarten is obtained from APS records. The retention rate is calculated annually by dividing the number of students entering kindergarten in a given year by the number of live births five years earlier. A three-year average of this retention rate is used to project future enrollment in kindergarten. Similar retention rates are calculated for each grade from the previous grade with three-year averages used to project future enrollment by grade. This method of projecting enrollment growth has proven to be very accurate in the near term, although all projections are less reliable in the out years.

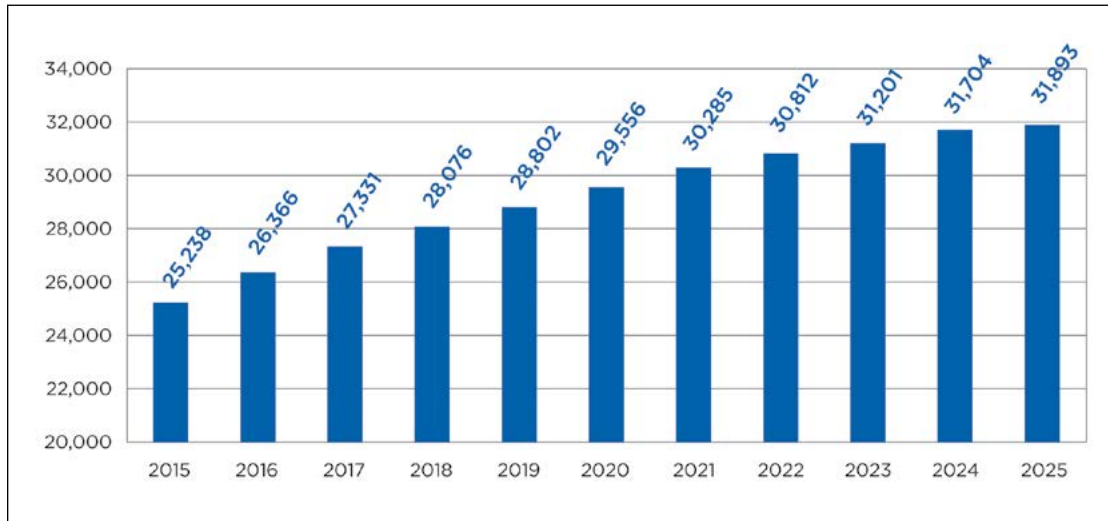
PAST, CURRENT AND PROJECTED APS ENROLLMENT AS OF SCHOOL YEAR 2015-16



As the 6,444 students currently in high school graduate over the next four years, 9032 new students are projected to enter APS.

FY 2017-FY 2026 Capital Improvement Fund Background

TEN-YEAR ENROLLMENT PROJECTIONS



Based on current enrollment trends, APS is projected to grow 6,600+ students by School Year 2025-26.

The above chart shows projected student enrollment over the next ten years. Based on current trends, APS enrollment is projected to reach an all-time high of 26,000+ students in School Year 2016-17 and to meet the 30,000-student milestone in School Year 2021-22. Long-term projections suggest that the total deficit in FY 2026, not including any capital improvements resulting from the School Year 2025-26 CIP will be approximately:

- 1,400 elementary school seats;
- 400 middle school seats; and
- 2,800 high school seats.



FY 2017-FY 2026 Capital Improvement Fund Background

ARLINGTON FACILITIES AND STUDENT ACCOMMODATION PLAN (AFSAP)

The AFSAP and CIP processes are conducted in alternate years. The AFSAP provides a comprehensive review of student enrollment trends division-wide and a focused analysis of student capacity at each school. The current AFSAP is available in electronic format on the APS Facilities and Operations website under the Facilities Planning section at www.apsva.us/afsap. Work on the next AFSAP will commence in fall 2016.

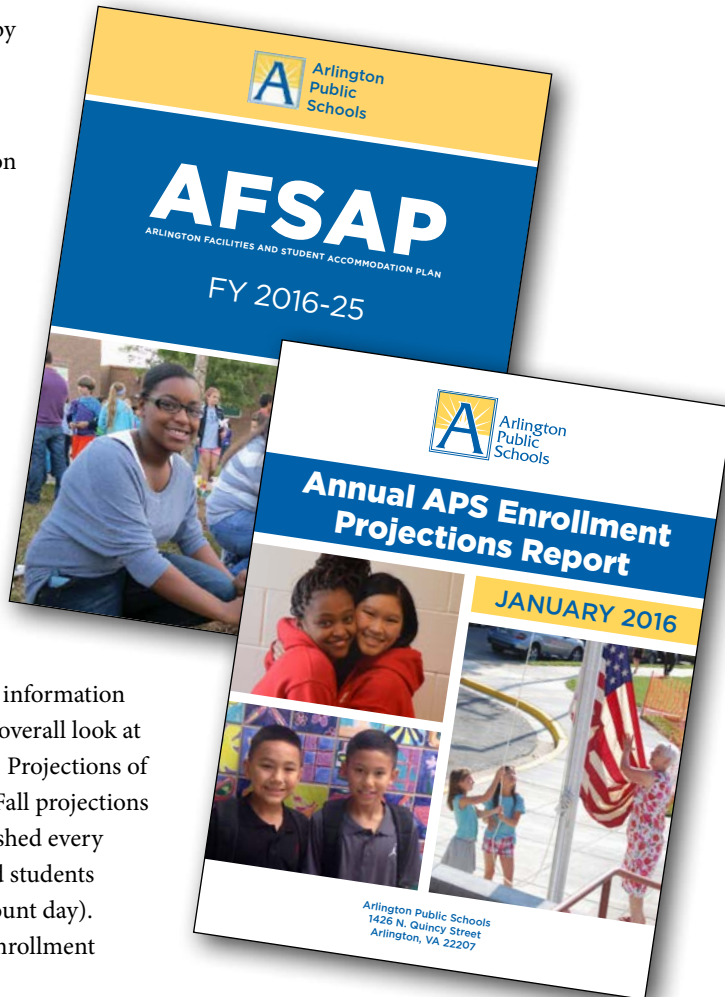
Information provided in the AFSAP includes:

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

ANNUAL APS ENROLLMENT PROJECTIONS REPORT

The Annual APS Enrollment Projections Report provides a comprehensive look at the fall ten-year student enrollment projections. The intent of the report is to provide APS staff with data with which it may make informed decisions around budgeting, facilities, and programs. Specific information about each school is provided, as well as an overall look at enrollment by school level and system wide. Projections of student enrollment are produced annually. Fall projections for the upcoming ten school years are published every November, based on the number of enrolled students on September 30th each year (i.e., official count day). Information provided in the Annual APS Enrollment Projection Report includes:

- Historical enrollment;
- Current enrollment;
- Projected enrollment;
- Standard enrollment projection methodology;
- Accuracy of projections; and
- Alternative projection scenarios.



FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Planning Process

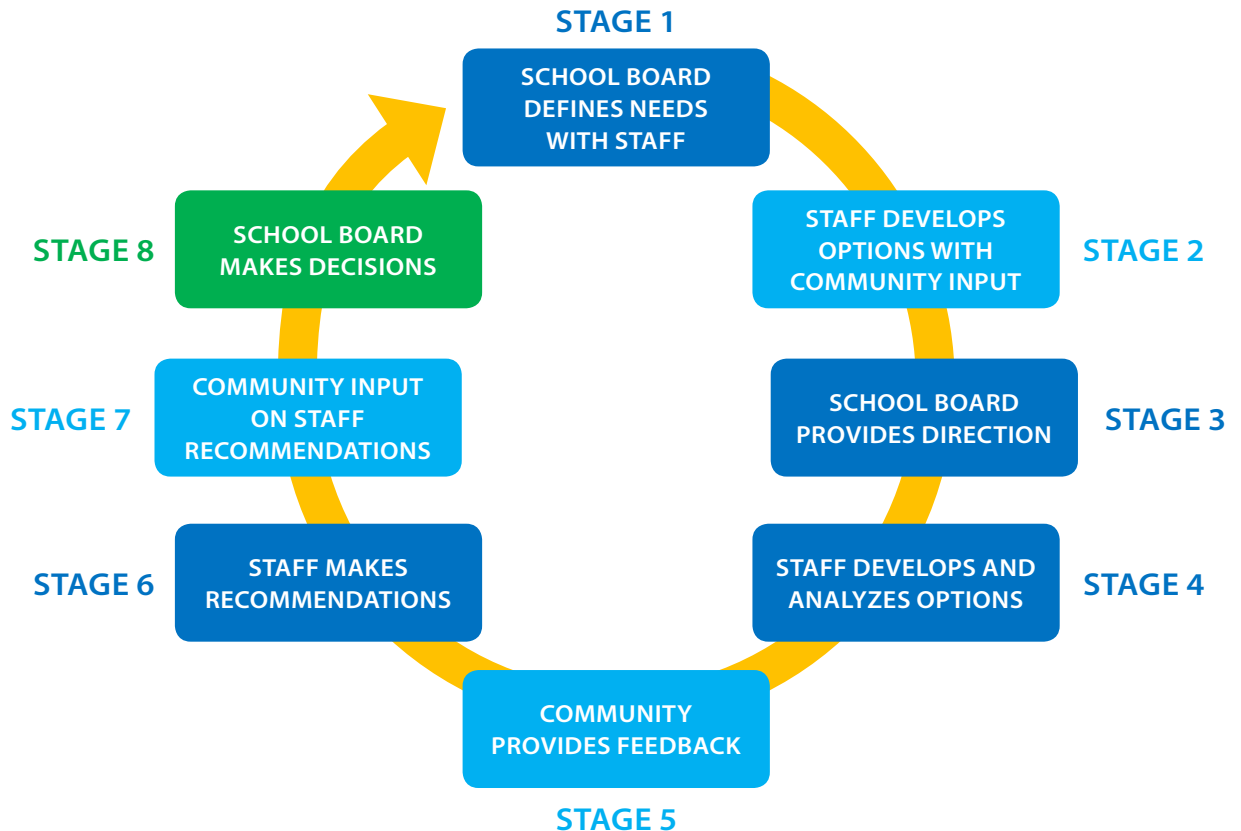
COMMUNITY ENGAGEMENT

The School Board followed an eight-step process, as described below, to engage with the community and work with staff before making decisions on critical issues including the Budget and the Capital Improvement Plan. These processes are repeated annually or biannually and the next cycle commences almost immediately after the previous cycle has been completed.

The FY 2017-26 CIP focuses on growth at high school and elementary school levels. Community engagement on the CIP included new forms of outreach to include a broader spectrum of stakeholders than previous CIPs and drew greater attention to enrollment growth as a countywide issue requiring collaboration between APS and Arlington County Government.

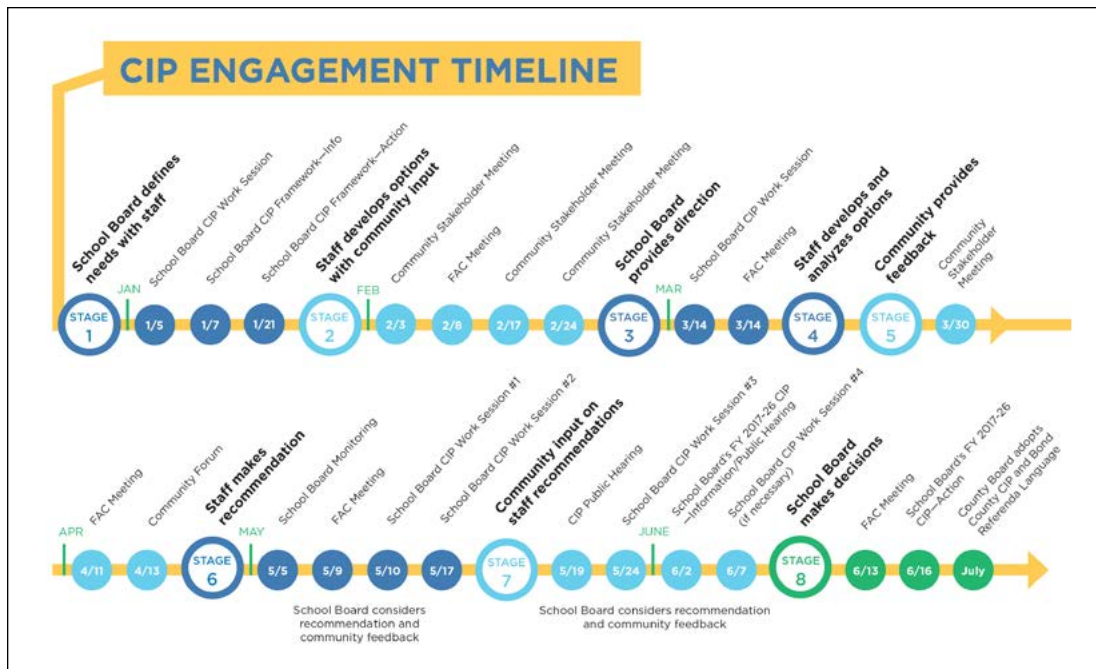
Throughout the CIP planning process, a variety of school and community stakeholders provided valuable feedback that helped shape the scope of the projects included in the CIP. Those stakeholders included individual school communities, School Board advisory councils, citizen groups and civic associations, the broader Arlington community, County staff and APS school-based and central office staff.

The Advisory Council on School Facilities and Capital Projects (FAC), comprised of parents and citizens, which reports directly to the School Board, provided particularly valuable input and feedback to staff through all stages of development of the CIP.



FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Planning Process



The FY 2017-26 CIP continued the More Seats for More Students engagement process, now familiar to the community from the FY 2013-22 and the FY 2015-24 CIPs and the successful 2012-13 boundary process associated with Discovery Elementary School and the additions/renovations at Ashlawn and McKinley elementary schools.

New methods for outreach to and feedback from community stakeholders for the FY 2017-26 CIP included using Periscope, which allowed citizens to view and comment on meetings even if they were unable to attend in person, and online feedback forms, requesting pros, cons and comments on specific CIP options. A summary of community engagement is provided below.

- 22 Total Community Engagement Meetings
 - ✦ 4 School Board Work Sessions
 - ✦ 1 Joint School Board / County Board
 - ✦ Work Session
 - ✦ 1 CIP Public Hearing
 - ✦ 1 High School Principals' Meeting
 - ✦ 2 Administrative Council Meetings
 - ✦ 4 CCPTA Meetings
 - ✦ 4 Facility Advisory Council Meetings
 - ✦ 5 Community Forums
- 250+ Periscope Views
- 1,600+ Feedback Form Responses
- 4,000+ MoreSeats Website Views

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Planning Process

Through the use of community meetings and feedback forms, staff and the community discussed possible options to relieve capacity, ranked the options, and began to group the options into possible projects to be included in the CIP.

High school seats emerged as the greatest need followed by elementary and middle seats. There was great interest in utilizing internal modifications to increase capacity at the secondary level after successful projects at Washington-Lee High School and Thomas Jefferson Middle School. The community also showed interest in continuing to collaborate with the County on space needs.

CIP OPTIONS

Staff commissioned new studies for the FY 2017-26 CIP at Gunston, Kenmore, and Williamsburg middle schools and Wakefield and Yorktown high schools to determine if seating capacity could be increased by internal modifications. Previous studies on the Career Center and Education Center were reviewed and updated to determine possible future projects. All options considered during this CIP process may be found at www.apsva.us/moreseats.

ARLINGTON COMMUNITY FACILITIES STUDY

In January 2015, the Arlington County and School Boards launched a broad-based, year-long community facilities planning effort. The two Boards appointed a 23-member Study Committee to build a consensus framework regarding the community's future funding and facility needs. The framework is intended to inform both Boards' decision-making related to meeting the community's requirements for additional school, fire station, vehicle storage and other facility needs in the context of the projected population growth of Arlington County and the region.

The final report of the Arlington Community Facilities Study was presented at a joint work session of the County and School Boards in November 2015, at which both Boards approved the next steps for the facilities planning process. The report summarizes the committee's findings, key community challenges and proposes a list of recommendations to address the challenges. Community feedback and formal staff recommendations are due to the two Boards by September 2016. The Boards will reconvene with the committee to provide an update on next steps by the end of 2016.

The APS FY 2015- 24 CIP included \$50.25 million to fund a new 725-seat elementary school to serve South Arlington's growing student population. In June 2014, APS identified the Thomas Jefferson site as its preferred location for the new school.

The Arlington County Board then formed the Thomas Jefferson Working Group (TJWG) to consider the feasibility of building a new elementary school at the Thomas Jefferson site. In January 2015, the TJWG concluded that an elementary school "could" be built on the Thomas Jefferson site but did not come to a conclusion on whether it "should" be built there. On January 27, 2015, the County Board did not approve use of the Thomas Jefferson site for a new elementary school, but stated that it would be willing to reconsider the Thomas Jefferson site after further analysis of other potential County and APS sites for new schools and/or additions to existing schools.

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Planning Process



As a result of the County Board's decision, the School Board established the South Arlington Working Group (SAWG) in June 2015 to study other sites available for the new school. A substantial majority of SAWG members preferred that a new school for the existing Henry Elementary School attendance zone be located on the Thomas Jefferson site to open in 2019. In December 2015, both the School Board and the County Board approved Thomas Jefferson as the site for the new elementary school.

BUILDING LEVEL PLANNING COMMITTEES (BLPC)

Following a decision to proceed with a capital project, the School Board appoints a BLPC. BLPC members include two representatives of the civic association within which the school is located, one representative from each civic association within the school attendance zone, parents, County, APS and school staff and other significant stakeholders. The BLPC works with the architect appointed by the School Board to determine how best to meet the goals and objectives for the project as approved in the CIP. The BLPC assists in developing the concept design and creating the schematic design that is recommended to the School Board for approval.

PUBLIC FACILITIES REVIEW COMMITTEES (PFRC)

The Public Facilities Review Committee (PFRC) was formed by the County Board to ensure that the highest quality of land use planning and the Principles of Civic Design in Arlington are applied to all County and APS capital projects. The PFRC is a standing committee comprising representatives of each County Commission to which are added representatives from affected civic associations for each specific project under review. The PFRC focuses on the placement of the building or additions on the site, site layout and amenities and the overall relationship to and impact of the project on the neighborhood in which it is to be located. On APS projects the PFRC works in concert with the BLPC during concept and schematic design and makes recommendations to the County Board.

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Funding

DEFINITIONS

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 to create new classrooms and other spaces as well as site work and other infrastructure required to support the new space
- **Renewal:** a comprehensive project in which virtually all building systems are replaced and substantial demolition leaving only the main structure may occur
- **Reconstruction:** complete demolition of a building and replacement with new construction
- **Renovation:** replacement of selected finishes or systems and reconfiguration of spaces as necessary to bring the facility up to code and/or current standards

SOURCES OF FUNDS FOR MAJOR CONSTRUCTION PROJECTS

Major construction projects may be funded through bond financing, current revenues, reserves, County funds on joint-use projects, and in some cases through a combination of all four sources. Bond financing is generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda.

Arlington County schedules bond referenda for even-numbered calendar years, which correspond to odd-numbered fiscal years. In the past Arlington County voters have approved school bonds by a large majority.

As proposed for some projects in this CIP, APS has often funded design of a Major Construction project in one bond referendum year and construction of the project in the next bond referendum year. The practice of funding design and construction of projects in separate bond referenda years allows the project to be well underway prior to the second bond referendum year, by which time estimates of construction and total project costs will have been refined to reflect input from the school and community and more detailed development of the design.

Projects with total costs of more than \$500,000 and useful lives of 20 years or more 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 it.

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Funding

ESTIMATED PROJECT COSTS

Costs included in the CIP for Major Construction projects are total project costs. Total project costs comprise construction costs, soft costs and contingencies calculated based on current costs, plus an allowance for escalation through the midpoint of construction.

Construction cost estimates have been based on conceptual designs developed for the various options. Construction cost estimates were prepared by independent professional cost estimators active on K-12 projects in the DC Metro and Virginia markets.

Escalation allows for future variations in the costs of labor and materials and in the profit and productivity levels that contractors apply to their bids. Anticipated escalation causes the total cost of a project to vary according to the year in which it is scheduled for completion. Based on a survey of construction managers and professional estimators active in this region, a compounded escalation rate of 3.5% per annum has been included according to the anticipated date of completion.

Escalation may vary substantially for Major Construction projects scheduled for completion in the later years of the ten-year CIP.

Design and construction cost contingencies are included in all CIP project estimates. Design contingencies are typically reduced as the design becomes increasingly well defined from conceptual design through bid documents. A contingency for soft costs is included within the total contingency.

Project soft costs comprise architecture/ engineering design fees, construction management, third-party testing and commissioning fees, permitting fees, moving and legal costs, furniture, fixtures, and equipment costs, and other miscellaneous costs needed to provide a complete project. Project soft costs on recent Major Construction projects have averaged approximately 22.5% of total construction costs. Soft costs can vary greatly depending on the size, scope, and complexity of the project. Project soft costs are expected to increase from previous CIP projects because the School Board's adopted FY 2016 budget shifted Design & Construction staff salaries and benefits from the operating budget to capital project funding. Based on these circumstances, a soft cost factor of 25% has been added to the estimated construction costs to determine the total project cost included in the CIP.

Costs for APS projects are frequently compared with costs of school projects elsewhere in Virginia and across the nation. In making such comparisons it is important to consider the following factors:

- Construction costs are frequently confused with total project costs when making comparisons.
- Construction costs in the DC Metro region are among the highest in the nation; construction costs elsewhere in Virginia are substantially lower than in Arlington.
- Educational specifications approved by the School Board may result in more square feet per student than other school divisions because of relatively low class size and the many spaces provided to support special programs.
- APS has always renovated existing buildings when making additions to them, unlike some other school divisions that construct additions with minimal upgrades to existing buildings.

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Funding

- The number of students for which a school is designed and hence the total area of the school are often not considered when comparing the costs of different schools.
- Project costs include hiring external project management and construction management services that may be provided by in-house personnel at other school districts.
- Project costs include APS Design & Construction staff salaries and benefits.
- Additional costs are incurred on many APS school facilities because they are also heavily used community facilities.

FINANCIAL ANALYSIS

Projects included in the FY 2017-26 CIP have been analyzed for their ability to generate capacity when and where needed in response to projected enrollment growth. The financial capacity of APS to meet those needs has also been analyzed, because analysis of both need and financial capacity is required to develop capital projects and schedule their completion over the ten-year CIP period.

Financial capacity is defined as the ability to maintain service levels, withstand disruptions in the national, 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 of 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 service the debt, and include debt as a proportion of the market or assessed value of real estate and of total income.



FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Funding

Although there is no legal limit to the level of general obligation debt issued by Virginia counties, when developing both County and APS CIPs, Arlington County uses the following debt guidelines, as outlined in County policy, to retain its triple AAA bond rating and reflect strong fiscal management:

- Within the ten-year CIP period net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund.
- The ratio of net tax-supported debt to income should not exceed 6% within the ten-year CIP period.
- Net tax-supported debt should not exceed 3% of full market value ratio within the ten-year CIP period.
- Debt service growth over the ten-year CIP period should not exceed average ten-year historical revenue growth, currently 4.31%.

Historically, when assessing debt guidelines, County debt and APS debt have been combined for the debt to income ratio and the debt to property value ratio, but each entity has been assessed independently for debt service as a percent of general expenditures ratio. The FY 2015 – FY 2024 CIP marked a departure from that practice. In order to provide the bonding capacity required to complete the projects outlined in that CIP, the School Board requested that the County evaluate the debt service as a percent of general expenditures ratio on a combined basis rather than an individual entity basis. This allowed APS to have greater bonding capacity in those years where it was needed while allowing the County overall to remain under the 10% limit for debt service as a percent of general expenditures ratio. The School Board has made the same request in the FY 2017-26 CIP.

During development of this CIP, APS staff prepared and analyzed numerous financial scenarios in which the variables were estimated project completion, estimated project costs, timing of bond sales, and growth in County revenues. These scenarios provided estimates of funds available for the CIP and schedules of the bond sales needed to fund and complete the projects when needed. The scenarios, combined with the updated three-year budget forecast, provided the guidelines and framework for building a fiscally responsible CIP for FY 2017 through FY 2026.

The tables on the next page show the Major Construction projects included in the APS FY 2017 – FY 2026 CIP as well as the timing of the bond sales that will provide APS with the funding to enable the projects to be completed as soon as possible.

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Projects by Year and Funding Source

MAJOR CONSTRUCTION PROJECT DESCRIPTION	OTHER FUNDING SOURCES				
	OPERATING	CAPITAL RESERVE	JOINT FUND		PREVIOUS BOND FUNDING
			APS	ARLCO	
COMMITTED PROJECTS					
Stratford (1,000 seats in 2019)	\$0.80	\$0.25	\$2.11	\$2.11	\$5.25
Wilson (114 seats in 2019)	\$1.90	\$7.00	\$3.00	\$3.00	\$7.50
Career Center – Fenwick (600 seats in 2016)		\$0.40			
HVAC, Roofing and Infrastructure Projects					\$9.56
PROPOSED PROJECTS					
Gunston (60 seats in 2017)		\$1.00			
Kenmore (60 seats in 2017)		\$1.00			
Wakefield (300 seats in 2017)		\$4.00			
Yorktown (300 seats in 2018)		\$4.00			
Career Center/Arlington Tech (300 seats in 2018)	\$0.75		TBD	TBD	
Secondary Seats TBD (1300 seats by 2022)			TBD	TBD	
Reed – Expanded (725 seats in 2021)	\$1.25	\$4.00	\$2.75	\$2.75	
Elementary Seats TBD (400-725 seats in 2025)	\$1.72		\$4.58	\$4.58	
TOTAL COMMITTED AND PROPOSED PROJECTS	\$6.42	\$21.65	\$12.44	\$12.44	\$22.31
BOND REFERENDA AMOUNTS					
GRAND TOTAL PROJECTS	\$6.42	\$21.65	\$12.44	\$12.44	\$22.31

FY 2017-FY 2026 Capital Improvement Fund

Background: CIP Projects by Year and Funding Source

BOND FUNDING IN FY 2017-2026 CIP										TOTAL PROJECT COST
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	
	\$17.00	\$9.03								\$36.55
\$36.00	\$39.40	\$3.00								\$100.80
										\$0.40
\$6.50	\$5.90	\$7.20	\$7.40	\$7.60	\$7.80	\$8.00	\$8.20	\$8.40	\$8.60	\$85.16
										\$1.00
										\$1.00
										\$4.00
										\$4.00
\$2.00	\$10.00									\$12.75
\$5.00	\$5.00	\$27.50	\$21.50	\$31.00	\$13.75	\$12.50	\$5.25	\$18.21	\$7.00	\$146.71
		\$12.00	\$19.25	\$7.00						\$49.00
				\$0.50	\$2.00	\$6.00	\$19.75	\$29.79		\$68.92
\$49.50	\$77.30	\$58.73	\$48.15	\$46.10	\$23.55	\$26.50	\$33.20	\$56.40	\$15.60	\$510.29
2016		2018		2020		2022		2024		
\$138.83		\$146.60		\$17.90		\$89.49		\$42.21		
\$55.98	\$84.05	\$65.68	\$55.30	\$53.46	\$31.13	\$34.30	\$41.23	\$64.67	\$24.12	\$585.19

MINOR CONSTRUCTION / MAJOR MAINTENANCE

DESCRIPTION	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	TOTAL
CURRENT REVENUES											
Minor Construction/ Major Maintenance	\$6.48	\$6.75	\$6.95	\$7.15	\$7.36	\$7.58	\$7.80	\$8.03	\$8.27	\$8.52	\$74.90

FY 2017-FY 2026 Capital Improvement Fund

Background: Environmental Stewardship

PROVIDING OPTIMAL LEARNING ENVIRONMENTS

Environmental sustainability is embedded in Goal 4 of the APS 2011-17 Strategic Plan to provide optimal learning environments. Goal 4 challenges APS to provide environments that are clean, safe, conducive to learning, and that apply best practices for energy efficiency and environmental sustainability. Desired outcomes of Goal 4 include:

- Using the opportunity for environmental stewardship, by designing or redesigning facilities and grounds to be high quality, energy-efficient, and sustainable;
- Designing, developing, and maintaining facilities to provide optimal and safe learning environments, meeting or exceeding school facilities standards;
- Practicing environmental stewardship and reducing energy intensity and greenhouse gas emissions by designing or redesigning facilities and grounds to be high quality, energy-efficient, and “green”; and
- Optimizing learning opportunities by providing environmentally sustainable facilities and engaging students in what it means to be responsible stewards of the environment.

SUSTAINABLE DESIGN AND CONSTRUCTION

APS aims to achieve certification under the United States Green Buildings Council’s (USGBC) Leadership in Energy and Environmental Design (LEED®) on all new construction projects. It also strives to design addition and renovation projects to meet LEED® standards.

To date, APS has collaborated with Arlington County Government to achieve LEED® Silver certification on the Langston Brown School and Community Center and LEED® Gold certification on the Reed School and Westover Library, Washington-Lee High School, Yorktown High School, and Wakefield High School. APS also expects to attain LEED® Gold or Platinum certification on Discovery Elementary School, which has been designed to achieve net zero energy performance.

ENERGY EFFICIENCY AND GREENHOUSE GAS EMISSIONS REDUCTIONS

Energy efficiency is fundamental in reducing greenhouse gas emissions. Improperly procured, maintained or outdated equipment increases operations, maintenance, and energy costs and adversely impacts learning environments. Though often challenged by limited budgets for maintenance and maintenance technicians, APS is committed to best practices in energy efficiency for heating and cooling, lighting and building envelope, including:

- Building automation systems (BAS) that allow web-based control of heating and cooling systems;
- Benchmarking and monitoring all APS facilities with EPA’s Energy Star Portfolio Manager;
- Recent web-based upgrade of the TMA Talk maintenance work order system;
- Installation of an extended transition to operations (ETOP) pilot program at Wakefield High School and Discovery Elementary School, including barcode labeling of all equipment requiring preventive maintenance and automated generation of preventive maintenance work orders through TMA Talk;
- Lighting upgrades to energy efficient and easier to maintain T8, T5 and LED fixtures with occupancy sensors; and
- Specifying insulation values of R30 and highly reflective cool coatings on all roofing projects.

FY 2017-FY 2026 Capital Improvement Fund

Background: Environmental Stewardship

RENEWABLE ENERGY

APS advocates for renewable energy sources whenever feasible for its buildings to control energy costs and to decrease our greenhouse gas emissions. APS continues to raise its standards for renewable energy installations. Twenty years ago, APS installed its first geothermal heating and cooling system at Taylor Elementary School. This system achieves the lowest energy costs and carbon emissions of all schools in the division.

The new Wakefield High School, which opened in the fall of 2013, included a 90kW solar photovoltaic array and a solar thermal system that provides 100% of the school's domestic hot water. A geothermal system provides heating and cooling for the entire school. In September of 2015, Discovery Elementary opened as the first school in the Mid-Atlantic region designed to achieve net zero energy performance. Integrated sustainable design comprising highly insulated exterior walls and roofs, a geothermal well field and high efficiency heating, ventilating, air conditioning, LED lighting, electrical and technology systems reduce energy demand to approximately one third of that used by a typical APS elementary school. Equipped with a 497kW solar photovoltaic array and a geothermal well field, the building is designed to produce as much energy as it consumes during the course of a year, drawing from the utility grid when it is not producing sufficient power and returning power to the grid when it is producing more than it consumes.



WATER CONSERVATION AND QUALITY CONTROL

Stormwater management plays a significant role in APS' approach to environmental stewardship. Reducing stormwater runoff from APS sites by reusing it for other applications such as irrigation conserves potable water sources and also improves the quality and decreases the quantity of water discharged to local waterways. APS holds a Phase II, Municipal Separate Storm Sewer System (MS4) Permit approved in April 2014. APS responsibilities under the MS4 permit include public education and outreach on stormwater impacts, proper detection and elimination of illicit discharges, managing construction site stormwater control, maintaining and inspecting stormwater facilities, proper pollution prevention, and good housekeeping operations.

FY 2017-FY 2026 Capital Improvement Fund

Background: History of the CIP

BOND REFERENDA

Earlier CIPs included HVAC, window and roof replacements, and playground resurfacing as well as “facility alteration/new construction.” Facility alteration/ new construction included kitchen construction, installation of elevators and renovation of science labs. Over the past three decades of CIP experience, APS now includes a broad range of projects in its CIP.

Since 1988, Arlington voters have authorized the sale of bonds for school construction totaling \$760,311,500.

BOND REFERENDA 1988–2016

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	\$102,888,000
2012	\$42,620,000
2014	\$105,780,000
2016	\$138,830,000



FY 2017-FY 2026 Capital Improvement Fund

Background: History of the CIP

COMPLETED CIP PROJECTS

Listed below are completed CIP projects. The total project cost and the year of final completion are provided for each project. Costs provided for joint-use projects at Drew, Gunston, Hoffman-Boston, Langston, and Reed are total project costs for both APS and the County.

PROJECT	TOTAL PROJECT COST	YEAR COMPLETED
RENEWALS AND/OR EXPANSIONS		
Abingdon	\$685,243	2004
Arlington Science Focus	\$8,213,531	2003
Arlington Traditional	\$5,967,856	2010
Ashlawn	\$1,022,579	2004
Barrett	\$3,417,215	2003
Campbell	\$2,325,153	2005
Claremont	\$7,596,177	2007
Glebe	\$10,351,385	2011
Gunston Phases II and III	\$18,787,032	Phase II 2002 / Phase III 2005
H-B Woodlawn	\$3,613,026	2009
Jamestown	\$5,907,181	2007
Jefferson	\$9,835,328	2011
Key	\$7,324,808	2002
Nottingham	\$12,803,533	2010
Oakridge	\$6,925,880	2003
Swanson	\$6,457,246	2010
Tuckahoe	\$5,892,673	2002
Williamsburg	\$3,485,959	2005
REPLACEMENT/RECONSTRUCTION		
Career Center	\$7,333,590	2013
Drew	\$13,077,017	2007
Hoffman-Boston	\$12,721,115	2005
Kenmore	\$37,898,469	2011
Langston	\$9,681,193	2007
Reed	\$16,623,334	2012
Washington-Lee	\$99,327,247	2011
Yorktown Phases I, II, & III	\$83,659,099	2014
Yorktown 2004 Addition	\$9,599,840	2008

FY 2017-FY 2026 Capital Improvement Fund

Background: History of the CIP

COMPLETED CIP PROJECTS (CONT.)

PROJECT	TOTAL PROJECT COST	YEAR COMPLETED
NEW SCHOOL		
Carlin Springs	\$15,232,091	2004
OTHER		
Education Center Renovations	\$2,295,333	2006
Jefferson Waterproofing	\$2,276,861	2014
Planetarium	\$807,322	2014
Syphax Education Center	\$6,970,491	2015
Wakefield Bleachers and Press Box	\$1,405,000	2014
Washington-Lee Softball Field	\$1,193,784	2014
Washington-Lee Track	\$1,390,676	2002
MC/MM (BOND FUNDED)		
Barrett HVAC	\$1,988,000	2014
Career Center Roof	\$1,130,324	2013
HB Woodlawn HVAC	\$4,856,976	2014
Key HVAC	\$506,801	2014
Oakridge Roof	\$957,350	2014
Taylor HVAC	\$3,680,675	2013
Trades Center Roof	\$835,310	2014
Tuckahoe Roof	\$1,441,307	2013

ONGOING CIP PROJECTS

Listed below are ongoing projects. The estimated total project cost/approved budget and the year in which the project is scheduled to be completed are provided for each project.

PROJECT	TOTAL PROJECT COST (BUDGETED)	YEAR TO BE COMPLETED
RENEWALS AND/OR EXPANSIONS		
Abingdon	\$31,976,530	2017
Fenwick	\$398,000	2016
McKinley	\$21,984,935	2016
New Middle School at Stratford Building	\$36,550,000	2019
Wakefield	\$118,626,000	2016
Washington-Lee Internal Modification	\$5,260,000	2016
NEW SCHOOL		
Discovery	\$43,802,807	2016
New Elementary School at Thomas Jefferson Site	\$59,000,000	2019
New School at Wilson Site	\$100,800,000	2019

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—ELEMENTARY

SCHOOL	SY2015-16			SY2016-17			SY2017-18		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Abingdon	589	595	101.00%	589	609	103.40%	725	628	86.60%
Arlington Science Focus	553	661	119.50%	553	672	121.50%	553	689	124.60%
Arlington Traditional	465	502	108.00%	465	502	108.00%	465	478	102.80%
Ashlawn	684	655	95.80%	684	707	103.40%	684	757	110.70%
Barcroft	460	488	106.10%	460	493	107.20%	460	499	108.50%
Barrett	576	534	92.70%	576	561	97.40%	576	581	100.90%
Campbell	436	417	95.60%	436	423	97.00%	436	428	98.20%
Carlin Springs	585	583	99.70%	585	597	102.10%	585	605	103.40%
Claremont	599	727	121.40%	599	739	123.40%	599	735	122.70%
Discovery	630	530	84.10%	630	571	90.60%	630	601	95.40%
Drew	674	657	97.50%	674	687	101.90%	674	694	103.00%
Glebe	510	580	113.70%	510	561	110.00%	510	578	113.30%
Henry	463	555	119.90%	463	586	126.60%	463	612	132.20%
Hoffman-Boston	566	508	89.80%	566	569	100.50%	566	587	103.70%
Jamestown	597	564	94.50%	597	567	95.00%	597	575	96.30%
Key	653	714	109.30%	653	739	113.20%	653	774	118.50%
Long Branch	533	565	106.00%	533	591	110.90%	533	631	118.40%
McKinley	443	605	136.60%	684	710	103.80%	684	739	108.00%
Nottingham	513	442	86.20%	513	488	95.10%	513	532	103.70%
Oakridge	674	773	114.70%	674	797	118.20%	674	806	119.60%
Randolph	484	461	95.20%	484	475	98.10%	484	503	103.90%
Taylor	659	723	109.70%	659	710	107.70%	659	725	110.00%
Tuckahoe	545	669	122.80%	545	579	106.20%	545	575	105.50%
Integration Station (Reed)	38	38	n/a	54	54	n/a	54	54	n/a
New ES @ Jefferson	0	0	0.00%	0	0	0.00%	0	0	0.00%
Reed ES Expansion	0	0	0.00%	0	0	0.00%	0	0	0.00%
Elementary Seats TBD	0	0	0.00%	0	0	0.00%	0	0	0.00%
ELEMENTARY TOTAL	12,929	13,546	104.80%	13,186	13,987	106.10%	13,322	14,386	108.00%

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—ELEMENTARY (CONT.)

SCHOOL	SY2018-19			SY2019-20			SY2020-21		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Abingdon	725	607	83.70%	725	597	82.30%	725	595	82.10%
Arlington Science Focus	553	701	126.80%	553	713	128.90%	553	710	128.40%
Arlington Traditional	465	454	97.60%	465	454	97.60%	465	454	97.60%
Ashlawn	684	804	117.50%	684	836	122.20%	684	823	120.30%
Barcroft	460	489	106.30%	460	496	107.80%	460	492	107.00%
Barrett	576	577	100.20%	576	589	102.30%	576	601	104.30%
Campbell	436	430	98.60%	436	438	100.50%	436	447	102.50%
Carlin Springs	585	601	102.70%	585	594	101.50%	585	603	103.10%
Claremont	599	734	122.50%	599	731	122.00%	599	731	122.00%
Discovery	630	605	96.00%	630	619	98.30%	630	658	104.40%
Drew	674	694	103.00%	674	692	102.70%	674	684	101.50%
Glebe	510	549	107.60%	510	539	105.70%	510	546	107.10%
Henry	463	634	136.90%	463	633	136.70%	463	631	136.30%
Hoffman-Boston	566	583	103.00%	566	580	102.50%	566	588	103.90%
Jamestown	597	590	98.80%	597	609	102.00%	597	608	101.80%
Key	653	799	122.40%	653	803	123.00%	653	816	125.00%
Long Branch	533	662	124.20%	533	660	123.80%	533	675	126.60%
McKinley	684	708	103.50%	684	713	104.20%	684	685	100.10%
Nottingham	513	557	108.60%	513	583	113.60%	513	622	121.20%
Oakridge	674	812	120.50%	674	828	122.80%	674	839	124.50%
Randolph	484	506	104.50%	484	523	108.10%	484	527	108.90%
Taylor	659	706	107.10%	659	717	108.80%	659	729	110.60%
Tuckahoe	545	581	106.60%	545	580	106.40%	545	595	109.20%
Integration Station (Reed)	54	54	n/a	54	54	n/a	54	54	n/a
New ES @ Jefferson	0	0	0.00%	725	0	0.00%	725	0	0.00%
Reed ES Expansion	0	0	0.00%	0	0	0.00%	0	0	0.00%
Elementary Seats TBD	0	0	0.00%	0	0	0.00%	0	0	0.00%
ELEMENTARY TOTAL	13,322	14,437	108.40%	14,047	14,581	103.80%	14,047	14,713	104.70%

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—ELEMENTARY (CONT.)

SCHOOL	SY2021-22			SY2022-23			SY2023-24		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% Utilized
Abingdon	725	607	83.70%	725	610	84.10%	725	619	85.40%
Arlington Science Focus	553	718	129.80%	553	729	131.80%	553	738	133.50%
Arlington Traditional	465	454	97.60%	465	454	97.60%	465	454	97.60%
Ashlawn	684	831	121.50%	684	849	124.10%	684	851	124.40%
Barcroft	460	500	108.70%	460	508	110.40%	460	513	111.50%
Barrett	576	604	104.90%	576	598	103.80%	576	597	103.60%
Campbell	436	450	103.20%	436	452	103.70%	436	451	103.40%
Carlin Springs	585	598	102.20%	585	603	103.10%	585	601	102.70%
Claremont	599	751	125.40%	599	751	125.40%	599	748	124.90%
Discovery	630	692	109.80%	630	703	111.60%	630	713	113.20%
Drew	674	688	102.10%	674	691	102.50%	674	692	102.70%
Glebe	510	555	108.80%	510	553	108.40%	510	563	110.40%
Henry	463	615	132.80%	463	627	135.40%	463	634	136.90%
Hoffman-Boston	566	602	106.40%	566	599	105.80%	566	610	107.80%
Jamestown	597	629	105.40%	597	638	106.90%	597	645	108.00%
Key	653	827	126.60%	653	840	128.60%	653	846	129.60%
Long Branch	533	658	123.50%	533	662	124.20%	533	660	123.80%
McKinley	684	678	99.10%	684	671	98.10%	684	676	98.80%
Nottingham	513	649	126.50%	513	646	125.90%	513	655	127.70%
Oakridge	674	896	132.90%	674	931	138.10%	674	962	142.70%
Randolph	484	515	106.40%	484	528	109.10%	484	526	108.70%
Taylor	659	739	112.10%	659	739	112.10%	659	749	113.70%
Tuckahoe	545	591	108.40%	545	590	108.30%	545	594	109.00%
Integration Station (Reed)	54	54	n/a	54	54	n/a	54	54	n/a
New ES @ Jefferson	725	0	0.00%	725	0	0.00%	725	0	0.00%
Reed ES Expansion	725	0	0.00%	725	0	0.00%	725	0	0.00%
Elementary Seats TBD	0	0	0.00%	0	0	0.00%	0	0	0.00%
ELEMENTARY TOTAL	14,772	14,901	100.90%	14,772	15,026	101.70%	14,772	15,151	102.60%

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—ELEMENTARY (CONT.)

SCHOOL	SY2024-25			SY2025-26		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Abingdon	725	629	86.80%	725	639	88.10%
Arlington Science Focus	553	743	134.40%	553	749	135.40%
Arlington Traditional	465	454	97.60%	465	454	97.60%
Ashlawn	684	860	125.70%	684	866	126.60%
Barcroft	460	525	114.10%	460	536	116.50%
Barrett	576	600	104.20%	576	603	104.70%
Campbell	436	451	103.40%	436	450	103.20%
Carlin Springs	585	601	102.70%	585	602	102.90%
Claremont	599	751	125.40%	599	751	125.40%
Discovery	630	721	114.40%	630	727	115.40%
Drew	674	698	103.60%	674	700	103.90%
Glebe	510	572	112.20%	510	581	113.90%
Henry	463	635	137.10%	463	642	138.70%
Hoffman-Boston	566	622	109.90%	566	631	111.50%
Jamestown	597	652	109.20%	597	656	109.90%
Key	653	851	130.30%	653	856	131.10%
Long Branch	533	657	123.30%	533	661	124.00%
McKinley	684	685	100.10%	684	690	100.90%
Nottingham	513	668	130.20%	513	675	131.60%
Oakridge	674	988	146.60%	674	1,016	150.70%
Randolph	484	526	108.70%	484	526	108.70%
Taylor	659	761	115.50%	659	771	117.00%
Tuckahoe	545	596	109.40%	545	598	109.70%
Integration Station (Reed)	54	54	n/a	54	54	n/a
New ES @ Jefferson	725	0	0.00%	725	0	0.00%
Reed ES Expansion	725	0	0.00%	725	0	0.00%
Elementary Seats TBD	0	0	0.00%	400+	0	0.00%
ELEMENTARY TOTAL	14,772	15,300	103.60%	15,172+	15,434	99.60%

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—SECONDARY

SCHOOL	SY2015-16			SY2016-17			SY2017-18		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Gunston	932	939	100.80%	932	1,009	108.30%	992	1,075	108.40%
Jefferson	1,086	865	79.70%	1,086	914	84.20%	1,086	940	86.60%
Kenmore	985	885	89.80%	985	907	92.10%	1,045	948	90.70%
Swanson	948	1,065	108.50%	948	1,205	122.70%	948	1,257	132.60%
Williamsburg	997	1,130	113.30%	997	1,220	122.40%	997	1,244	124.80%
H-B Woodlawn	221	231	104.50%	221	236	106.80%	221	240	108.60%
Stratford Program	22	22	100.00%	22	22	100.00%	22	22	100.00%
Addition for New MS @ Stratford	0	0	0.00%	0	0	0.00%	0	0	0.00%
New School @ Wilson	0	0	0.00%	0	0	0.00%	0	0	0.00%
MIDDLE TOTAL	5,191	5,137	99.00%	5,191	5,513	106.20%	5,311	5,726	107.80%
ARL Career Center (All-day)	157	157	100.00%	157	157	100.00%	157	157	100.00%
Arlington Community	110	108	98.20%	110	101	91.80%	110	110	100.00%
Langston	150	69	46.00%	150	73	48.70%	150	68	45.30%
Wakefield	1,903	1,728	90.80%	1,903	1,861	97.80%	2,203	1,954	88.70%
Washington-Lee	2,208	2,193	99.30%	2,208	2,296	104.00%	2,208	2,435	110.30%
Yorktown	1,879	1,751	93.20%	1,879	1,809	96.30%	1,879	1,918	102.10%
H-B Woodlawn	390	405	103.80%	390	425	109.00%	390	433	111.00%
Stratford Program	33	33	100.00%	33	33	100.00%	33	33	100.00%
Fenwick	0	0	0.00%	300	0	0.00%	300	0	0.00%
Arl. Tech from program moves	0	0	0.00%	300	0	0.00%	300	0	0.00%
Career Center/Arlington Tech	0	0	0.00%	0	0	0.00%	0	0	0.00%
HS Seats [Location(s) TBD]	0	0	0.00%	0	0	0.00%	0	0	0.00%
HIGH TOTAL	6,830	6,444	94.30%	7,430	6,755	90.90%	7,730	7,108	92.00%
PK-12 TOTAL	24,950	25,127		25,807	26,255		26,363	27,220	

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—SECONDARY (CONT.)

SCHOOL	SY2018-19			SY2019-20			SY2020-21		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Gunston	992	1,176	118.50%	992	1,243	125.30%	992	1,322	133.30%
Jefferson	1,086	993	91.40%	1,086	1,065	98.10%	1,086	1,138	104.80%
Kenmore	1,045	1,010	96.70%	1,045	1,043	99.80%	1,045	1,069	102.30%
Swanson	948	1,259	132.80%	948	1,230	129.70%	948	1,321	139.30%
Williamsburg	997	1,344	134.80%	997	1,383	138.70%	997	1,435	143.90%
H-B Woodlawn	221	240	108.60%	221	262	118.60%	221	262	118.60%
Stratford Program	22	22	100.00%	22	22	100.00%	22	22	100.00%
Addition for New MS @ Stratford	0	0	0.00%	339	0	0.00%	339	0	0.00%
New School @ Wilson	0	0	0.00%	775	0	0.00%	775	0	0.00%
MIDDLE TOTAL	5,311	6,044	113.80%	6,425	6,248	97.20%	6,425	6,569	102.20%
ARL Career Center (All-day)	157	157	100.00%	157	157	100.00%	157	157	100.00%
Arlington Community	110	110	100.00%	110	110	100.00%	110	110	100.00%
Langston	150	70	46.70%	150	70	46.70%	150	69	46.00%
Wakefield	2,203	2,042	92.70%	2,203	2,143	97.30%	2,203	2,276	103.30%
Washington-Lee	2,208	2,615	118.40%	2,208	2,735	123.90%	2,208	2,868	129.90%
Yorktown	2,179	2,031	93.20%	2,179	2,151	98.70%	2,179	2,210	101.40%
H-B Woodlawn	390	426	109.20%	390	463	118.70%	390	440	112.80%
Stratford Program	33	33	100.00%	33	33	100.00%	33	33	100.00%
Fenwick	300	0	0.00%	300	0	0.00%	300	0	0.00%
Arl. Tech from program moves	300	0	0.00%	300	0	0.00%	300	0	0.00%
Career Center/Arlington Tech	300	0	0.00%	300	0	0.00%	300	0	0.00%
HS Seats [Location(s) TBD]	0	0	0.00%	0	0	0.00%	0	0	0.00%
HIGH TOTAL	8,330	7,484	89.80%	8,330	7,862	94.40%	8,330	8,163	98.00%
PK-12 TOTAL	26,963	27,965		28,802	28,691		28,802	29,445	

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—SECONDARY (CONT.)

SCHOOL	SY2021-22			SY2022-23			SY2023-24		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Gunston	992	1,306	131.70%	992	1,317	132.80%	992	1,311	132.20%
Jefferson	1,086	1,179	108.60%	1,086	1,193	109.90%	1,086	1,203	110.80%
Kenmore	1,045	1,127	107.80%	1,045	1,140	109.10%	1,045	1,143	109.40%
Swanson	948	1,281	135.10%	948	1,289	136.00%	948	1,273	134.30%
Williamsburg	997	1,404	140.80%	997	1,391	139.50%	997	1,394	139.80%
H-B Woodlawn	221	262	118.60%	221	262	118.60%	221	262	118.60%
Stratford Program	22	22	100.00%	22	22	100.00%	22	22	100.00%
Addition for New MS @ Stratford	339	0	0.00%	339	0	0.00%	339	0	0.00%
New School @ Wilson	775	0	0.00%	775	0	0.00%	775	0	0.00%
MIDDLE TOTAL	6,425	6,581	102.40%	6,425	6,614	102.90%	6,425	6,608	102.80%
ARL Career Center (All-day)	157	157	100.00%	157	157	100.00%	157	157	100.00%
Arlington Community	110	110	100.00%	110	110	100.00%	110	110	100.00%
Langston	150	70	46.70%	150	70	46.70%	150	70	46.70%
Wakefield	2,203	2,464	111.80%	2,203	2,628	119.30%	2,203	2,790	126.60%
Washington-Lee	2,208	3,037	137.50%	2,208	3,144	142.40%	2,208	3,243	146.90%
Yorktown	2,179	2,358	108.20%	2,179	2,456	112.70%	2,179	2,465	113.10%
H-B Woodlawn	390	463	118.70%	390	463	118.70%	390	463	118.70%
Stratford Program	33	33	100.00%	33	33	100.00%	33	33	100.00%
Fenwick	300	0	0.00%	300	0	0.00%	300	0	0.00%
Arl. Tech from program moves	300	0	0.00%	300	0	0.00%	300	0	0.00%
Career Center/Arlington Tech	300	0	0.00%	300	0	0.00%	300	0	0.00%
HS Seats [Location(s) TBD]	0	0	0.00%	1,300	0	0.00%	1,300	0	0.00%
HIGH TOTAL	8,330	8,692	104.30%	9,630	9,061	94.10%	9,630	9,331	96.90%
PK-12 TOTAL	29,527	30,174		30,827	30,701		30,827	31,090	

*Green cells indicate new capacity for the school.

FY 2017-FY 2026 Capital Improvement Fund

Background: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2015–2025—SECONDARY (CONT.)

SCHOOL	SY2024-25			SY2025-26		
	CAPACITY	ENROLLMENT	% UTILIZED	CAPACITY	ENROLLMENT	% UTILIZED
Gunston	992	1,330	134.10%	992	1,336	134.70%
Jefferson	1,086	1,195	110.00%	1,086	1,200	110.50%
Kenmore	1,045	1,140	109.10%	1,045	1,145	109.60%
Swanson	948	1,285	135.50%	948	1,286	135.70%
Williamsburg	997	1,415	141.90%	997	1,419	142.30%
H-B Woodlawn	221	262	118.60%	221	262	118.60%
Stratford Program	22	22	100.00%	22	22	100.00%
Addition for New MS @ Stratford	339	0	0.00%	339	0	0.00%
New School @ Wilson	775	0	0.00%	775	0	0.00%
MIDDLE TOTAL	6,425	6,649	103.50%	6,425	6,670	103.80%
ARL Career Center (All-day)	157	157	100.00%	157	157	100.00%
Arlington Community	110	110	100.00%	110	110	100.00%
Langston	150	70	46.70%	150	70	46.70%
Wakefield	2,203	2,910	132.10%	2,203	2,960	134.40%
Washington-Lee	2,208	3,395	153.80%	2,208	3,427	155.20%
Yorktown	2,179	2,506	115.00%	2,179	2,458	112.80%
H-B Woodlawn	390	463	118.70%	390	463	118.70%
Stratford Program	33	33	100.00%	33	33	100.00%
Fenwick	300	0	0.00%	300	0	0.00%
Arl. Tech from program moves	300	0	0.00%	300	0	0.00%
Career Center/Arlington Tech	300	0	0.00%	300	0	0.00%
HS Seats [Location(s) TBD]	1,300	0	0.00%	1,300	0	0.00%
HIGH TOTAL	9,630	9,644	100.10%	9,630	9,678	100.50%
PK-12 TOTAL	30,827	31,593		31,552	31,782	

Debt Service

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local governing body, the Arlington County Board. The Virginia Constitution requires that long-term debt be approved only by voter referendum, and there is no statutory limit on the amount of debt the voters can approve. Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes.

The School Board manages its debt service to ensure compliance with the County’s fiscal policies regarding the prudent use of bond financing which, coupled with expanded policies regarding County reserves and planning and budgeting, help ensure maintenance of the County’s triple-A ratings. The policies include the following ratios:

- Ratio of Tax supported Debt Service to General Expenditures (10%)
- Ratio of Tax supported General Obligation Debt and Subject to Appropriation Financing to Market Value of County Taxable Real and Personal Property (3%)
- Ratio of Tax supported General Obligation Debt to Resident Per Capita Income (6%)
- Ratio of growth in debt service should be consistent with the projected growth of revenues and not exceed the average ten-year historical revenue growth. Average annual growth in debt service is estimated at 4.21% compared to historical average ten-year revenue growth of 4.31%.

The chart below demonstrates the County’s planned adherence to these debt management policies. This analysis is based on the Adopted FY 2017-FY 2026 Capital Improvement Program (CIP).

DEBT RATIO FORECAST

DEBT RATIO	FY 2017 ADOPTED	FY 2018 PROJECTED	FY 2019 PROJECTED	FY 2020 PROJECTED	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED	FY 2025 PROJECTED	FY 2026 PROJECTED
Debt Service as % of Expenditures (not to exceed 10%)	8.08%	8.37%	8.98%	9.33%	9.67%	9.71%	9.71%	9.70%	9.60%	9.35%
Net Tax Supported Debt as % of Market Valuation (not to exceed 4%)	1.32%	1.48%	1.54%	1.55%	1.52%	1.49%	1.45%	1.40%	1.39%	1.32%
Net Tax-Supported General Obligation Debt to Income (not to exceed 6%)	5.2%	5.7%	5.9%	5.9%	5.8%	5.7%	5.5%	5.3%	5.2%	5.0%
% Growth in Tax-Support Debt Service - County/Schools 10-yr Average (not to exceed 5.22%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Debt Service

The chart below outlines the principal and interest payments through maturity for all existing debt and the projected debt issuance outlined in the FY 2017 – FY 2026 CIP as adopted by the School Board on June 16, 2016.

BOND AMORTIZATION

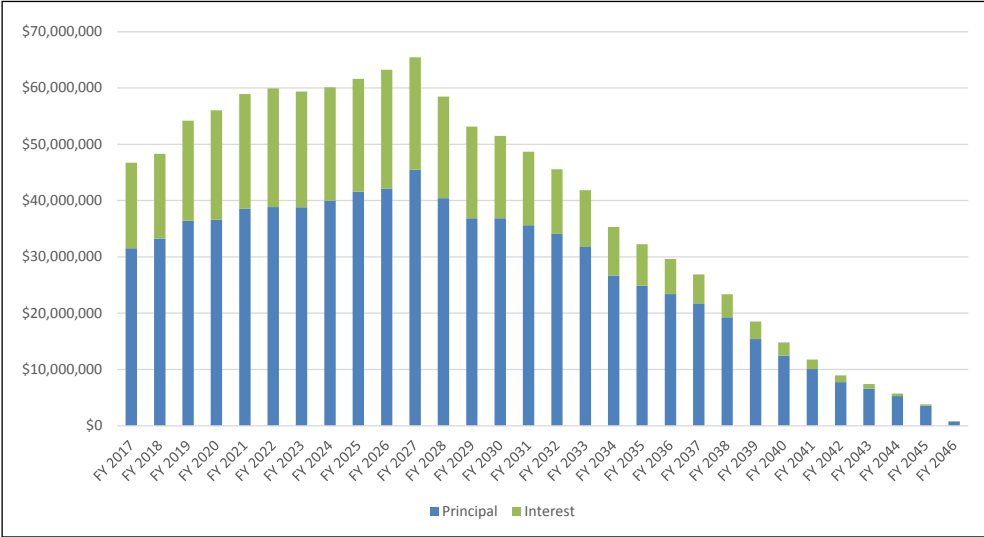
FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2017	\$31,543,636	\$15,201,608	\$46,745,244
2018	\$33,267,407	\$15,052,819	\$48,320,226
2019	\$36,405,132	\$17,786,721	\$54,191,853
2020	\$36,590,714	\$19,424,491	\$56,015,205
2021	\$38,575,251	\$20,331,469	\$58,906,719
2022	\$38,850,746	\$21,083,467	\$59,934,214
2023	\$38,799,499	\$20,577,853	\$59,377,352
2024	\$39,971,439	\$20,165,427	\$60,136,866
2025	\$41,579,000	\$20,050,881	\$61,629,881
2026	\$42,154,000	\$21,082,361	\$63,236,361
2027	\$45,501,275	\$19,939,852	\$65,441,127
2028	\$40,441,275	\$18,015,066	\$58,456,341
2029	\$36,846,275	\$16,281,608	\$53,127,883
2030	\$36,846,275	\$14,663,576	\$51,509,851
2031	\$35,631,275	\$13,059,944	\$48,691,219
2032	\$34,096,275	\$11,485,046	\$45,581,321
2033	\$31,871,275	\$9,963,957	\$41,835,232
2034	\$26,699,000	\$8,611,975	\$35,310,975
2035	\$24,879,000	\$7,379,725	\$32,258,725
2036	\$23,379,000	\$6,243,850	\$29,622,850
2037	\$21,751,500	\$5,136,100	\$26,887,600
2038	\$19,276,500	\$4,060,900	\$23,337,400
2039	\$15,411,500	\$3,097,075	\$18,508,575
2040	\$12,475,000	\$2,326,500	\$14,801,500
2041	\$10,067,500	\$1,702,750	\$11,770,250
2042	\$7,762,500	\$1,199,375	\$8,961,875
2043	\$6,585,000	\$811,250	\$7,396,250
2044	\$5,260,000	\$482,000	\$5,742,000
2045	\$3,600,000	\$219,000	\$3,819,000
2046	\$780,000	\$39,000	\$819,000
TOTAL	\$816,897,249	\$335,475,646	\$1,152,372,894

Debt Service

Since FY 2002, \$509.85 million in bonds have been sold resulting in increasing debt service for APS. For FY 2017 through FY 2026, APS is expected to sell \$435.03 million in bonds, assuming voter approval of the bond referenda in 2016, 2018, 2020, 2022, and 2024.

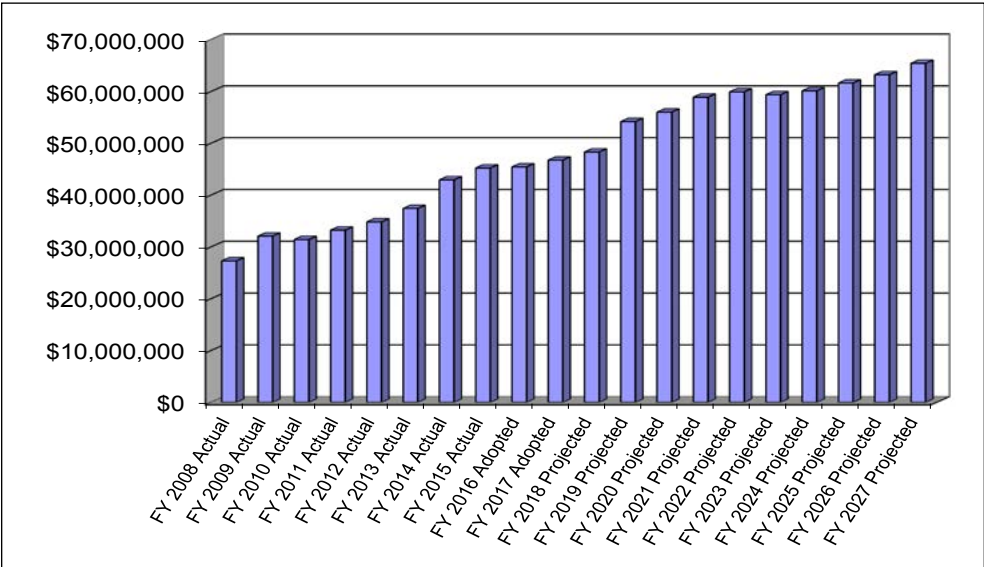
The chart below illustrates graphically bond amortization through maturity as outlined in the previous chart.

BOND AMORTIZATION SCHEDULE



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 nine years are shown. When compared with the FY 2016 Adopted Budget, debt service increases 2.9% in FY 2017. Additional information on debt service in FY 2017 can be found in the Other Funds section of the budget on page 503.

DEBT SERVICE TRENDS







FINANCIAL: Schools

Planning Factors Typical School Staffing

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
Discovery 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 Career Center
Arlington Community High School
Langston
New Directions
Stratford Program
Teenage Parenting Program

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 Human Resources 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 and 3 22.0:1 (Recommended maximum class size 26)
- Grades 4 and 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 2017 Adopted Budget Planning Factor document at the following website address: www.apsva.us/budget-finance/planning-factors

Class Size

The following reflects the average class size in Arlington Public Schools for FY 2016 as reported in the WABE (Washington Area Boards of Education) Guide.

STUDENTS PER CLASSROOM TEACHER

- Elementary 19.6
- Middle 20.1
- High 19.6

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.

Typical School Staffing

The following data illustrate typical staffing allocations for an average elementary school, middle school, and high school based on the FY 2017 adopted planning factors. Staffing and enrollment listed here reflect an estimated average of staffing and enrollment at each level. Actual enrollment and staffing at individual schools will vary due to the number and type of students enrolled and the programs and needs at each school. Additionally, schools may have some differential staffing funded through exemplary projects, instructional initiatives, such as PreK, or county-wide programs which are not reflected below.

TYPICAL STAFFING FOR AN AVERAGE ELEMENTARY SCHOOL	
	STAFF
Principal	1.00
Assistant Principal	1.00
Administrative Assistants	3.50
Classroom Teachers	20.00
Music Teachers	1.40
Art Teachers	1.40
Reading Teachers	1.50
PE Teachers	2.00
K Teachers and Assistants	10.00
VPI Teachers and Assistants	4.00
Math Coach	0.50
Resource Teacher for the Gifted	1.00
Instructional Technology Coordinator	1.00
Counselors	1.20
Librarian	1.00
Library Assistant	1.00
Special Education Staffing	10.50
ESOL/HILT Staffing	6.50
Custodians	4.50
TOTAL	73.00

AVERAGE ENROLLMENT BY GRADE	
Kindergarten	94
Grade 1	94
Grade 2	96
Grade 3	93
Grade 4	95
Grade 5	82
TOTAL ENROLLMENT	554

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	133
VPI	32
Special Ed PreK	12
Special Ed	60

Typical School Staffing

TYPICAL STAFFING FOR AN AVERAGE MIDDLE SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	2.00
Administrative Assistants	7.00
Classroom Teachers	57.00
Health Ed Specialist	0.40
Guidance Counselors	4.20
Director of Counseling	1.00
Middle School Skills Teachers	2.40
Librarian	1.00
Minority Student Achievement Teacher	0.50
ACT II Teachers	1.00
Resource Teacher for the Gifted	1.00
Elective/Core Supplement Teacher	1.00
Resource Assistants	1.80
Instructional Technology Coordinator	1.00
Testing Coordinator	0.50
Activity Coordinator	1.00
Special Education Staffing	26.00
ESOL/HILT Staffing	4.60
Custodians	9.50
TOTAL	123.90

AVERAGE ENROLLMENT BY GRADE	
Grade 6	374
Grade 7	350
Grade 8	327
TOTAL ENROLLMENT	1051

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	63
Special Education	180

TYPICAL STAFFING FOR AN AVERAGE HIGH SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.50
Administrative Assistants	15.50
Classroom Teachers	91.80
Health Ed Specialist	0.60
Guidance Counselors	9.00
Director of Counseling	1.00
Music Teacher	1.00
Librarian	2.00
Minority Student Achievement Teacher	1.00
In-School Alternative Specialist	1.00
Resource Teacher for the Gifted	1.00
SOL Core Teacher	4.00
Resource Assistants	3.00
Instructional Technology Coordinator	1.00
Testing Coordinator	1.00
Job Placement Specialist	1.00
Student Activities Director	1.00
Assistant Director of Student Activities	0.50
Athletic Trainer	0.50
Special Education Staffing	43.80
ESOL/HILT Staffing	12.60
Custodians	20.00
TOTAL	216.80

AVERAGE ENROLLMENT BY GRADE	
Grade 9	544
Grade 10	558
Grade 11	491
Grade 12	447
TOTAL ENROLLMENT	2040

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	187
Special Education	306

Schools Summary

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 Community High School, 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 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$224,669,827	\$242,579,569	\$249,460,269
Employee Benefits	\$62,870,294	\$83,847,805	\$84,466,205
Staff Development	\$165,735	\$113,729	\$114,810
Contractual Services	\$5,481,484	\$6,099,658	\$5,962,808
Materials and Supplies	\$3,788,797	\$3,767,034	\$4,086,282
Equipment	\$1,083,933	\$1,456,421	\$1,494,914
Other Operating Costs	\$625,331	\$802,918	\$806,367
TOTAL	\$298,685,401	\$338,667,134	\$346,391,655

Schools Enrollment Summary

FY 2017 PROJECTIONS							FY 2016 ADOPTED	DIFFERENCE
SCHOOL	PREK	K	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Abingdon	51	103	466			620	690	-70
Arlington Science Focus	17	108	546			671	640	31
Arlington Traditional	38	96	408			542	502	40
Ashlawn	36	115	554			705	673	32
Barcroft	42	75	375			492	569	-77
Barrett	57	86	416			559	568	-9
Campbell	75	68	277			420	441	-21
Carlin Springs	103	79	421			603	597	6
Claremont	32	132	569			733	718	15
Discovery	29	100	443			572	555	17
Drew	169	91	428			688	709	-21
Glebe	22	94	457			573	595	-22
Henry	50	96	456			602	553	49
Hoffman-Boston	185	81	310			576	549	27
Jamestown	71	81	417			569	588	-19
Key	49	117	579			745	722	23
Long Branch	27	93	474			594	569	25
McKinley	22	110	580			712	594	118
Nottingham	1	116	372			489	483	6
Oakridge	32	125	667			824	775	49
Randolph	69	60	343			472	506	-34
Taylor	16	127	574			717	702	15
Tuckahoe	18	95	473			586	684	-98
Integration Station (Reed)	61	0	0			61	60	1
TOTAL ELEMENTARY	1272	2248	10605			14125	14042	83
Gunston				1009		1009	924	85
Jefferson				914		914	916	-2
Kenmore				907		907	937	-30
Swanson				1205		1205	1034	171
Williamsburg				1220		1220	1129	91
H-B Woodlawn				240		240	235	5
TOTAL MIDDLE				5495		5495	5175	320
Arlington Community					101	101	152	-51
Langston					73	73	63	10
Wakefield					1920	1920	1796	124
Washington-Lee					2361	2361	2201	160
Yorktown					1839	1839	1751	88
H-B Woodlawn					439	439	440	-1
TOTAL HIGH					6733	6733	6403	330
Stratford				25	36	61	58	3
TOTAL	1272	2248	10605	5520	6769	26414	25678	736
Career Center						459	459	0
Reed (Community Services)						36	36	0

Elementary Schools Summary

The FY 2017 School Board's Adopted Budget for the twenty-three elementary schools and a PreK special education program totals \$180,290,400 and includes 1,928.50 positions.

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Abingdon	\$8,326,102	89.50	\$9,027,883	84.80	\$8,603,934
Arlington Science Focus	\$6,256,128	80.70	\$7,341,885	81.20	\$7,365,388
Arlington Traditional	\$5,576,505	65.40	\$6,426,085	70.50	\$7,009,077
Ashlawn	\$7,878,021	88.65	\$8,554,998	90.55	\$8,587,484
Barcroft	\$7,331,566	86.40	\$8,400,413	74.90	\$7,549,584
Barrett	\$7,784,921	95.30	\$8,915,009	96.30	\$8,844,415
Campbell	\$5,894,770	69.60	\$6,603,004	68.60	\$6,630,009
Carlin Springs	\$7,662,853	90.10	\$8,483,425	90.10	\$8,625,083
Claremont	\$7,296,790	84.90	\$7,934,991	82.20	\$7,783,061
Discovery	\$325	66.90	\$6,362,405	67.90	\$5,832,213
Drew	\$8,973,381	113.60	\$9,997,625	112.10	\$9,492,281
Glebe	\$6,598,270	70.40	\$6,977,195	69.90	\$7,144,483
Henry	\$7,223,580	99.20	\$8,306,085	104.10	\$8,647,366
Hoffman-Boston	\$7,472,580	93.10	\$8,165,675	99.50	\$8,752,606
Jamestown	\$6,108,213	74.05	\$7,114,774	75.55	\$7,218,288
Key	\$7,707,534	88.50	\$8,759,024	93.00	\$8,950,714
Long Branch	\$5,754,654	78.50	\$7,237,818	78.50	\$7,020,796
McKinley	\$5,797,317	67.20	\$6,300,219	76.40	\$7,336,311
Nottingham	\$6,882,873	55.80	\$6,012,919	60.30	\$5,936,910
Oakridge	\$8,013,451	95.10	\$8,605,177	96.30	\$9,031,543
Randolph	\$6,569,285	79.90	\$7,687,061	76.60	\$7,491,728
Reed	\$1,575,928	25.70	\$2,035,315	28.70	\$2,089,172
Taylor	\$7,323,402	79.00	\$7,713,955	83.60	\$7,754,872
Tuckahoe	\$6,814,380	73.30	\$7,070,227	66.90	\$6,593,082
TOTAL	\$156,822,829	1,910.80	\$180,033,167	1,928.50	\$180,290,400

◀ *Pertaining to chart on previous page*

- Five-year-old Montessori students are reported in Kindergarten. Career Center FTE are not included in the total as the students are already counted in their home school.
- All Special Education students, including those in self-contained classes, all ESOL/HILT/HILTEX students, and all Transition Program students are included within the grade totals at each school.

Elementary Schools Summary

Arlington Public Schools' 23 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 PreK 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, and 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 2017, 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, Hoffman-Boston, Patrick Henry, Randolph

All-Day Kindergarten Program at:

All schools

PreK 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):

All schools

All-Day Montessori Programs at:

Barrett, Campbell, Carlin Springs, Discovery, Drew, Hoffman-Boston, Jamestown, McKinley (at Reed)

Exemplary Projects at:

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

PreK Special Education at:

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

Interlude:

Campbell

Elementary Schools Summary

FY 2017 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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Drew Model School will be staffed separately based on Montessori vs Model students. Funds for an additional 2.7 positions are added to Drew Model School as a result of applying the planning factor calculations separately for the Montessori students vs the Model students. (Previously only the planning factor calculations for the Montessori teacher and Montessori teacher assistants were staffed based on the number of Montessori students.) The net 2.7 additional positions include the following: 0.5 reading teacher, -0.2 art teacher, -0.2 music teacher, 0.5 FLES teacher, 0.5 math coach, 0.8 guidance counselor, 0.5 bilingual resource assistant, and a 0.3 ESOL/HILT teacher. (201020-41254, 201011/201012-41222, 201000-41254, 201041-41254, 213000-41219, 202000-41237, 802000-41254).
- Funds for 5.5 positions are reduced at Drew Model School. These positions were added previously to the school and were above planning factor allocations. The 5.5 position reductions include a 1.5 reading teacher, a 1.0 math coach, a 0.5 resource teacher for the gifted, a 1.0 ESOL/HILT teacher, a 0.5 Montessori elementary teacher, and a 1.0 special education teacher. Additionally, funds of \$125,000 for hourly supervision are eliminated.

Elementary Schools Summary

- Funds for 3.0 FTEs are added to allow the assignment of one full-time Resource Teacher of the Gifted (RTG) at every elementary school. Providing a full-time RTG at each school will address two identified needs: (1) Effective “push in” services cannot be provided by a half-time RTG to student bodies numbering in the hundreds. (2) The current method of applying the student planning factor of 500 to K-5 student populations results in 16 schools with full-time RTG slots and six schools with part-time positions; however, a number of schools are close to the boundary on either side which can lead to difficulty in planning because small swings year-over-year in student population can result in changes to the delivery of services to gifted students. A 0.5 position is added to Arlington Traditional, Barcroft, Campbell, Nottingham, Hoffman-Boston, and Randolph elementary schools. (204000-41222)
- Funds for 3.0 FTEs are added to allow the assignment of one full-time instructional technology coordinator (ITC) needed at Arlington Traditional, Barcroft, Campbell, Henry, Hoffman-Boston and Randolph elementary schools that are currently provided only a half-time ITC. (Hoffman-Boston had a 0.50 ITC overlay position which will be replaced with this new initiative.) The support needed on-site and in classrooms to assist students and teachers is critical as we move more and more testing online, classroom management in a 1:1 environment, setup and support for applications and hardware/software. Teachers design lessons to use technology effectively to support student learning and ITCs help them plan and model the use of technology in the classroom. The Personalized Device initiative requires on-site instructional support including the identification of appropriate APPS that meet instructional needs while also protecting student information and complying with Federal Laws. An increase in the use of instructional technology for personalized learning in support of the SOL and students at these six schools will allow for implementation of the curriculum and support for assessments. (216000-41288)
- Funds for 2.0 exemplary project teacher positions are eliminated, one each at Abingdon and Barrett elementary schools. These positions are no longer needed since the schools have FLES teacher allocations that now cover the instructional time previously provided by the exemplary project teacher. (211100-41254)
- Based on the application of the custodian allocation formula, a 0.5 custodian position is reduced at Nottingham and 1.5 positions are added at McKinley. (217000-41316)
- In FY 2016, a 0.50 reading teacher position was grandfathered at Nottingham and Hoffman-Boston elementary schools to prevent the loss of staffing for one year as a result of the application of the planning factor formula. In FY 2017, positions calculated by the planning factor formula are budgeted in the school. (201020-41254)
- A 0.50 reading teacher is added to Barcroft and Randolph elementary schools to reinstate for one year the reading teacher position that was lost due to the application of the planning factor formula. Maintaining this position continues the high quality reading program at the school. (201020-41254)

Elementary Schools Summary

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 a decrease of \$131,867. (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)

Abingdon

SCHOOL INFORMATION

Abingdon's instructional program is consistent with the Arlington Public Schools goal to teach all students a broad body of knowledge, effective communication skills, a rational system of thought, and to use their creativity. Our instructional program is unique in its design by the emphasis on personalizing instruction to the individual, music instruction for all students, a broad array of after-school enrichment activities and a collaborative model among staff for instruction.



Project GIFT, Gaining Instruction, Fostering Talents, provides the school focus for Abingdon to increase student achievement and community engagement by implementing instructional practices guided by the framework of Multiple Intelligences Theory.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Kennedy Center's Changing Education Through the Arts Program (CETA) provides three Kennedy Center arts coaches.
- Architecture and communications classes, all PreK-5
- Video Journalism
- Math resource teacher
- Science Lab, all PreK-5
- Orff Music Instruction, K-5
- Instrumental music instruction, grade 5
- School Yard Gardening Project
- History Alive! Program
- Emphasis on interdisciplinary units
- Book Buddies
- Living Histories classes
- Emphasis on use of technology to support instruction
- SIOP (Sheltered Instruction Observation Protocol)
- Spanish instruction for all students, K-2

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	542
Special Education Self-Contained	27
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	19
TOTAL ENROLLMENT	620

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	25
HILT	186
Gifted*	39
Special Education Resource	18
Receiving Free and Reduced Lunch*	285

*FY 2016 Actual Enrollment

**Includes 11 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
627	620	620

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,336,230	\$6,463,054	\$6,145,935
Employee Benefits	\$1,740,027	\$2,309,526	\$2,206,854
Staff Development	\$6,157	\$1,383	\$1,224
Contractual Services	\$124,007	\$127,987	\$136,039
Materials and Supplies	\$103,501	\$88,241	\$79,590
Equipment	\$15,540	\$29,777	\$26,377
Other Operating Costs	\$640	\$7,915	\$7,915
TOTAL	\$8,326,102	\$9,027,883	\$8,603,934

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	20.00
Foreign Language Teachers	0.00	3.00
Special Project Teachers	3.00	2.00
Kindergarten Teachers	7.00	5.00
PreK Teachers	2.00	2.00
Special Education Teachers	6.00	4.00
Special Education Resource Teachers	1.50	1.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	5.40	5.40
Music Teachers	2.80	2.80
Art Teachers	2.80	2.80
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	7.00	5.00
PreK 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	0.00	2.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	5.00	5.00
TOTAL	89.50	84.80

Arlington Science Focus

SCHOOL INFORMATION

The program at Arlington Science Focus School is designed to develop extensive understanding of science content and process through inquiry-based learning. Students embark on an exciting adventure each day where science content is used as the catalyst to teach all curriculum by using natural inquiry to develop students' skills of thinking, analyzing, reflecting, problem-solving, and hypothesizing. We believe that students learn best by doing and, therefore, they are encouraged to use various strategies to tackle complex problems. Consequently, they gain confidence in themselves as learners. Students are also engaged in a weekly multi-age "Science City" experiment. They participate in hands-on activities dealing with ecology, biology, health, geology, zoology, physics, astronomy and chemistry that are directly correlated to the Virginia Standards of Learning.



Our philosophy celebrates diversity and uniqueness. As we implement Gardner's Theory of the Multiple Intelligences in our classrooms, we focus on promoting skills that are valued in the community and the broader society. We recognize that children learn and process knowledge differently; therefore, students receive their education by cultivating the eight intelligences of verbal/linguistic, musical, visual/spatial, logical/mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalist. This approach allows students to gradually assume responsibility for their own learning.

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
- School Yard Habitat Day, Family Math Day, Science/Technology Night
- Continental Math League, Math Dice Competition
- Geography Bee, Odyssey of the Mind
- Freshwater aquarium, Aquarium Club
- Integrated instruction

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	612
Special Education Self-Contained	42
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	1
TOTAL ENROLLMENT	671

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	17
HILT	109
Gifted*	37
Special Education Resource	35
Receiving Free and Reduced Lunch*	131

*FY 2016 Actual Enrollment

**Includes 1 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
631	673	671

Arlington Science Focus

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,735,822	\$5,391,411	\$5,381,367
Employee Benefits	\$1,278,504	\$1,712,944	\$1,745,482
Staff Development	\$644	\$1,282	\$1,347
Contractual Services	\$119,096	\$127,059	\$123,114
Materials and Supplies	\$94,449	\$81,563	\$85,074
Equipment	\$27,613	\$27,626	\$29,004
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$6,256,128	\$7,341,885	\$7,365,388

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	23.00
Foreign Language Teachers	3.50	3.50
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	5.00
PreK Teachers	1.00	1.00
Special Education Teachers	6.00	6.00
Special Education Resource Teachers	2.00	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	3.20
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
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
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	5.00	5.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.00	2.50
Special Education Teacher Assistant	4.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
TOTAL	80.70	81.20

Arlington Traditional

SCHOOL INFORMATION

Arlington Traditional School (ATS) has been a unique countywide elementary school since 1978 and serves preschool through grade five students from all of Arlington’s neighborhoods. Families follow specific application procedures and students are selected by lottery to be admitted into the school. Free bus transportation is provided for students who qualify for it. A member of the ATS community understands that a shared commitment to learning and good character in a structured, engaging environment with traditions leads to successful students and citizens. ATS is noted for the high academic performance and good character of its students.



Our school colors, blue and gold, signify the importance of individual achievement and the Golden Rule. We show our school spirit on Fridays by wearing blue and gold colors or our school shirts. The ABC’s of Success – Academics, Behavior and Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) – are embedded in our philosophy and program. We hold high expectations and encourage all students to achieve their full potential as students and good citizens. Our program and students are supported by a strong and collaborative partnership with parents and our community. Together we celebrate our children’s academic achievement and accomplishments in the arts and sciences. We believe all students must learn to read, so they can read to learn!

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Excellent Extended Day Program
- Safety Patrols–every fifth grader
- Student Council
- ESL Homework Club
- Shooting Stars–SOL preparation
- Mentoring- staff/students and student/student

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	472
Special Education Self-Contained	32
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education	6
TOTAL ENROLLMENT	542

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	17
HILT	63
Gifted*	91
Special Education Resource	32
Receiving Free and Reduced Lunch*	86

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
502	502	542

Arlington Traditional

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,214,017	\$4,632,729	\$5,020,481
Employee Benefits	\$1,162,309	\$1,569,655	\$1,762,987
Staff Development	\$1,600	\$1,009	\$1,089
Contractual Services	\$111,041	\$134,262	\$130,804
Materials and Supplies	\$80,122	\$66,660	\$70,224
Equipment	\$7,394	\$21,770	\$23,492
Other Operating Costs	\$22	\$0	\$0
TOTAL	\$5,576,505	\$6,426,085	\$7,009,077

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	17.00
Foreign Language Teachers	2.50	3.00
Kindergarten Teachers	3.00	4.00
PreK Teachers	1.00	2.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	2.20
Music Teachers	2.20	2.20
Art Teachers	2.20	2.20
Physical Education Teachers	1.80	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	3.00	4.00
PreK Teacher Assistants	1.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.50	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	3.00	3.00
Instructional Technology Coordinator	0.50	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	65.40	70.50

Ashlawn

SCHOOL INFORMATION

Ashlawn Elementary is a welcoming school that prides itself on community spirit. Staff, students, and parents together create a sense of “Ashlawn Pride.” Ashlawn is a close-knit neighborhood school with a well-deserved reputation as a friendly, caring place where families know each other by name. The diverse student population reflects the demographics in Arlington, representing over 30 different countries and cultures. This fosters an appreciation for world cultures and individual differences.



Ashlawn embraces development of the whole child. Our responsibility is not only developing children intellectually but also socially and emotionally. Upon graduation, students are expected to perform well academically and have an awareness and concern for the people of the world and the planet on which they live. With a focus on the work of the Earth Charter Initiative, the staff and parents of Ashlawn developed its exemplary project, The Global Citizenship Project (GCP). The GCP provides Ashlawn students with opportunities to succeed in the world through an understanding of global issues and a commitment to local concerns. As Global Citizens, Ashlawn students accept all people, protect the environment, help those in need, and work for peace.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Global Citizenship Project
- Foreign language instruction in Spanish (K-5)
- PTA-sponsored science aide to support hands-on science lessons
- Full-time Gifted Resource teacher
- ESOL/HILT program
- Preschool education program: Toddler Preschool Special Education, Virginia Preschool Initiative (VPI)
- School-wide and classroom community service
- Outdoor education experiences focused on conservation
- Themed library nights and First Grade Read-a-thon
- Special Education Inclusion model

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	612
Special Education Self-Contained	51
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	20
TOTAL ENROLLMENT	705

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	20
HILT	74
Gifted*	63
Special Education Resource	32
Receiving Free and Reduced Lunch*	112

*FY 2016 Actual Enrollment

**Includes 4 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
654	711	705

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,890,426	\$6,124,016	\$6,170,989
Employee Benefits	\$1,682,881	\$2,136,425	\$2,122,821
Staff Development	\$3,182	\$7,103	\$7,179
Contractual Services	\$140,355	\$151,809	\$144,795
Materials and Supplies	\$117,085	\$93,024	\$97,442
Equipment	\$31,301	\$28,701	\$30,338
Other Operating Costs	\$12,791	\$13,920	\$13,920
TOTAL	\$7,878,021	\$8,554,998	\$8,587,484

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	24.00
Foreign Language Teachers	3.50	3.50
Kindergarten Teachers	5.00	5.00
PreK Teacher	1.00	1.00
Special Education Teachers	6.00	7.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	2.70
Music Teachers	2.60	2.80
Art Teachers	2.60	2.80
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.40	1.40
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.50	1.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	5.00	4.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	5.00	5.00
TOTAL	88.65	90.55

Barcroft

SCHOOL INFORMATION

Barcroft's unique exemplary school project, the Leonardo da Vinci Project, is modeled after Leonardo da Vinci's actions as a thinker. Barcroft students 'Learn Like Leonardo' by being: well in body and mind, balanced thinkers, curious, risk takers, good citizens, communicators, reflective, open-minded, aware and problem solvers. By employing creative and scientific thought throughout their learning experiences, Barcroft students are challenged with focused thinking and problem-solving activities. The highly regarded project provides students with explorations of their academic studies through interdisciplinary thematic units.



Barcroft Elementary School is the only Arlington school that follows a modified school year calendar. This calendar balances the school year and provides continuous learning opportunities for all. Summer learning losses are reduced due to the shorter summer break. Each quarter is followed by either a two week Intersession, where students study in extension courses, or a break during the school year to provide continuous learning cycles.

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 2017 PROJECTED ENROLLMENT	
General Education K-5	427
Special Education Self-Contained	23
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	10
TOTAL ENROLLMENT	492

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	49
HILT	152
Gifted*	60
Special Education Resource	35
Receiving Free and Reduced Lunch*	333

*FY 2016 Actual Enrollment

**Includes 2 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
549	490	492

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,496,270	\$5,983,843	\$5,439,473
Employee Benefits	\$1,614,868	\$2,181,001	\$1,889,358
Staff Development	\$1,628	\$1,144	\$985
Contractual Services	\$108,977	\$127,806	\$125,211
Materials and Supplies	\$93,036	\$81,006	\$72,344
Equipment	\$16,755	\$24,655	\$21,255
Other Operating Costs	\$32	\$958	\$958
TOTAL	\$7,331,566	\$8,400,413	\$7,549,584

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	17.00
Even Start Teacher	2.00	2.00
Foreign Language Teachers	3.00	2.50
Special Project Teachers	0.90	0.90
Kindergarten Teachers	5.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	2.00	1.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	6.10	4.90
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	1.80
Art Teachers	2.40	1.80
Physical Education Teachers	2.20	1.80
Reading/Skills Teachers	2.00	2.00
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	5.00	4.00
Teacher's Assistant	1.00	1.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	5.00	3.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	0.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	0.50	1.00
Clerical	3.50	3.00
Custodians	4.00	4.00
TOTAL	86.40	74.90

Barrett

SCHOOL INFORMATION

"Discovering the Gifts of Every Child"

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. As an Alumni NASA Explorer School, Barrett staff works with NASA education specialists, mathematicians, engineers, and scientists to incorporate innovative strategies, resources, and technology tools into math and science instruction.



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
- PreK 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 2017 PROJECTED ENROLLMENT	
General Education K-5	428
Special Education Self-Contained	54
Countywide Special Education K-5	20
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	32
PreK Special Education	8
TOTAL ENROLLMENT	559

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	17
HILT	208
Gifted*	58
Special Education Resource	44
Receiving Free and Reduced Lunch*	305

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
549	534	559

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,892,252	\$6,325,214	\$6,365,542
Employee Benefits	\$1,666,143	\$2,355,839	\$2,235,759
Staff Development	\$1,427	\$1,740	\$1,722
Contractual Services	\$129,798	\$130,805	\$141,270
Materials and Supplies	\$87,314	\$75,459	\$74,557
Equipment	\$7,987	\$25,952	\$25,565
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$7,784,921	\$8,915,009	\$8,844,415

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	19.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	3.00	2.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
PreK Teachers	2.00	2.00
Special Education Teachers	8.00	8.00
Special Education County-wide Teachers	4.00	4.00
Special Education Resource Teachers	2.50	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	5.40	5.90
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
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	6.00	6.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	95.30	96.30

Campbell

SCHOOL INFORMATION

"A natural place to learn"

At Campbell Elementary our mission is to provide a safe and caring community where all children are challenged and celebrated. As the only Expeditionary Learning School in Arlington, Campbell offers a unique program serving children PreK through fifth grade. Campbell students demonstrate high achievement through quality work achieved through active engagement, challenging academics and a supportive school culture. Character development, teamwork, social responsibility, and a value for the natural world are embedded in school practices and integrated into the academic program. Continuous learning is promoted as students stay with the same teacher for two years. An alternative report card system provides parents a clear picture of what their child knows and is able to do. Campbell students engage in interdisciplinary units aligned with the state standards called "Learning Expeditions." During these "real world" investigations, students work with experts, complete field work and strive to become experts. Students showcase their learning through presentations and performances to parents and the community. Campbell students begin each day with a morning meeting to establish a climate where children feel safe to take risks. Collaboration and cooperation are valued and the varied cultures of Campbell families enrich everyone's learning experience. The school setting, with extensive gardens and natural habitats, provides hands-on opportunities to learn about the natural world.



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 and 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.

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	317
Special Education Self-Contained	28
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	48
PreK Special Education**	10
TOTAL ENROLLMENT	420

*FY 2016 Actual Enrollment

**Includes 2 dual-enrolled students

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	16
HILT	112
Gifted*	47
Special Education Resource	18
Interlude	20
Receiving Free and Reduced Lunch*	223

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
414	419	420

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,421,922	\$4,664,380	\$4,727,130
Employee Benefits	\$1,233,839	\$1,677,359	\$1,648,973
Staff Development	\$4,206	\$2,086	\$2,040
Contractual Services	\$100,531	\$105,470	\$101,547
Materials and Supplies	\$63,088	\$62,623	\$60,223
Equipment	\$26,743	\$19,144	\$18,154
Other Operating Costs	\$44,441	\$71,942	\$71,942
TOTAL	\$5,894,770	\$6,603,004	\$6,630,009

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	13.00	13.00
Foreign Language Teachers	2.00	2.00
Kindergarten Teachers	3.00	3.00
Montessori Teachers	1.00	1.00
PreK Teachers	3.00	3.00
Special Education Teachers	5.00	5.00
Special Education Resource Teachers	1.50	1.00
Interlude Teacher	2.00	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.90	3.90
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	0.50	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	3.00	3.00
PreK Teacher Assistants	2.00	2.00
Library Assistant	1.00	1.00
ESOL Teacher Assistants	3.00	2.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	0.00
PreK Special Education Teacher Assistant	1.50	1.50
Interlude Resource Assistants	2.00	2.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
TOTAL	69.60	68.60

Carlin Springs

SCHOOL INFORMATION

Carlin Springs Elementary is a fully accredited elementary school that serves an international community of children in grades PreK through five. Our primary goal is to educate our children to become caring, responsible individuals who are literate, informed and productive members of the community. As a Community School, we provide students and their families with connections to a host of community organizations and volunteers. We are very proud of the array of enrichment and club activities reinforcing and extending the instructional program offered to students through this model. We also offer parent workshops, family library nights and weekly developmental playgroups for toddlers and their parents.



Carlin Springs' program is both challenging and enriching. Differentiated instruction allows teachers to meet individual student needs. We offer a strong technology program, including opportunities for students such as the morning news, iPads, loaner laptops, and interactive Smart Boards in all classrooms.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Mathematics instructional resource teacher and Resource Teacher for the Gifted provide curriculum support to staff and students
- Summer school and summer camp
- Implementation of Spanish instruction, K-5
- Science enrichment classes, PreK-5
- School-wide implementation of Title I and Reading is Fundamental (RIF)
- 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 2017 PROJECTED ENROLLMENT	
General Education K-5	464
Special Education Self-Contained	36
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	64
PreK Special Education**	22
TOTAL ENROLLMENT	603

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	50
HILT	252
Gifted*	25
Special Education Resource	22
Receiving Free and Reduced Lunch*	490

*FY 2016 Actual Enrollment

**Includes 6 dual-enrolled student

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
566	589	603

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,772,791	\$6,021,408	\$6,121,095
Employee Benefits	\$1,612,565	\$2,075,040	\$2,121,843
Staff Development	\$4,396	\$1,194	\$1,200
Contractual Services	\$173,054	\$192,037	\$186,734
Materials and Supplies	\$88,491	\$94,603	\$94,938
Equipment	\$11,556	\$25,730	\$25,860
Other Operating Costs	\$0	\$73,413	\$73,413
TOTAL	\$7,662,853	\$8,483,425	\$8,625,083

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	18.00
Foreign Language Teachers	2.50	2.50
Kindergarten Teachers	4.00	4.00
Montessori Teacher	1.00	1.00
PreK Teachers	4.00	4.00
Special Education Teachers	5.00	6.00
Special Education Resource Teachers	1.50	1.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	6.80	7.30
First Language Support Teacher	0.20	0.20
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	0.50	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Community School Coordinator	0.50	0.50
ESOL Resource Assistant	1.00	1.00
Special Project Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	3.00	3.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	5.00	5.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	0.00
PreK Special Education Teacher Assistant	3.00	3.00
Montessori Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.50	4.50
TOTAL	90.10	90.10

Claremont

SCHOOL INFORMATION

Claremont Immersion Elementary School is a learning community where doors are opened and minds are immersed in the richness of learning in two languages, English and Spanish.

In Claremont’s kindergarten through grade five dual language immersion program, children learn a second language in a natural way through everyday conversation and content instruction. Students spend half of their day in a Spanish-language classroom learning math, Spanish reading/writing, science and music or art, and the other portion of the day learning reading, writing, social studies, physical education and music or art in English. This learning environment develops fluency in two languages and fosters caring, respectful and supportive cross-cultural relationships.

Our exemplary initiative “Project SPARK” ignites student learning through a variety of unique art opportunities that are specific to Spanish language and multicultural experiences. Opportunities are provided through our extensive use of the rich resources in our metropolitan area through the support of the Claremont PTA.



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
- PreK 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 and Science Fair

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	687
Special Education Self-Contained	14
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education	0
TOTAL ENROLLMENT	733

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	50
HILT	114
Gifted*	91
Special Education Resource	36
Receiving Free and Reduced Lunch*	271

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
722	727	733

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,500,367	\$5,690,556	\$5,466,271
Employee Benefits	\$1,506,689	\$1,918,216	\$1,956,873
Staff Development	\$274	\$1,441	\$1,485
Contractual Services	\$127,929	\$177,285	\$160,729
Materials and Supplies	\$124,457	\$90,441	\$93,037
Equipment	\$17,501	\$31,026	\$31,973
Other Operating Costs	\$19,573	\$26,026	\$26,026
TOTAL	\$7,296,790	\$7,934,991	\$7,736,394

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	26.00	24.00
Foreign Language Teachers	3.50	4.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	0.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.90	4.40
Music Teachers	2.80	2.80
Art Teachers	2.80	2.80
Physical Education Teachers	2.80	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
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	5.00	6.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	2.50
Testing Coordinator	0.50	0.50
PreK Special Education Teacher Assistant	1.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
TOTAL	84.90	82.20

Discovery

SCHOOL INFORMATION

Vision: We learn together as a team and encourage everyone to explore, dream, and discover while making a positive impact in our community.

Mission: Explorers learn, collaborate, and innovate with the world in mind.

Opened in 2015, Discovery Elementary is a Net Zero Energy school in that the total amount of energy used in a year is approximately equal to the amount of renewable energy created during that year. Discovery's design highlights include an interactive dashboard used to monitor the school's energy production and consumption, adjustable photovoltaic panels in the solar laboratory, and observation decks near the butterfly, vegetable, and bio retention gardens. As a green building, Discovery supports experiential learning and encourages students to be stewards of the environment through service and leadership. Astronaut John Glenn lived in the neighborhood and ran orbital patterns with his children on the school site. The name Discovery is not only a nod to Glenn, but evokes the spirit of learning.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Preschool special education program
- Montessori program
- Countywide Functional Life Skills program
- Professional Learning Community
- Arlington Tiered System of Support
- Instructional Coaches for math, reading and writing, technology, and gifted
- Responsive Classroom
- Standard-based Grading
- Eco-Action Team

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	526
Special Education Self-Contained	11
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	0
PreK Special Education**	12
TOTAL ENROLLMENT	572

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	5
HILT	10
Gifted*	68
Special Education Resource	31
Receiving Free and Reduced Lunch*	18

*FY 2016 Actual Enrollment

**Includes 3 dual-enrolled students and 1 peer pal student

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
0	534	572

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$60	\$4,130,970	\$4,356,341
Employee Benefits	\$19	\$2,032,505	\$1,342,890
Staff Development	\$0	\$1,116	\$1,142
Contractual Services	\$246	\$99,943	\$31,977
Materials and Supplies	\$0	\$73,819	\$75,252
Equipment	\$0	\$24,052	\$24,611
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$325	\$6,362,405	\$5,832,213

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	19.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	4.00	5.00
Montessori Teachers	1.00	1.00
Special Education Teachers	2.00	2.00
Special Education County-wide Teachers	2.00	1.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	1.00
Math Coach	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	2.20	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
Kindergarten Assistants	4.00	5.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	4.00	2.00
Special Education Teacher Assistant	0.00	1.00
PreK 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	5.00	5.00
TOTAL	66.90	67.90

Drew Model

SCHOOL INFORMATION

Academics, Appreciation, Accountability and Arts are the four A's of the Drew Model Elementary School program. Academics reflects strong measurable academic growth and achievement for all. Appreciation fosters respect and high expectations for all through strong communication and effective collaboration. Accountability honors the shared responsibility of staff, families and students for student learning. The Arts recognizes the need for innovative and creative learning opportunities that excite and engage children by using literature, poetry, dance, visual arts, music, art history and writing.



The Four A's are integrated throughout our two instructional programs, Graded and Montessori. Our Graded program incorporates traditional practices serving children age four to grade five. Children of the same age group explore hands-on learning activities through individual, small group and whole class teacher-guided lessons. The Montessori program is based upon Dr. Maria Montessori's philosophy of "educating the whole child." Children age three to grade five engage in learning activities of their own choosing in a multi-age, well-ordered physical environment. We are a neighborhood, countywide elementary school serving our immediate Nauck neighborhood and Arlington residents across the county.

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

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	491
Special Education Self-Contained	22
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	119
Pre-School 4 year-old students	32
PreK Special Education**	18
TOTAL ENROLLMENT	688

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	23
HILT	160
Gifted*	73
Special Education Resource	26
Receiving Free and Reduced Lunch*	360

*FY 2016 Actual Enrollment

**Includes 2 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
642	659	688

Drew Model

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,772,314	\$7,229,875	\$6,827,883
Employee Benefits	\$1,926,309	\$2,428,639	\$2,366,286
Staff Development	\$11,720	\$26,526	\$26,482
Contractual Services	\$149,938	\$190,738	\$153,385
Materials and Supplies	\$99,320	\$91,209	\$88,554
Equipment	\$13,780	\$30,638	\$29,691
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$8,973,381	\$9,997,625	\$9,492,281

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	8.00	8.00
Foreign Language Teachers	3.00	3.50
Kindergarten Teachers	4.00	3.00
Montessori Teachers	18.50	19.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	2.00
Math Coach	1.50	1.00
ESOL/HILT Teachers	5.90	4.90
Music Teachers	3.20	2.80
Art Teachers	3.20	2.80
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	3.00	2.00
Gifted Teachers	1.50	1.00
Counselors	1.20	2.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.50
Kindergarten Assistants	4.00	3.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	4.00	3.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	2.00
PreK Special Education Teacher Assistant	1.50	2.50
Montessori Teacher Assistants	18.00	19.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.00
Custodians	5.00	5.00
TOTAL	113.60	112.10

Glebe

SCHOOL INFORMATION

Glebe is an important part of the North Glebe Road community between Lee Highway, Washington Boulevard, Fairfax Drive and North Quincy Street. This location allows the school to celebrate Arlington's rich cultural diversity. Glebe's student population, white, Hispanic, African-American and Asian, closely reflects that of Arlington. Glebe's teaching staff believes in and implements techniques that encourage active learning. Students are engaged in hands-on activities in all curricular areas. From the moment students enter Glebe's doors, they become directly involved in learning.



Glebe is a Foreign Language Elementary School. All Glebe students attend Spanish class 135 minutes a week. In addition to learning Spanish language orally and in writing, students learn about the culture and arts of the Spanish-speaking countries. Students and families at Glebe participate in our exemplary project called S.M.Art Project. S.M.Art stands for science, math, art and technology. The key concept behind the project is the teaching of aspects of the students' math and science curriculum through integration and engagement with a modern art form, visual art, dance, music or theatre.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Foreign Language Elementary School
- Countywide Functional Life Skills Program
- Five 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

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	522
Special Education Self-Contained	29
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	22
TOTAL ENROLLMENT	573

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	18
HILT	52
Gifted*	126
Special Education Resource	47
Receiving Free and Reduced Lunch*	88

*FY 2016 Actual Enrollment

** Includes 10 dual-enrolled and 4 peer pal students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
613	594	573

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,986,067	\$4,898,322	\$5,099,507
Employee Benefits	\$1,399,622	\$1,813,507	\$1,788,706
Staff Development	\$0	\$1,176	\$1,124
Contractual Services	\$123,102	\$156,730	\$151,380
Materials and Supplies	\$69,166	\$76,763	\$74,189
Equipment	\$14,882	\$25,344	\$24,224
Other Operating Costs	\$5,431	\$5,353	\$5,353
TOTAL	\$6,598,270	\$6,977,195	\$7,144,483

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	20.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	5.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.00	2.00
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
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	0.50	0.50
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.50	4.50
TOTAL	70.40	69.90

Patrick Henry

SCHOOL INFORMATION

At Patrick Henry Elementary School, we are proud to offer a wide variety of opportunities to ensure the social, emotional, physical and academic development of our PreK through fifth-grade students. Our program is designed to meet the educational needs of our diverse student population. Henry's exemplary project, Henry's Helping Hands: Creating Community Connections, integrates service learning into the curriculum through an engaging and interactive teaching and learning approach. Patrick Henry Elementary offers students in kindergarten through fifth-grade a proficiency-oriented foreign language program focusing on: Communication, Culture, Connections, Comparisons, and Communities. Due to the elimination of early release on Wednesdays, students are able to receive Spanish instruction as part of the academic program and enjoy a full day of school every day of the week. Extracurricular enrichment activities are vast and encompass athletics as well as social and educational clubs.



Patrick Henry possesses an enthusiastic and highly-motivated staff who work together to maintain an environment conducive to academic excellence. Parents are an integral part of the educational process and we are committed to working in partnership with them to provide the best possible education for each child to take into the future.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Phonemic Awareness Literacy Group, K-1
- 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 2017 PROJECTED ENROLLMENT	
General Education K-5	465
Special Education Self-Contained	55
Countywide Special Education K-5	32
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	18
TOTAL ENROLLMENT	602

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	20
HILT	137
Gifted*	75
Special Education Resource	31
Receiving Free and Reduced Lunch*	214

*FY 2016 Actual Enrollment

**Includes 6 dual-enrolled students and county-wide PreK

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
517	561	602

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,432,107	\$5,940,140	\$6,313,945
Employee Benefits	\$1,556,682	\$2,123,553	\$2,087,450
Staff Development	\$763	\$1,108	\$1,198
Contractual Services	\$95,527	\$127,585	\$123,821
Materials and Supplies	\$85,117	\$70,996	\$76,312
Equipment	\$35,261	\$23,880	\$25,817
Other Operating Costs	\$18,123	\$18,823	\$18,823
TOTAL	\$7,223,580	\$8,306,085	\$8,647,366

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	19.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	5.00
PreK Teachers	2.00	2.00
Special Education Teachers	8.00	8.00
Special Education County-wide Teachers	8.00	8.00
Special Education Resource Teachers	1.00	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.90	4.40
Music Teachers	2.20	2.40
Art Teachers	2.20	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 Assistants	1.00	1.00
Kindergarten Assistants	5.00	5.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	15.00	15.00
Special Education Teacher Assistant	2.00	3.00
Instructional Technology Coordinator	0.50	1.00
Clerical	3.50	3.50
Custodians	3.50	3.50
TOTAL	99.20	104.10

Hoffman-Boston

SCHOOL INFORMATION

Hoffman-Boston Elementary School is the home of the All Stars, a global community that sets high student and staff expectations. It boasts a strong program of after-school choices for students and enjoys strong community and parent involvement. For the past ten years, the school's exemplary program Project Edison has focused teaching and learning on enhancing communication skills through technology and integration of the arts. Students have had daily opportunities to participate in real-life experiences that foster effective communication skills. To build upon the success of

Project Edison, the Hoffman-Boston STEM Program was developed as the instructional focus and was initiated school-wide last school year. The STEM (science, technology, engineering and mathematics) curriculum, taught through a series of problem- and project-based learning activities, will enable Hoffman-Boston's students to become successful contributors and competitive members of the global economic community.



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
- Early childhood special education programs
- Professional Learning Communities (PLC) for teaching staff
- SIOP techniques and strategies for English language learners
- First Language Support (FLS) program (K-2)
- Specialized support staff including ESOL teachers, Title I math/literacy teachers and a literacy coach
- Wide variety of reading interventions: Book Buddies, iStation Assessment and Intervention Program, Phono-Graphix, Leveled Literacy Intervention (LLI) and Spell Read

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	341
Special Education Self-Contained	44
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	68
Pre-School 4 year-old students	80
PreK Special Education**	37
TOTAL ENROLLMENT	576

*FY 2016 Actual Enrollment

**Includes 3 dual-enrolled students and county-wide PreK

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	19
HILT	136
Gifted*	58
Special Education Resource	28
Receiving Free and Reduced Lunch*	273

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
499	511	576

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,614,086	\$5,840,555	\$6,286,760
Employee Benefits	\$1,598,965	\$2,040,575	\$2,179,530
Staff Development	\$5,861	\$1,099	\$1,152
Contractual Services	\$160,065	\$182,619	\$180,008
Materials and Supplies	\$74,996	\$71,504	\$74,713
Equipment	\$12,987	\$23,707	\$24,827
Other Operating Cost	\$5,620	\$5,616	\$5,616
TOTAL	\$7,472,580	\$8,165,675	\$8,752,606

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	13.00	14.00
Foreign Language Teachers	0.00	2.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	3.00	3.00
Montessori Teachers	4.00	4.00
PreK Teachers	3.00	3.00
Special Education Teachers	7.00	7.00
Special Education County-wide Teachers	4.00	4.00
Special Education Resource Teachers	1.00	1.50
PreK Special Education Teachers	2.00	2.00
Math Coach	1.00	1.00
ESOL/HILT Teachers	4.40	4.90
Music Teachers	1.40	2.60
Art Teachers	1.40	2.60
Physical Education Teachers	2.40	2.40
Reading/Skills Teachers	2.00	1.50
Gifted Teachers	0.50	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
STEM Coordinator	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	3.00	3.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	8.00	8.00
Special Education Teacher Assistant	3.00	3.00
PreK Special Education Teacher Assistant	2.50	2.50
Montessori Teacher Assistants	4.00	4.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	5.50	5.50
TOTAL	93.10	99.50

Jamestown

SCHOOL INFORMATION

At Jamestown, our mission is to educate all children in an optimal learning environment preparing them for success now and in the future. The staff implements a rich and rigorous academic curriculum. Project Quest, our exemplary project, is a school-wide process to ensure continuous school improvement in teaching and learning. Teachers implement the Responsive Classroom Approach to address students' social and emotional needs as they provide a demanding academic program differentiating instruction by addressing students' multiple intelligences and integrating technology. Every classroom begins the day with a Responsive Classroom Morning Meeting. Grade level and vertical teams analyze student work and compile data that drive instructional programming.



Spanish is a core curriculum. With an emphasis on collaboration and critical thinking, it enhances and supports the high percentage of our learners who achieve in the advanced range on the SOL state tests. Our Leadership Team plans professional development focused on annual goals and the integration of technology and Responsive Classroom strategies.

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
- Spanish taught as core curriculum
- School-wide emphasis on writing across the curriculum
- Technology integrated throughout the curriculum
- SMART Showcase Elite School
- Professional Development
- 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.
- Staff collaboration through Professional Learning Communities

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	464
Special Education Self-Contained	22
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	51
Pre-School 4 year-old students	0
PreK Special Education**	20
TOTAL ENROLLMENT	569

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	2
HILT	13
Gifted*	63
Special Education Resource	37
Receiving Free and Reduced Lunch*	14

*FY 2016 Actual Enrollment

**Includes 2 dual-enrolled and 2 peer pal students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
633	568	569

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,572,995	\$5,034,099	\$5,127,235
Employee Benefits	\$1,308,320	\$1,837,140	\$1,850,558
Staff Development	\$2,369	\$1,168	\$1,136
Contractual Services	\$125,946	\$141,532	\$140,980
Materials and Supplies	\$89,090	\$75,663	\$73,896
Equipment	\$9,493	\$25,172	\$24,483
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$6,108,213	\$7,114,774	\$7,218,288

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	19.00
Foreign Language Teachers	3.00	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	3.00	3.00
Montessori Teachers	3.00	3.00
Special Education Teachers	4.00	3.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.20	2.20
Art Teachers	2.20	2.20
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	3.00	3.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	0.00	2.00
PreK Special Education Teacher Assistant	2.50	2.50
Montessori Teacher Assistants	3.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	74.05	75.55

Key

SCHOOL INFORMATION

Key School—Escuela Key is proud to celebrate 27 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. Key School—Escuela Key is a good place for all children to learn and grow.

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
- 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
- Teacher training for outdoor curriculum–School Yard Habitat, Project Wild, National Wildlife Federation, Learning Tree w/ACE
- Padres Unidos–Workshops for Hispanic Parents—one of the first ongoing parent education programs for non-native English speaking parents in APS

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	662
Special Education Self-Contained	34
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	17
TOTAL ENROLLMENT	745

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	38
HILT	210
Gifted*	82
Special Education Resource	20
Receiving Free and Reduced Lunch*	314

*FY 2016 Actual Enrollment

**Includes 9 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
718	723	745

Key

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,838,825	\$6,249,360	\$6,509,108
Employee Benefits	\$1,623,640	\$2,242,430	\$2,175,348
Staff Development	\$1,591	\$1,441	\$1,479
Contractual Services	\$140,692	\$140,850	\$136,762
Materials and Supplies	\$95,224	\$91,037	\$93,293
Equipment	\$9,022	\$31,026	\$31,844
Other Operating Costs	(\$1,460)	\$2,880	\$2,880
TOTAL	\$7,707,534	\$8,759,024	\$8,950,714

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	25.00
Foreign Language Teachers	3.50	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	4.00	5.00
Special Education Resource Teachers	1.50	1.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	6.10	6.10
Music Teachers	3.00	3.00
Art Teachers	3.00	3.00
Physical Education Teachers	2.80	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
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	6.00	6.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	2.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
TOTAL	88.50	93.00

Long Branch

SCHOOL INFORMATION

Long Branch Elementary, home of the lions, is a great place for children to learn! Long Branch is a neighborhood school serving the Lyon Park, Ashton Heights, Fort Myer Military Base, Arlington View, Penrose and Woodbury Towers communities. Long Branch students hail from more than twenty different countries, reflecting the diversity and demographic of Arlington County. The Long Branch staff and community are proud of the rich academic and cultural heritage of the school. Our focus is on responsive education, an instructional approach that is responsive to students' talents, interests and challenges in an effort to enhance student achievement. The foundation of Long Branch's instruction is based on teaching for meaning that in turn provides a well-rounded, rigorous education without compromising high academic standards and prepares students to become productive, responsible citizens ready to meet the challenges of a changing and exciting future. Long Branch continues to be a school where students are eager to enter the building each morning and former students and staff proudly return to visit. The warm and welcoming atmosphere at Long Branch Elementary School greets visitors and encourages parent and community participation in all aspects of the school.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Exemplary Project "MAGIC" –Multicultural and Global Interdisciplinary Connections thematic units of study with an emphasis on diversity, writing and mathematics
- After-school enrichment programs sponsored by the PTA (karate, hands-on science, sign language, Spanish, drawing, sports, and theater)
- Girls on the Run
- Homework Club
- Parent reading volunteers
- Math Dice Team
- Recycling Rangers
- Artist-in-Residence Program

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	532
Special Education Self-Contained	29
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	11
TOTAL ENROLLMENT	594

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	16
HILT	128
Gifted*	56
Special Education Resource	20
Receiving Free and Reduced Lunch*	187

*FY 2016 Actual Enrollment

**Includes dual-enrolled students, county-wide PreK, and peer pal students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
531	570	594

Long Branch

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,310,651	\$5,199,613	\$5,087,226
Employee Benefits	\$1,272,990	\$1,831,674	\$1,725,445
Staff Development	\$717	\$1,132	\$1,184
Contractual Services	\$89,901	\$108,400	\$105,856
Materials and Supplies	\$68,936	\$72,570	\$75,536
Equipment	\$11,459	\$24,396	\$25,516
Other Operating Costs	\$0	\$33	\$33
TOTAL	\$5,754,654	\$7,237,818	\$7,020,796

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	20.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	5.00
PreK Teachers	1.00	1.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.70	3.70
Music Teachers	2.20	2.20
Art Teachers	2.20	2.20
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	0.50	0.50
Kindergarten Assistants	5.00	5.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.50	3.00
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	78.50	78.50

McKinley

SCHOOL INFORMATION

“Where Learning is an Art”

McKinley Elementary School is a neighborhood school where staff, families and members of our community work collaboratively to provide a rich educational experience for our students. Since the school opened in 1950 it has maintained a strong tradition of parent and community involvement. The school’s focused approach to instruction, which incorporates a variety of strategies supported by current research, has produced highly successful learners. We strive to provide each student a nurturing, yet challenging experience that stimulates intellectual curiosity, encourages critical and creative thinking, and culminates in academic achievement.



McKinley students learn Spanish through the APS Foreign Language Elementary School Program (FLES). Other initiatives include our Children’s Theater, an extensive offering of after-school enrichment courses, a highly acclaimed science fair, and an exemplary project – Kaleidoscope – that focuses on integrating the arts throughout the curriculum.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- FLES (Foreign Language in the Elementary 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 2017 PROJECTED ENROLLMENT	
General Education K-5	664
Special Education Self-Contained	20
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	0
PreK Special Education**	5
TOTAL ENROLLMENT	712

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	5
HILT	19
Gifted*	106
Special Education Resource	14
Receiving Free and Reduced Lunch*	33

*FY 2016 Actual Enrollment

**Includes 5 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
588	610	712

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,404,017	\$4,585,109	\$5,240,097
Employee Benefits	\$1,219,845	\$1,472,768	\$1,813,401
Staff Development	\$4,678	\$1,188	\$1,421
Contractual Services	\$77,116	\$122,604	\$142,143
Materials and Supplies	\$75,023	\$75,766	\$91,471
Equipment	\$10,738	\$25,601	\$30,595
Other Operating Costs	\$5,900	\$17,183	\$17,183
TOTAL	\$5,797,317	\$6,300,219	\$7,336,311

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	25.00
Foreign Language Teachers	3.00	3.50
Kindergarten Teachers	4.00	5.00
Montessori Teachers	1.00	1.00
Special Education Teachers	3.00	4.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.00	2.60
Art Teachers	2.00	2.60
Physical Education Teachers	2.00	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.60
Librarian	1.00	1.00
Kindergarten Assistants	4.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	0.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.50
Custodians	3.50	5.00
TOTAL	67.20	76.40

Nottingham

SCHOOL INFORMATION

At Nottingham, academic excellence flourishes in a positive, nurturing learning environment that all stakeholders in the community work cooperatively to maintain. Students receive a challenging educational experience that stimulates intellectual curiosity and encourages critical and creative thinking.

Nottingham offers a wide range of educational services. Among the many strengths of our instructional program is the Nottingham Knight Writer Exemplary Writing Project. The Knight Writer is a unique program supported by Arlington Public Schools and the Nottingham PTA.

Our bullying prevention program, “Steps to Respect,” is implemented at every grade level. Each class creates vision and mission statements to augment character education lessons. Using the latest technology aligned with Responsive Classroom best practices, instructional staff designs lessons to address a wide range of learning styles, abilities, and interests. At all levels, analysis of data is used to inform and adapt lessons to our individual learners.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Knights @ Nine (weekly televised program)
- Exemplary Writing Project: Knight Writer
- Writers’ Fair/Book Swap, Author/Illustrator visits
- Continental Math League and Math Dice
- Readers as Leaders, Read Across America
- Brain Probe, Odyssey of the Mind
- Exploration Courtyard/Alternative Recess
- Steps to Respect/Bully Prevention
- 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 2017 PROJECTED ENROLLMENT	
General Education K-5	458
Special Education Self-Contained	30
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	1
TOTAL ENROLLMENT	489

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	3
HILT	7
Gifted*	67
Special Education Resource	28
Receiving Free and Reduced Lunch*	14

*FY 2016 Actual Enrollment

**Includes 1 dual-enrolled student

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
727	443	489

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,175,455	\$4,211,134	\$4,324,492
Employee Benefits	\$1,460,724	\$1,582,963	\$1,394,138
Staff Development	\$1,699	\$961	\$981
Contractual Services	\$123,709	\$131,160	\$128,980
Materials and Supplies	\$113,202	\$65,963	\$67,152
Equipment	\$8,056	\$20,738	\$21,167
Other Operating Costs	\$28	\$0	\$0
TOTAL	\$6,882,873	\$6,012,919	\$5,936,910

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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	0.50	0.50
Kindergarten Teachers	4.00	6.00
Special Education Teachers	3.00	4.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.60	1.60
Art Teachers	1.60	1.60
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.50	1.00
Gifted Teachers	0.50	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Kindergarten Assistants	4.00	6.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.50	4.00
TOTAL	55.80	60.30

Oakridge

SCHOOL INFORMATION

Oakridge Elementary School is an international neighborhood school. Our students and staff represent our local community as well as more than 50 countries from around the world, and speak more than 30 languages. Our goal is to create a community of learners by delivering quality education, fostering critical thinking, and maximizing the strength and potential of each child. We strive to enable children to become educated, self-confident, well-rounded and responsible global citizens. Our exemplary project—MOSAIC—celebrates our diversity and mission by using globally diverse literature to introduce students to cultures from around the globe while implementing strategies to scaffold students’ reading and inspire learning and exploration.



Our highly trained faculty and staff excel at providing rigorous and engaging learning experiences that address the learning styles of each student and maximize achievement for all students, whatever their needs. To ensure that we meet students’ needs and provide a positive learning environment, we utilize Responsive Classroom techniques and actively support professional learning communities and professional development. The staff, combined with our beautiful facility and numerous resources, creates a positive and energetic learning environment.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- MOSAIC: Our Exemplary Reading Project
- Virginia Pre-school Initiative (VPI) classrooms
- School-wide band, orchestra and choral music programs and concerts, as well as two annual musical productions
- Grade-level Art and Music Nights to Remember
- Oakridge Reads! Student-developed Book Review Blog
- Read Across America Celebration
- National Board Certified teachers
- Community homework club volunteer tutors
- Family STEM Night and Science Fair

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	762
Special Education Self-Contained	30
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	16
TOTAL ENROLLMENT	824

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	20
HILT	180
Gifted*	91
Special Education Resource	32
Receiving Free and Reduced Lunch*	195

*FY 2016 Actual Enrollment

**Includes 8 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
763	781	824

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,070,656	\$6,202,522	\$6,531,358
Employee Benefits	\$1,661,441	\$2,136,771	\$2,226,579
Staff Development	\$9,462	\$2,375	\$2,457
Contractual Services	\$119,804	\$131,336	\$132,507
Materials and Supplies	\$126,476	\$98,650	\$103,354
Equipment	\$25,612	\$33,523	\$35,288
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$8,013,451	\$8,605,177	\$9,031,543

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	26.00	28.00
Foreign Language Teachers	4.00	4.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	7.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	4.00	5.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
PreK Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	5.40	4.90
Music Teachers	3.20	3.20
Art Teachers	3.20	3.20
Physical Education Teachers	3.20	3.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.80
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	7.00	6.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.50	1.50
ESOL Teacher Assistants	4.00	4.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	5.00
Custodians	4.50	4.50
TOTAL	95.10	96.30

Randolph

SCHOOL INFORMATION

Randolph Elementary School is a neighborhood school and our students represent 40 countries and 20 languages. Randolph is a fully authorized Primary Years Program of the International Baccalaureate (PYP IB) school. We teach Virginia's Standards of Learning (SOLs) through interdisciplinary units. Our program emphasizes critical thinking skills, taught through inquiry. We also include foreign language instruction in Spanish during the school day. The PYP IB teaches our students a global perspective and emphasizes respect for others, independent study/research skills and critical thinking. We are fully accredited by the Commonwealth of Virginia.



The strong sense of community at Randolph is nurtured by the involvement of our PTA, business partners, neighbors, and also by the community service our children provide to others. Over a period of four years, the Randolph school community raised over \$40,000 to install a first-class track which was completed June 28, 2013. Randolph is also a Professional Development School of George Mason University (GMU). We participate with GMU in the Holmes Partnership of universities that prepare future teachers who spend one year as teaching interns at Randolph and is an official Schoolyard Habitat Site of the National Wildlife Federation. The PTA and the Randolph school community come together twice a year to beautify our school grounds.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- Primary Years Program of International Baccalaureate
- Exhibition: Water, Water, Everywhere!
- Small instructional groups in reading and mathematics
- Spanish as a foreign language instruction (FLES), K-5
- Additional reading specialists and math coaches
- George Mason University interns and faculty support
- Literacy: Young Authors and Illustrators Annual Conference, Reading Logs, Caldecott Night, Virginia Young Readers, Randolph Star News
- Reading Recovery

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education K-5	372
Special Education Self-Contained	31
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
PreK Special Education**	21
TOTAL ENROLLMENT	472

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	50
HILT	200
Gifted*	40
Special Education Resource	46
Receiving Free and Reduced Lunch*	342

*FY 2016 Actual Enrollment

**Includes 5 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
482	466	472

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,947,629	\$5,503,095	\$5,361,668
Employee Benefits	\$1,390,383	\$1,946,014	\$1,903,662
Staff Development	\$10,784	\$13,017	\$12,939
Contractual Services	\$123,457	\$127,717	\$121,930
Materials and Supplies	\$82,016	\$65,276	\$61,265
Equipment	\$14,917	\$21,942	\$20,264
Other Operating Costs	\$99	\$10,000	\$10,000
TOTAL	\$6,569,285	\$7,687,061	\$7,491,728

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	16.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	1.50	1.50
Kindergarten Teachers	4.00	3.00
PreK Teachers	2.00	2.00
Special Education Teachers	5.00	5.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	6.60	6.10
Music Teachers	2.40	2.00
Art Teachers	2.40	2.00
Physical Education Teachers	1.80	1.80
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	0.50	1.00
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	4.00	3.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
Special Project Teacher Assistant	1.00	1.00
ESOL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
PreK Special Education Teacher Assistant	2.00	2.00
Instructional Technology Coordinator	0.50	1.00
Clerical	3.50	3.00
Custodians	4.00	4.00
TOTAL	79.90	76.60

Reed

SCHOOL INFORMATION

The Integration Station program is a PreK 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 Virtual@APS program and the Children’s School. The Children’s School Program is partially subsidized by APS but pays rent to cover APS’ direct costs to operate space occupied by the program. The fee charged covers utilities, trash removal, maintenance custodial services, etc. and is significantly below market prices for comparable space.



ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
34	39	61

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,165,672	\$1,395,141	\$1,463,439
Employee Benefits	\$332,263	\$527,510	\$512,955
Staff Development	\$0	\$181	\$193
Contractual Services	\$70,700	\$101,339	\$100,706
Materials and Supplies	\$5,482	\$7,109	\$7,587
Equipment	\$1,745	\$4,035	\$4,292
Other Operating Costs	\$66	\$0	\$0
TOTAL	\$1,575,928	\$2,035,315	\$2,089,172

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
PreK Special Education Teachers	9.00	9.00
Special Education County-wide Teachers	1.00	2.00
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	4.00
PreK Special Education Teacher Assistants	10.00	10.00
Custodians	2.50	2.50
TOTAL	25.70	28.70

Taylor

SCHOOL INFORMATION

Taylor School is a stimulating and inviting school that nurtures children. We respect the worth and dignity of individuals, prize effective teaching and give students the skills to solve problems systematically, creatively and in cooperation with others.

Taylor School offers a STEM and Beyond Project for all students. STEM and Beyond fosters a strong sense of community through cooperative learning in science, technology, engineering and mathematics. Students build confidence in taking learning risks. Through global partnerships and partnerships with community STEM specialists, Taylor students develop a unique sense of community that reaches beyond the school. Students discover how science, technology, engineering and math are evident in every aspect of their lives. We have a reputation throughout Northern Virginia for our strong fine arts and dance programs.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- STEM and Beyond Exemplary Project
- 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 2017 PROJECTED ENROLLMENT	
General Education K-5	664
Special Education Self-Contained	25
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	16
TOTAL ENROLLMENT	717

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	7
HILT	20
Gifted*	124
Special Education Resource	31
Receiving Free and Reduced Lunch*	32

*FY 2016 Actual Enrollment

**Includes 8 dual-enrolled students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
784	731	717

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,502,972	\$5,558,595	\$5,642,634
Employee Benefits	\$1,541,957	\$1,857,777	\$1,814,920
Staff Development	\$0	\$1,401	\$1,425
Contractual Services	\$102,308	\$132,962	\$130,649
Materials and Supplies	\$118,534	\$89,855	\$91,362
Equipment	\$31,579	\$30,165	\$30,682
Other Operating Costs	\$26,052	\$43,200	\$43,200
TOTAL	\$7,323,402	\$7,713,955	\$7,754,872

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	25.00
Foreign Language Teachers	3.50	4.00
Kindergarten Teachers	5.00	6.00
Special Education Teachers	3.00	4.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.40	2.60
Art Teachers	2.40	2.60
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	6.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistants	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	4.50	4.50
TOTAL	79.00	83.60

Tuckahoe

SCHOOL INFORMATION

Explore! Discover! Investigate! With a strong inquiry-based approach to learning, Tuckahoe students are taught in an environment that maintains high expectations and standards for all students. The teaching staff uses best instructional practices, higher level thinking skills and problem-solving strategies to ensure academic excellence and achievement. Teachers develop lessons that address a range of learning styles, abilities, interests, and multiple intelligences. Teaching and learning is facilitated with technology and a multisensory program for the delivery of instruction.



Academic lessons, activities and projects are further enriched and stimulated by a unifying school theme focused on environmental habitats. In addition, we have created a unique learning environment through our “Discovery Schoolyard” program. It provides a creative and innovative way to meet the needs of the whole child by using our schoolyard as a context for integrating the APS curriculum and providing cross-graded experiences. This educational resource and instructional tool includes an enclosed courtyard, an official National Wildlife Federation Schoolyard Habitat site, outdoor amphitheater, ancient plaza, observations gallery, colonial village and multiple theme gardens. Come visit us, *“Experience the World through Tuckahoe!”*

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 2017 PROJECTED ENROLLMENT	
General Education K-5	551
Special Education Self-Contained	17
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	18
TOTAL ENROLLMENT	586

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	3
HILT	16
Gifted*	62
Special Education Resource	43
Receiving Free and Reduced Lunch*	21

*FY 2016 Actual Enrollment

**Includes 6 dual-enrolled and 4 peer pal students

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
700	679	586

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,058,154	\$5,073,718	\$4,753,978
Employee Benefits	\$1,507,474	\$1,763,879	\$1,614,242
Staff Development	\$0	\$1,355	\$1,158
Contractual Services	\$109,413	\$116,120	\$123,111
Materials and Supplies	\$102,732	\$85,980	\$75,637
Equipment	\$36,607	\$29,175	\$24,956
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$6,814,380	\$7,070,227	\$6,593,082

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	21.00
Foreign Language Teachers	3.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	5.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.40	2.00
Art Teachers	2.40	2.00
Physical Education Teachers	2.60	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.20
Librarian	1.00	1.00
Kindergarten Assistants	6.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	3.50
Custodians	4.00	4.00
TOTAL	73.30	66.90

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 2017 School Board's Adopted Budget for these nine schools totals \$148,332,978 and includes 1,430.67 positions.

SCHOOLS SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Gunston	\$10,124,393	110.60	\$11,563,238	119.30	\$12,267,850
Jefferson	\$10,651,227	125.30	\$12,381,699	126.40	\$12,848,650
Kenmore	\$12,852,561	137.27	\$14,284,034	135.17	\$14,218,193
Swanson	\$11,505,166	122.50	\$12,257,546	138.80	\$13,875,200
Williamsburg	\$12,150,579	135.90	\$13,769,881	140.90	\$14,152,312
H-B Woodlawn	\$7,384,984	78.10	\$8,545,143	78.20	\$8,636,618
Wakefield	\$19,994,055	220.30	\$22,936,356	233.70	\$24,080,804
Washington-Lee	\$21,581,143	243.40	\$24,909,839	255.50	\$26,240,373
Yorktown	\$20,026,972	197.50	\$21,195,874	202.70	\$22,012,978
TOTAL	\$126,271,080	1,370.87	\$141,843,610	1,430.67	\$148,332,978

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 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.

Secondary Schools Summary

- 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.

Described in the next section is the Career Center which serves high school students through a variety of career-related programs which supplement or replace the standard high school offerings and Arlington Community High School which offers a curriculum to high school students seeking a flexible and alternative way to complete their high school education. More detailed descriptions can be found in school profiles and/or programs of studies.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- One-time funds in FY 2016 for 6.0 assistants for secondary school program for students with autism are eliminated. The planning factor allocation is changed to provide 1.0 teacher and 1.0 assistant for 1-10 students identified students with IEPs. Funds of \$175,600, the equivalent of four assistants, are added to the staff contingency account to provide additional assistants as needed. (303160, 403160-41375, 106030-40414)
- Based on the application of the custodian allocation formula, a 1.0 position is added at Williamsburg, a 0.5 position is added at Swanson, and a 0.5 position is reduced at Washington-Lee. (317000/417000-41316)

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 \$9,653. (317000/417000/517000-45624, 317000/417000/517000-45630, 317000/417000/517000-45680)

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. (317000, 417000-46613)
- Funds of \$155,000 for IB testing materials are moved from the Department of Information Services, Assessment Office, to Washington-Lee High School for better management of funds. An additional \$70,000 is added to the budget due to increased number of students taking the tests and an increase in testing fees. (922000, 411100-46532)

Gunston

SCHOOL INFORMATION

“We are Gunston Middle School, a community of scholars where all students are planning for and preparing to attend college.”

The goal at Gunston Middle school 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 that 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 our students navigate the challenges of adolescence.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
871	939	1009

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	920
Special Education Self-Contained	81
Countywide Special Education	8
TOTAL ENROLLMENT	1,009

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	55
HILT/EX	30
Gifted*	311
Special Education Resource	65
Interlude	10
Receiving Free and Reduced Lunch*	302

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,822,236	\$8,536,037	\$9,007,476
Employee Benefits	\$2,147,823	\$2,845,038	\$3,063,633
Staff Development	\$83	\$4,327	\$4,498
Contractual Services	\$9,589	\$8,151	\$8,597
Materials and Supplies	\$95,281	\$111,653	\$121,564
Equipment	\$49,381	\$57,532	\$61,582
Other Operating Costs	\$0	\$500	\$500
TOTAL	\$10,124,393	\$11,563,238	\$12,267,850

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	3.00
Classroom Teachers	51.80	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	2.40	2.40
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.00	1.00
HILT Teachers	6.20	5.00
Special Education Teachers	11.00	11.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	3.20	3.20
Director of Counseling	1.00	1.00
Counselors	3.60	4.00
Librarians	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistant/Aides	12.00	13.00
Clerical	7.00	7.50
Custodians*	0.00	0.00
TOTAL	110.60	119.30

* Budgeted in Community Activities Fund

Jefferson

SCHOOL INFORMATION

Thomas 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.



Thomas Jefferson is unique for many other reasons, one of which is its design and operation as a joint-use facility. Thomas Jefferson Middle School provides a child-centered approach to continuous learning. Interdisciplinary teaming, flexible scheduling, and a teacher-advisor program are integral parts of Thomas Jefferson Middle School. The staff at Thomas 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.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
851	865	914

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	775
Special Education Self-Contained	102
Countywide Special Education	37
TOTAL ENROLLMENT	914

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	44
HILT/EX	28
Gifted*	283
Special Education Resource	90
Interlude	10
Receiving Free and Reduced Lunch*	421

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,215,778	\$9,112,159	\$9,430,582
Employee Benefits	\$2,228,996	\$3,030,478	\$3,179,132
Staff Development	\$7,472	\$1,841	\$1,837
Contractual Services	\$6,905	\$8,109	\$8,099
Materials and Supplies	\$138,395	\$167,614	\$167,596
Equipment	\$53,681	\$60,998	\$60,904
Other Operating Costs	\$0	\$500	\$500
TOTAL	\$10,651,227	\$12,381,699	\$12,848,650

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	48.60	48.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	2.20	2.20
HILT Teachers	5.00	4.40
Project Pathways Teachers	2.50	2.50
Special Education Teachers	12.00	13.00
Special Education Countywide Teachers	6.00	5.00
Special Education Resource Teachers	3.70	4.20
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	20.50	21.50
Clerical	7.00	7.00
Custodians*	0.00	0.00
TOTAL	125.30	126.40

* Budgeted in Community Activities Fund

Kenmore

SCHOOL INFORMATION

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 17th 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.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
893	885	907

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	745
Special Education Self-Contained	138
Countywide Special Education	24
TOTAL ENROLLMENT	907

**FY 2016 Actual Enrollment*

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	40
HILT/EX	50
Gifted*	239
Special Education Resource	70
Interlude	10
Receiving Free and Reduced Lunch*	460

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,643,961	\$10,207,214	\$10,113,332
Employee Benefits	\$2,709,439	\$3,511,012	\$3,552,773
Staff Development	\$5,952	\$1,883	\$1,823
Contractual Services	\$309,669	\$361,332	\$352,163
Materials and Supplies	\$119,029	\$133,922	\$130,860
Equipment	\$38,483	\$48,671	\$47,242
Other Operating Costs	\$26,028	\$20,000	\$20,000
TOTAL	\$12,852,561	\$14,284,034	\$14,218,193

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	46.80	45.00
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.60	1.60
HILT Teachers	6.00	5.40
Special Education Teachers	17.00	17.00
Special Education Countywide Teachers	4.17	4.17
Special Education Resource Teachers	2.70	3.20
Director of Counseling	1.00	1.00
Counselors	3.80	3.60
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	22.00	22.00
Clerical	7.00	7.00
Custodians	11.00	11.00
TOTAL	137.27	135.17

Swanson

SCHOOL INFORMATION

Swanson Middle School, located in the historic Westover community, has a long tradition of academic success. We value and promote interdisciplinary team teaching, flexible scheduling, our teacher advisory program, exploratory options and extensive after school activities. We are committed to challenging and supporting the middle school child. We approach instruction with clear goals and objectives, recognize and value cultural differences, maintain positive classroom climates and strive to foster proactive home/school relationships. At Swanson, we believe success is a team effort and the team consists of students, parents, teachers and staff.



We are Swanson Admirals.

We are Scholarship, striving to think deeply and open our minds.

We are Service, connecting to one another, our community and the world.

We are Spirit, celebrating our successes, ourselves, and our school.

We are Swanson Admirals.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
998	1065	1205

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	1,096
Special Education Self-Contained	101
Countywide Special Education	8
TOTAL ENROLLMENT	1,205

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	20
HILT/EX	18
Gifted*	357
Special Education Resource	63
Interlude	10
Receiving Free and Reduced Lunch*	148

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,667,225	\$8,830,998	\$10,088,407
Employee Benefits	\$2,456,730	\$3,006,723	\$3,333,622
Staff Development	\$4,798	\$2,078	\$2,422
Contractual Services	\$211,867	\$223,743	\$225,967
Materials and Supplies	\$136,202	\$140,210	\$162,840
Equipment	\$28,344	\$53,294	\$61,442
Other Operating Costs	\$0	\$500	\$500
TOTAL	\$11,505,166	\$12,257,546	\$13,875,200

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	58.60	68.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
HILT Teachers	2.60	2.20
Special Education Teachers	10.00	13.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	2.70	3.20
Director of Counseling	1.00	1.00
Counselors	4.20	4.80
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	13.00	14.50
Clerical	7.50	8.50
Custodians	7.50	8.00
TOTAL	122.50	138.80

Williamsburg

SCHOOL INFORMATION

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.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
1071	1130	1220

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	1,123
Special Education Self-Contained	81
Countywide Special Education	16
TOTAL ENROLLMENT	1,220

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	17
HILT/EX	13
Gifted*	310
Special Education Resource	58
Interlude	10
Receiving Free and Reduced Lunch*	104

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,192,011	\$9,981,719	\$10,274,267
Employee Benefits	\$2,571,161	\$3,317,269	\$3,398,233
Staff Development	\$2,119	\$2,269	\$2,452
Contractual Services	\$215,856	\$255,294	\$247,587
Materials and Supplies	\$135,589	\$155,010	\$167,117
Equipment	\$33,365	\$57,820	\$62,156
Contractual Services	\$478	\$500	\$500
TOTAL	\$12,150,579	\$13,769,881	\$14,152,312

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	64.00	70.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
HILT Teachers	2.20	1.80
Special Education Teachers	11.00	11.00
Special Education Countywide Teachers	3.00	3.00
Special Education Resource Teachers	2.70	2.70
Director of Counseling	1.00	1.00
Counselors	4.60	4.80
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	15.50	13.00
Clerical	8.00	8.50
Custodians	9.50	10.50
TOTAL	135.90	140.90

H-B Woodlawn

SCHOOL INFORMATION

The H-B Woodlawn Program is designed to provide our students with more control over their education than traditional comprehensive schools permit. We focus on students who need less restriction and more freedom to be successful in school. We prize self-motivation and self-discipline in our students, for we know that these characteristics are vital for success here. We also work hard to inculcate these habits in our students, incrementally increasing freedom and expectations of responsibility through the grades.



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.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
656	639	679

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	654
Special Education Self-Contained	5
Countywide Special Education	20
TOTAL ENROLLMENT	679

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	53
HILT/EX	21
Gifted*	293
Special Education Resource	69
Interlude	0
Receiving Free and Reduced Lunch*	90

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,588,349	\$6,090,675	\$6,209,713
Employee Benefits	\$1,504,603	\$2,110,084	\$2,095,222
Staff Development	\$2,890	\$1,357	\$1,365
Contractual Services	\$184,404	\$206,688	\$193,580
Materials and Supplies	\$81,844	\$94,886	\$95,646
Equipment	\$18,244	\$36,155	\$35,804
Other Operating Costs	\$4,650	\$5,298	\$5,288
TOTAL	\$7,384,984	\$8,545,143	\$8,636,618

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Counselors	2.80	3.00
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	34.90	35.30
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	4.40	4.40
Science Program Teachers	0.60	0.60
Special Education Teachers	2.00	3.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	3.90	3.90
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants/Aides	5.00	3.50
Clerical	6.40	6.40
Custodians	7.50	7.50
TOTAL	78.10	78.20

Wakefield

SCHOOL INFORMATION

Wakefield High School represents the finest of the twenty-first century schools. Residing in a brand new state-of-the-art building, it provides challenges and academic rigor to all students. Through sound instruction supporting all students' success, the faculty and staff commit themselves to meeting each student's academic and career goals. Many of Wakefield's initiatives have earned international, national, state and local recognition. The Ninth Grade Foundation for Academic Excellence helps transition students into high school through the Houses of Instruction where content teachers work in teams. Wakefield's exemplary project, the Advanced Placement Network, provides a framework of support that encourages students to take on intensified, advanced and Advanced Placement in numerous courses, as well as the network's AP Summer Bridge. In addition, the Cohort Program is designed to support African-American and Hispanic males in their school experience. Both the Cohort and the United Minority Girls initiatives have the goal of assisting students with the college and scholarship application processes. Ninety-two percent of graduates continue on to college. The Wakefield Senior Project and College Summit challenge students to conduct an independent long-term project. The White House recognized these achievements in September 2009 when President Obama chose Wakefield as the site from which to give his education address to the nation. In 2011 President Obama and Australian Prime Minister Julia Gillard visited Wakefield.



Wakefield also provides many other opportunities for students' growth and success. Wakefield houses the high school-level of the county's Spanish Immersion Program. In addition, Wakefield offers challenging coursework in French, Latin, German, Mandarin, Japanese and Arabic. Wakefield also offers an outstanding fine arts program. The drama department partners with Signature Theatre, allowing students to be involved in live professional stage productions. The music department was the Grand Champion of the 2011 New York Festival, with the choir and orchestra receiving superior ratings. Students at Wakefield also have the opportunity of participate in 50 clubs and 19 sports. Finally, with a multicultural student enrollment, Wakefield High School provides its students with a truly international education in preparation for this twenty-first century global challenge.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
1,699	1,787	1,920

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	1,724
Special Education Self-Contained	171
Countywide Special Education	25
TOTAL ENROLLMENT	1,920

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	140
HILT/EX	85
Gifted*	346
Special Education Resource	185
Interlude	30
Receiving Free and Reduced Lunch*	828

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$14,884,461	\$16,354,990	\$17,284,764
Employee Benefits	\$4,118,364	\$5,472,830	\$5,740,602
Staff Development	\$553	\$3,610	\$3,859
Contractual Services	\$563,251	\$586,135	\$505,995
Materials and Supplies	\$234,369	\$280,130	\$297,018
Equipment	\$67,048	\$130,253	\$138,862
Other Operating Costs	\$126,009	\$108,408	\$109,704
TOTAL	\$19,994,055	\$22,936,356	\$24,080,804

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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	8.00	8.40
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	77.00	81.40
SOL Core Teachers	5.50	5.50
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	11.20	12.80
Special Education Teachers	18.00	19.00
Special Education Countywide Teachers	3.00	4.00
Special Education Resource Teachers	5.70	8.20
Interlude Teachers	3.00	3.00
Athletic Trainer	0.70	0.70
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	31.60	33.60
Clerical	15.00	15.50
Custodians	21.00	21.00
TOTAL	220.30	233.70

Washington-Lee

SCHOOL INFORMATION

Washington-Lee was the first of three comprehensive high schools to be established in Arlington. Now in its 89th 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 and The Washington Post. 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 559 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 2013 earned more than \$9.1 million in scholarship awards. Ninety-three percent of graduates go directly on to higher education, with more than 73 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 ninth 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, maintain a daily time sheet, and submit a written reflection at the end of the program. Ninety-four percent of seniors participated in the 2013 Senior Experience Program.

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 2013 earned more than \$9.1 million in scholarship awards. Ninety-three percent of graduates go directly on to higher education, with more than 73 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 ninth 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, maintain a daily time sheet, and submit a written reflection at the end of the program. Ninety-four percent of seniors participated in the 2013 Senior Experience Program.

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
2,046	2,258	2,361

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	2,175
Special Education Self-Contained	148
Countywide Special Education	38
TOTAL ENROLLMENT	2,361

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	170
HILT/EX	75
Gifted*	723
Special Education Resource	120
Interlude	37
Receiving Free and Reduced Lunch*	708

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$16,087,326	\$17,810,903	\$18,637,366
Employee Benefits	\$4,491,384	\$5,980,302	\$6,150,610
Staff Development	\$20,771	\$4,424	\$4,746
Contractual Services	\$396,981	\$440,893	\$517,978
Materials and Supplies	\$285,419	\$331,493	\$575,277
Equipment	\$118,207	\$161,828	\$172,728
Other Operating Costs	\$181,055	\$179,996	\$181,668
TOTAL	\$21,581,143	\$24,909,839	\$26,240,373

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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	9.60	10.40
Librarians	2.00	2.00
Classroom Teachers	101.00	105.20
SOL Core Teachers	4.50	4.50
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	11.40	14.00
Special Education Teachers	13.00	16.00
Special Education Countywide Teachers	5.00	5.00
Special Education Resource Teachers	5.70	5.20
Interlude Teachers	4.00	4.00
Facilities Manager	1.00	1.00
Athletic Trainer	0.70	0.70
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	31.00	33.50
Clerical	17.50	17.50
Custodians	19.50	19.00
TOTAL	243.40	255.50

Yorktown

SCHOOL INFORMATION

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.



ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
1,777	1,781	1,839

SCHOOL POPULATION

FY 2017 PROJECTED ENROLLMENT	
General Education	1,701
Special Education Self-Contained	118
Countywide Special Education	20
TOTAL ENROLLMENT	1,839

*FY 2016 Actual Enrollment

FY 2017 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	45
HILT/EX	45
Gifted*	406
Special Education Resource	85
Interlude	25
Receiving Free and Reduced Lunch*	256

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$14,913,759	\$15,272,215	\$15,843,087
Employee Benefits	\$4,065,918	\$4,919,087	\$5,124,853
Staff Development	\$31,538	\$3,520	\$3,696
Contractual Services	\$577,182	\$507,201	\$532,816
Materials and Supplies	\$271,663	\$276,894	\$286,486
Equipment	\$81,886	\$131,405	\$135,568
Other Operating Costs	\$85,026	\$85,552	\$86,472
TOTAL	\$20,026,972	\$21,195,874	\$22,012,978

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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	7.80	8.20
Librarians	2.00	2.00
Classroom Teachers	85.20	88.80
SOL Core Teachers	2.00	2.00
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	4.00	5.20
Special Education Teachers	13.00	14.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	4.70	4.20
Interlude Teachers	3.00	3.00
Athletic Trainer	0.70	0.70
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	21.50	21.00
Clerical	15.50	15.50
Custodians	20.50	20.50
TOTAL	197.50	202.70



Other Programs Summary

Other School Programs includes the Arlington Community High School, Career Center, Langston High School Continuation Program, Career Center, New Directions, Stratford Program, and the Teenage Parenting Program. The FY 2017 School Board's Adopted Budget for these programs totals \$17,768,277 and includes 158.84 positions.

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arlington Community	\$3,213,583	26.80	\$3,432,585	26.80	\$3,398,913
Career Center	\$7,369,172	68.35	\$8,054,112	72.65	\$8,465,552
Langston	\$1,545,439	16.29	\$1,688,157	17.79	\$1,897,891
New Directions	\$706,560	5.70	\$743,020	6.70	\$864,378
Stratford	\$2,333,451	30.90	\$2,465,155	31.90	\$2,735,983
Teenage Parenting Program	\$423,287	3.00	\$407,328	3.00	\$405,560
TOTAL	\$15,591,492	151.04	\$16,790,357	158.84	\$17,768,277

Arlington 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 a.m. until 10:00 p.m. and Saturdays from 9:00 a.m. to 1:00 p.m. 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 2017 PRIORITIES

- Continue to update and maintain program options for Arlington students in six program areas: 1) Career and Technical Education (CTE) Electives; 2) Academic Programs; 3) Special Education Programs; 4) The Governor’s Academy; 5) Enrichment Programs; and 6) Internship Programs.
- Through the Governor’s Academy Program, increase college credit options for Arlington high school students by expanding dual-enrolled classes and growing the Summer STEM Academy at NOVA-Alexandria.
- Continue to work with the Parent and Business Advisory Committee on the 3 - 5 year vision for the Career Center Academy Programs.
- Provide for work place – relevant technical and professional certificates that advance students experience and awareness in their interest areas.
- Provide for a continuous cycle of improvement among all programs, and particularly extra-curricular programs available to all APS students (PRIME, Enrichment, and summer programs).

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 4.3 positions are added for Arlington Tech at the Career Center. Positions include 2.8 teacher positions, a 1.0 technology coordinator position, and a 0.5 special education teacher position. Arlington Tech is designed to meet the needs of learners who thrive on hands-on, project-based, and work-based learning experiences. Students apply interdisciplinary academic knowledge to skills developed through Career and Technical Education (CTE) classes. College credits may be earned through dual enrolled academic and CTE courses. Students will learn how to effectively combine their interdisciplinary core academic knowledge with their developed skills in CTE classes to solve environmental, ecological, and engineering problems. There will be an emphasis on hands-on work-based activities and projects in which students will put theory into action and use critical thinking skills to solve relevant local and global real-world problems. Initially, Arlington Tech’s focus will be on Engineering and IT/Digital Media.

Regular school bus transportation is available to students to and from school. After school bus transportation is available from the Career Center to each of the comprehensive high schools for extra-curricular activities. (601000-41254, 41288, 603000-41254)

Arlington Career Center

ENROLLMENT*

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
568	453	459

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,372,467	\$5,781,649	\$6,118,887
Employee Benefits	\$1,499,158	\$1,989,641	\$2,063,895
Staff Development	\$10,380	\$8,501	\$8,501
Contractual Services	\$107,459	\$3,970	\$3,970
Materials and Supplies	\$143,608	\$139,440	\$139,684
Equipment	\$176,797	\$71,362	\$71,066
Other Operating Costs	\$59,303	\$59,549	\$59,549
TOTAL	\$7,369,172	\$8,054,112	\$8,465,552

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	26.05	28.85
Enrichment Specialist	1.00	1.00
Vocational Assessment Teacher	1.00	1.00
CRAM Teacher	3.00	3.00
Hilt Institute Teachers	5.00	5.00
Transition Program Teachers	1.60	1.60
Technicians	1.00	1.00
Guidance Counselor	0.20	0.20
Technology Coordinator	0.00	1.00
Instructional Technology Coordinator	1.00	1.00
Special Education Teachers	10.00	10.50
Special Ed Exp Based Teachers	2.00	2.00
Assistants/Aides	12.50	12.50
Clerical Support	2.00	2.00
TOTAL	68.35	72.65

*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.

Arlington Community High School

DESCRIPTION

Arlington Community High School offers standard courses to high school students seeking a flexible and alternative way to complete their high school education. The School's courses consist of core and electives that meet the requirements for obtaining standard or advanced diplomas.

The School offers semester classes enabling a student to complete a high school course in a semester toward a high school diploma. The School's close partnership with Northern Virginia Community College allows for college dual enrollment opportunities and a seamless transition to community college classes and beyond.

FY 2017 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 Community High School will:

- Maintain high academic standards for the students in the Arlington Community High School, assist students in reaching those standards, attain a high school diploma; and transition to post-secondary studies or careers;
- Provide students with strategies and skills of reading, writing, problem solving, and critical thinking as support in all of the academic areas;
- Continue to stress and support school attendance; and
- Determine the personal life goals of each student and support each student in achieving their goals.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing 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.

Arlington Community High School

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
113	108	101

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,450,480	\$2,437,255	\$2,454,697
Employee Benefits	\$657,977	\$794,621	\$752,618
Staff Development	\$3,266	\$3,437	\$2,925
Contractual Services	\$70,075	\$103,460	\$103,019
Materials and Supplies	\$30,150	\$36,583	\$31,248
Equipment	\$595	\$17,389	\$15,099
Other Operating Costs	\$1,040	\$39,840	\$39,307
TOTAL	\$3,213,583	\$3,432,585	\$3,398,913

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Specialist	0.50	0.50
Counselor	2.00	2.00
Teachers – School-Based	18.30	18.30
Resource Assistants	2.00	2.00
Clerical	2.00	2.00
TOTAL	26.80	26.80

Langston

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 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 2017 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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification. Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 2.0 teacher positions are added to serve students in New Directions (0.5 FTE) and Langston Alternative Programs (1.5 FTE). The staffing allocation would provide services to second language learners in alternative programs. At the present time, HILT A, HILT B, and HILTEX A level students are not being served in New Directions or Langston programs. (809710, 809800-41254)

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
61	69	73

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,171,278	\$1,238,873	\$1,384,057
Employee Benefits	\$348,629	\$406,623	\$469,217
Staff Development	\$0	\$734	\$834
Contractual Services	\$9,097	\$22,231	\$22,318
Materials and Supplies	\$13,172	\$13,388	\$14,614
Equipment	\$2,849	\$5,271	\$5,710
Other Operating Costs	\$414	\$1,037	\$1,141
TOTAL	\$1,545,439	\$1,688,157	\$1,897,891

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Counselor	1.00	1.00
Teachers – School-Based	8.79	10.29
Resource Assistants	1.00	1.00
Clerical	2.50	2.50
Custodians	2.00	2.00
TOTAL	16.29	17.79

New Directions

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 2017 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:

- Provide a rigorous, engaging academic program utilizing a small, structured, responsive academic approach to meet the social, emotional, and academic needs of every student;
- Hire and retain highly qualified staff and nurture a collaborative, stable, cohesive team where teachers and Arlington Court Services work together to achieve what could not be accomplished alone;
- Foster a school climate of open, consistent communication among students, staff, parents, Court Services, group homes, and the Department of Human Services (DHS) to build effective relationships;
- Ensure that students enrolled in the program have every opportunity to pass all classes and progress toward graduation through creative, individualized academic planning;
- 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 becoming a Professional Learning Community (PLC) 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
- Analyze various forms of data frequently and consistently to inform instruction and assist decision-making.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Directions

- Funds for a 0.50 math teacher position are added at New Directions. This position was provided from the staff contingency account in FY 2016. (809800-41254)
- Funds for 2.0 teacher positions are added to serve students in New Directions (0.5 FTE) and Langston Alternative Programs (1.5 FTE). The staffing allocation would provide services to second language learners in alternative programs. At the present time, HILT A, HILT B, and HILTEX A level students are not being served in New Directions or Langston programs. (809710, 809800-41254)

ENROLLMENT

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.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$551,163	\$543,455	\$644,198
Employee Benefits	\$146,817	\$187,895	\$208,510
Staff Development	\$70	\$352	\$352
Contractual Services	\$151	\$335	\$335
Materials and Supplies	\$5,693	\$3,801	\$3,801
Equipment	\$163	\$3,966	\$3,966
Other Operating Costs	\$2,503	\$3,216	\$3,216
TOTAL	\$706,560	\$743,020	\$864,378

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Classroom Teachers	3.70	4.70
Guidance Counselor	1.00	1.00
TOTAL	5.70	6.70

Stratford

DESCRIPTION

Stratford Program serves students with mild/moderate/severe and intellectual disabilities. Students range in age from 11 - 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, transition services, 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 2017 PRIORITIES

To address the strategic plan goals of rising achievement and responsive education, Stratford staff will:

- Continue technology training for students and staff with iPads and interactive boards.
- Increase community work settings which promote the skills necessary for students to succeed in adult work placements.
- Empower students, who are able, to advocate for themselves.
- Focus on the use of data and assessments to inform instruction and assist decision making.
- Increase the knowledge and skills of staff through a variety of professional and staff development opportunities to include professional learning communities

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, a 1.0 teacher position is added in this program. (701000-41254)

ENROLLMENT

FY 2015	FY 2016	FY 2017
ACTUAL	ACTUAL	PROJECTED
48	55	61

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,757,687	\$1,811,025	\$1,958,873
Employee Benefits	\$539,104	\$614,515	\$737,429
Staff Development	\$974	\$1,770	\$1,770
Contractual Services	\$758	\$6,441	\$6,441
Materials and Supplies	\$29,409	\$23,388	\$23,388
Equipment	\$5,179	\$7,541	\$7,607
Other Operating Costs	\$340	\$475	\$475
TOTAL	\$2,333,451	\$2,465,155	\$2,735,983

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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
Special Education Teachers	10.80	11.80
Assistants/Aides	14.00	14.00
Librarian	0.50	0.50
Clerical Support	2.00	2.00
Custodians	1.00	1.00
TOTAL	30.90	31.90

Teenage Parenting

DESCRIPTION

These alternative programs address the multiple needs of pregnant and parenting teens in Arlington County and work hand-in-hand with APS counselors and administrators as well as specialized staff from the Department of Human Services and other county agencies and community organizations. Grant monies are sought to provide additional support for the programs.

Family Education Center for Parenting Teens (FECPT)

This alternative educational program serves pregnant and parenting teens enrolled in Arlington Public Schools or eligible to be enrolled in school. While young mothers continue their academic studies in the Arlington Public Schools, their children may be nurtured in the licensed APT Infant Care Center at the Arlington Career Center, where there is no wait list. Students work to complete requirements for a high school diploma and Teenage Parenting Program staff members help pregnant and parenting students resolve barriers to stay in school until graduation. Referrals come from school nurses, the Department of Human Services, and school or community agency personnel.

Outreach for Parenting Teens/Resource Mothers (OPT/RM)

This alternative program reaches out to school-aged pregnant and parenting females in Arlington County. Through telephone calls, home visits, and case management services, assistance is provided to enroll in school, to apply for a child care subsidy, to enroll their child in a licensed infant care setting, and to access community services. Additionally, the Resource Mothers grant from the Virginia Department of Health allows Outreach Specialists to offer services to teenage families until the baby's first birthday.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Teenage Parenting Programs will:

- Assist students in achieving academic success by providing transportation to and from school and high-quality child care during school hours;
- 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;
- Help young mothers whose children are at the Career Center learn how to provide a safe, stimulating environment for their child and prepare their child for school readiness; and
- Refer students to career counseling and other transitional services so that they can become productive citizens and meet their children's education, emotional and medical needs.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Teenage Parenting

ENROLLMENT

APS students in this program are transient and are counted in the enrollment figures at their home school.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$239,889	\$221,543	\$229,820
Employee Benefits	\$85,732	\$87,977	\$77,932
Staff Development	\$1,711	\$0	\$0
Contractual Services	\$71,528	\$79,520	\$79,520
Materials and Supplies	\$12,117	\$12,842	\$12,842
Equipment	\$11,183	\$5,161	\$5,161
Other Operating Costs	\$1,127	\$285	\$285
TOTAL	\$423,287	\$407,328	\$405,560

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Counselor	1.00	1.00
Teacher Assistants	2.00	2.00
TOTAL	3.00	3.00





FINANCIAL: Departments

School Board and
Superintendent's Office

Department of Instruction

School and Community Relations

Administrative Services

Department of Student
Services and Special Education

Human Resources

Finance and Management Services

Facilities and Operations

Information Services

Departments Summary

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, the Department of Student Services and Special Education, Human Resources, Finance and Management Services, Facilities and Operations, and Information Services.

DEPARTMENT SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$592,916	3.00	\$647,061	5.00	\$787,628
Superintendent's Office	\$710,615	3.00	\$579,895	3.00	\$615,556
Department of Instruction	\$22,080,604	100.80	\$22,651,873	115.10	\$25,034,260
School and Community Relations	\$1,828,453	12.00	\$1,988,723	13.00	\$2,310,347
Administrative Services	\$663,710	2.00	\$540,856	4.00	\$809,621
Department of Student Services and Special Education	\$20,586,497	168.20	\$21,544,894	192.60	\$24,681,265
Human Resources	\$14,099,332	29.50	\$16,074,996	33.50	\$18,964,899
Finance and Management Services	\$6,226,374	18.75	\$10,973,275	20.75	\$12,966,517
Facilities and Operations	\$30,723,438	285.25	\$32,775,177	311.75	\$34,526,919
Information Services	\$19,658,108	78.30	\$17,627,984	80.80	\$18,420,620
TOTAL	\$117,170,047	700.80	\$125,404,734	779.50	\$139,117,632

SCHOOL BOARD AND SUPERINTENDENT'S OFFICE

SCHOOL BOARD SUMMARY

The School Board Office is one program. The FY 2017 School Board's Adopted Budget for the School Board Office totals \$787,628 and includes 5.0 positions.

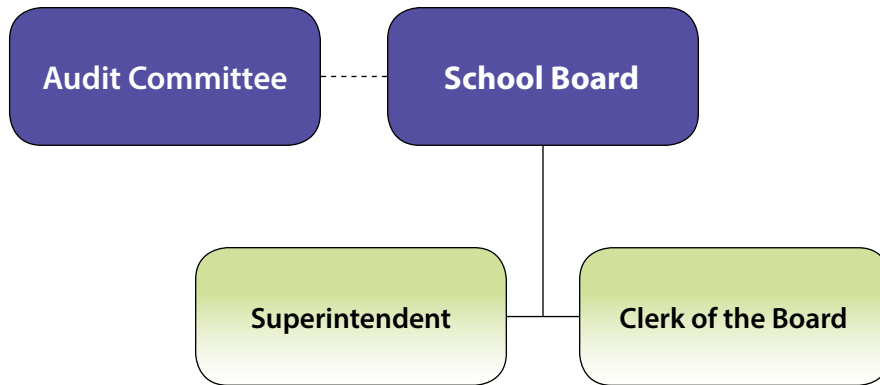
	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$592,916	3.00	\$647,061	5.00	\$787,628
TOTAL	\$592,916	3.00	\$647,061	5.00	\$787,628

SUPERINTENDENT'S OFFICE SUMMARY

The FY 2017 School Board's Adopted Budget for the Superintendent's Office totals \$615,556 and includes 3.0 positions.

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Superintendent's Office	\$710,615	3.00	\$579,895	3.00	\$615,556
TOTAL	\$710,615	3.00	\$579,895	3.00	\$615,556

Arlington School Board: Organization Chart



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 values. 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.

SCHOOL BOARD FY 2016 PRIORITIES

The School Board establishes annual priorities to assist in keeping the Board’s work focused, effective and aligned with its Strategic Plan goals. The Board separately provides budget direction to the Superintendent in development of the annual budget. To accomplish these priorities, the Board will continue to work collaboratively with the Arlington County Board and will continue to engage in a meaningful way with the Arlington community throughout the year.

Student Achievement and Success

- 1a. Evaluate and refine the Arlington Public Schools (APS) definition of student success, accounting for academic achievement as well as the development of the whole child. Use this revised definition to lay the groundwork for developing the next Strategic Plan.
- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1c. Continue to focus on literacy, ensuring that students are reading on grade level by grade three and ensuring that struggling readers at all grade levels receive appropriate services.
- 1d. Receive an update on full, system-wide implementation of the FLES program and the bi-literacy diploma.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 “Program Differentiation” as part of the work to ensure that all students are challenged and engaged to meet their academic goals.
- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.

Meeting the Needs of the Whole Child

- 2a. To ensure that each child is healthy, safe, supported, academically engaged and challenged, review and strengthen efforts that effectively align, integrate and foster collaboration among resources of APS, the County government, non-profits, businesses, faith-based organizations and the Arlington community. Our goal is to place each child at the center and provide the necessary educational support and services. This includes services related to supporting:
 - ✦ Basic needs, such as food, housing and health care; safety and security
 - ✦ Wellness, including exercise, nutrition and stress management
 - ✦ Academic support, with tutors and mentors, enrichment, and advanced learning opportunities
 - ✦ Leisure activities, including after school activities, recreation, and sports programs.

Arlington School Board

- 2b. Continue the implementation of the Family and Community Engagement (FACE) Policy to strengthen and expand FACE programs. Review strategies to strengthen family and community engagement throughout APS and develop indicators to measure progress.

Supporting Teachers and Staff

- 3a. Review the program evaluation of Professional Development. Determine if Professional Development is meeting the needs of teachers as expressed by teachers.
- 3b. Review the staff compensation study.
- 3c. Monitor employment efforts to ensure that hiring practices continue to develop a workforce that reflects the diversity of Arlington Public Schools' student population.
- 3d. Monitor and review APS efforts to retain a highly qualified teacher workforce at all instructional levels.

Growing Enrollment

- 4a. Determine the location for a new elementary school in South Arlington.
- 4b. Approve the final design for the middle school at the Stratford site and award the contract.
- 4c. Approve the final design for the school to be built at the Wilson site and award the contract.
- 4d. Consider a plan for Arlington Tech at the Career Center, with the first cohort to begin enrollment in the Fall of 2016.
- 4e. Adopt the APS Capital Improvement Plan for FY 2017-26.

School Board FY 2017 Budget Direction

The School Board directs the Superintendent to prepare an FY 2017 budget that reflects current economic conditions and the needs of our 25,000 student school system, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for each student. This continued commitment to public education has benefitted not only Arlington students and their families, but also all Arlington residents. The excellence of our schools is a hallmark of Arlington County, which continues to attract citizens and business, thus contributing to the economic vitality of this community.

Based on current estimates that will be refined during the budget development process, APS again anticipates that FY 2017 enrollment growth will represent the single largest increase to our operating costs at approximately \$10.9 million. We will also begin three new capital projects that will add to the cost of debt service.

On November 19, 2015, the County Board adopted its budget direction to the County Manager for the FY 2017 budget. In keeping with the County and Schools Revenue Sharing Principles, the County Board's budget direction includes an initial minimum transfer increase to APS of \$8.2 million which is based on APS' percent of revenue shared in FY 2016. Also in keeping with the agreed-upon Revenue Sharing Principles, APS recognizes that as budget deliberations continue, additional ongoing funding for critical needs identified by APS, including enrollment growth will be a top funding priority. Based on current information, the initial County transfer increase will not cover APS' critical needs.

Therefore, in developing the FY 2017 APS budget, the Superintendent is directed to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan with an emphasis on the School Board priority to support the whole child.
- Include a compensation increase for eligible employees, consistent with the Strategic Plan goal to recruit and retain high quality staff.
- Include start-up funding to launch Arlington Tech at the Career Center.
- Include funding to add necessary administrative and instructional staff to support our 25,000 student system.
- Present a balanced budget, assuming the County transfer will be equal to the amount required to meet the critical needs of the division as outlined in the Revenue Sharing Principles.

The Superintendent is further directed to:

- Provide a prioritized list of cost savings divided into ranges to include the following:
 - ✦ Each reduction should consider the effect of the reduction in terms of achieving the Strategic Plan goals, whether the program or service is core or non-core, whether the change eliminates a program or service or is a change in the delivery model, and the number of students and/or staff affected.
 - ✦ Identify cost savings that could be implemented in future years, including a timetable for Board consideration and action.
- Use funding set aside from FY 2015 closeout for one-time expenses in FY 2017 and use existing reserve funds for one-time costs in accordance with School Board practice.
- Consider increases in revenue, including a review of APS fees.
- Ensure that the budget provides for long-term financial sustainability, using the updated three-year forecast of revenues and expenditures.
- Ensure that APS complies with all federal, state and local laws.
- Ensure that fiscal, human, and physical resources are used effectively, efficiently and responsibly.
- Consider the 2014-15 citizen advisory council reports, program evaluations, and other relevant reports. Funding for any additions to programs or services based on these reports will be offset by reductions.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Arlington School Board

- Funds of \$525 are added for part-time clerical support. (101000-41311)
- Funds for 2.0 clerical positions are added. One position was funded with one-time hourly funds (\$67,000) in FY 2016 which have been removed. This position is now permanent in FY 2017. An additional clerical position was added by the School Board during budget deliberations. (101000-41309)
- Funds of \$14,760 are added to increase the annual compensation for School Board members. (101000-41200)

Staff Development

- Funds of \$6,256 are added to staff development accounts for the following: \$1,328 to cover membership fees and \$4,928 for professional development travel. (101000-43453, 45478)

Contractual Services

- Funds of \$30,000 are provided for contractual services. (101000-43586)

Materials and Supplies

- Funds of \$427 are provided for office supplies. (101000-46525)

Other Operating Costs

- Funds for local travel are reduced by \$260. (101000-45477)

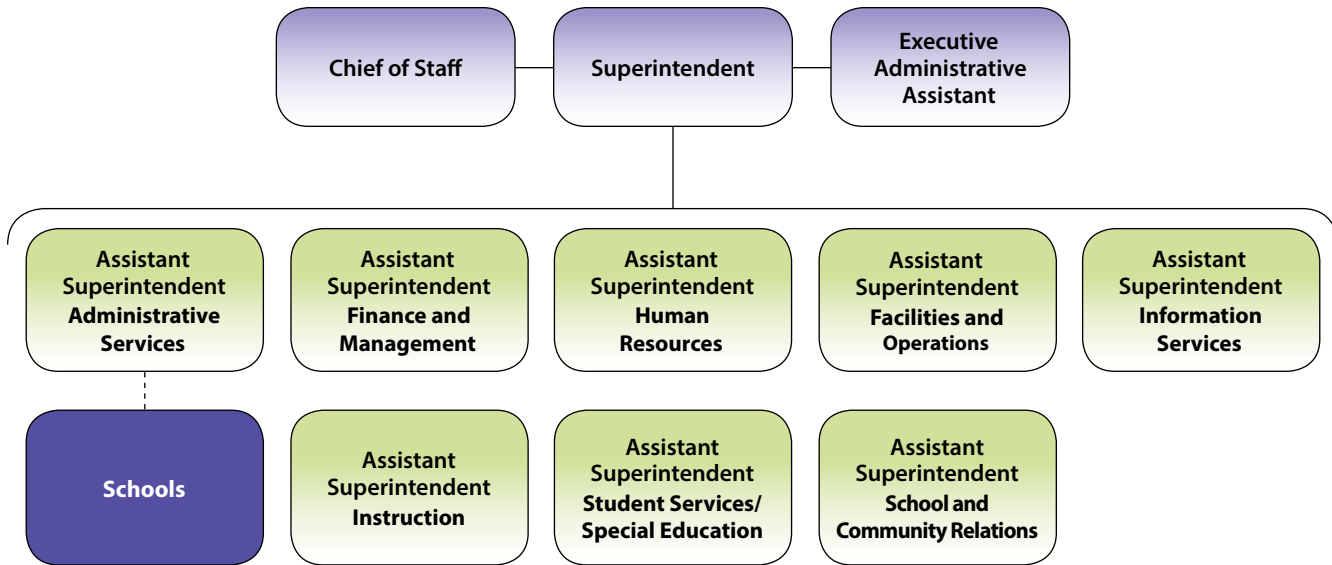
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$421,900	\$501,036	\$562,726
Employee Benefits	\$121,447	\$95,333	\$137,787
Staff Development	\$33,035	\$37,744	\$44,000
Contractual Services	\$10,425	\$0	\$30,000
Materials and Supplies	\$558	\$1,573	\$2,000
Equipment	\$1,612	\$950	\$950
Other Operating Costs	\$3,939	\$10,425	\$10,165
TOTAL	\$592,916	\$647,061	\$787,628

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Clerical	2.00	4.00
TOTAL	3.00	5.00

Superintendent's Office: Organization Chart



Superintendent's Office

DESCRIPTION

The Superintendent is the key instructional leader for the school division who is responsible for the overall supervision, evaluation, operations and management of the school division. Areas of responsibility include the health and safety of the students and staff; the total academic PreK-12 and adult education program; engagement of families and citizens; and the recruitment, development and retention of high quality staff.

MAJOR SERVICES PROVIDED

The Superintendent is responsible for leading and managing 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 integrated instruction and instructional programs consistent with the goals and priorities of the School Board, and in alignment with applicable laws, including the Virginia Standards of Quality, 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

Human Resources

- Recruit, retain and develop high quality staff
- Offer 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
- Strategically communicate with staff to maintain a flow of accurate information and to engage staff in the mission and work of the school division
- 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
- Use strategic communications efforts to provide sufficient information on operating and capital budgets to enable reliable projection of revenues and expenditures and to build a greater understanding of planning assumptions
- Ensure that planned expenditures do not exceed available revenues
- Manage finances appropriately in accordance with generally accepted accounting practices
- Ensure that the assets of the school division are protected and adequately maintained
- Maintain fiscal integrity and public confidence

Superintendent's Office

- Ensure effective implementation of division-wide assessment and accountability measures
- 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

Community Relations and Communications

- 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

- Anticipate potential issues and proactively address them efficiently and effectively
- 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 2014-15 ACCOMPLISHMENTS

Division-wide

- Since 2009, the graduation rate has climbed to 92.8 percent, with rates for Hispanic and Black students increasing by 15.2 and 11.4 percentage points, respectively.
- APS has achieved a 61 percent decline in the number of dropouts since 2009.
- All four APS high schools continue to be ranked among the region's top 75 high schools and in the top three percent among all 22,000 high schools in the nation in The Washington Post's Annual Challenge Index.
- APS high schools are among the top 11 percent in the State and among the top 6 percent in the Nation according to U.S. News and World Report ratings.
- All 32 APS schools are fully accredited by Virginia and 11 APS schools received 2015 Virginia Index of Performance (VIP) awards for advanced learning and achievement.

Superintendent's Office

Instruction

- 95 percent of APS students earn one or more high school credits during their middle school years.
- Algebra/Geometry participation in eighth grade has increased by about 20 percent since 2009 with a 90 percent pass rate on Virginia's Standards of Learning math tests.
- 95 percent of kindergarten students met or exceeded the fall benchmark in literacy.
- Foreign Language in Elementary School (FLES) was implemented in all remaining elementary schools.
- Interactive Achievement (IA), a formative assessment program, has now been implemented in all schools to monitor student progress and inform instruction in Grades 2-12 for English Language Arts and Mathematics.

Student Services and Special Education

- The 2015 graduating class of 1,440 students secured over \$31 million in scholarships.
- 68.5 percent of APS graduates earned an advanced or International Baccalaureate (IB) diploma, an increase of 12 percent since 2009.
- 80.5 percent of 11th and 12th graders have taken at least one AP or IB class.
- The completion rate for AP/IB courses has steadily increased since 2009, with an overall increase of 43 percent.
- Implemented the second phase of the Arlington Tiered System of Support (ATSS), focused on providing behavioral intervention support for students.

Human Resources

- 81 percent of APS teachers hold a Master's Degree and/or Doctorate Degree.
- On-boarded 420 new teachers for school year 2015-16.
- Now in its fifth year of implementation, the Assistant-to Teacher Program, successfully hired 25 assistants into teacher positions during that time.
- Human Resources developed and implemented a comprehension recruitment, staff development and succession planning strategy, known as the Workforce Initiative.
- Completed compensation study to review salary and benefits for all employees to ensure competitive compensation.

Information Services

- Launched the personalized learning initiative across the school division.
- Trained over 350 teachers on the use of the new student personalized devices.
- Created a 360 degree view of individual students to inform instructional decisions.
- Added numerous reports to the Data Warehouse including PALS, students at risk, and a monthly membership report.
- Added 200 wireless access points to schools, bringing the total to 2,203.
- Completed the project to ensure that every classroom across the division has a wireless access point.
- Doubled the Internet connection capacity from 600MB to 1.3GB.
- Connected the Education Center to the Network Operations Center using ConnectArlington.

School and Community Relations

- Grew social media engagement, with Facebook likes up 25 percent to 5,200+ likes, Twitter followers up 72 percent to 6,150+ followers, and expansion into live broadcasting through use of the newly-launched Periscope mobile application. In addition, AETV videos generated over 40,000 views on YouTube and the APS website, and social media options now include Instagram.
- Strategic partners (with signed partnership agreements) grew to 204 by the end of the school year. To support the focus to increase partnerships, APS has built a central database and launched the Partners in Action newsletter and video series to showcase the important contributions of our school partners.
- AETV producers in the Department of School and Community Relations completed 231 video assignments during the 2014-15 school year. Regular programming included 50 videos distributed as part of regular weekly episodes for Snapshots, Green Scene, #digitalAPS and Partners in Action.
- Successfully launched a pilot program for PR liaisons at all schools and programs, increasing submissions of news and information to share by 547 percent.

Financial and Management Services

- APS has received the Distinguished Budget Presentation Award from the Government Finance Officers Association for 11 years in a row.
- Operates a Food and Nutrition Program that ensures all students have healthy choices resulting in 2.3 million meals served this year, equating to 12,945 meals every day.
- Through our Farm to School program, we purchased more than 46,000 pounds of local produce for school cafeterias.
- We administered a “Backpack Buddy” program to provide a weekend supply of food to 70 of our families.
- Operates an Extended Day and Check-in Program that provides students with a safe, enriching and fun after-school experience resulting in more than 1,400 students receiving supervised care before school, and more than 3,400 received after school.

Administrative Services

- Ensured 100 percent completion of School Safety Audits and monitored school compliance with monthly drills.
- Implemented professional development sessions for the APS Aspiring Administrative Leaders Program and maintained a strong partnership with George Mason University Education and Leadership Program.
- Collaborated with the Department of Human Resources to implement the APS Succession Plan.
- Monitored and maintained low out-of-school suspension rates according to state reports.
- Provided data analysis related to discipline and supported principals in addressing needs through intervention programs such as the Second Chance Program for first-time marijuana/alcohol incidents.
- Developed and monitored implementation of the APS Discipline Handbook designed to provide guidance and consistency in the management of discipline issues.
- Collaborated with county partnerships and school administrators to promote and support system wide initiatives.

Superintendent's Office

Facilities and Operations

- Released first formal Annual APS Enrollment Projections Report to provide a comprehensive review of the fall ten-year student enrollment projections and the methodology used to prepare them.
- All APS buses were equipped with ATV-GPS routing hardware in 2015 and three MV-1 vehicles were purchased by APS to transport students with special needs.
- A fleet of 164 school buses travelled 674,236 miles transporting 40 percent of our students to and from school and the transportation department secured a \$100,000 EPA transportation grant to remove the five oldest diesel buses from fleet.
- Opened Discovery Elementary School in September 2015 as Virginia's first net-zero school and is already demonstrating its ability to produce electricity from its solar PV array and sending excess power back onto the grid even during the winter months.
- Recycled more than 370 tons of metal, paper, plastic, cardboard, electronics, building materials, and books which resulted in a cost recovery of one-half our trash service.
- Discovery Elementary and Kenmore Middle School went "Appliance Green" with no personal electrical appliances permitted.
- APS Aquatics Centers achieved a 93 percent rating on 2015-16 customer service satisfaction survey, served more than 40,000 patrons, hosted 62,826 individual swims by community swimmers (excluding APS students, athletes, and DPR class participants).
- APS received a \$38,992 security grant from VDOE to be used to purchase additional security cameras for schools.

FY 2016 PRIORITIES

- Maintain focus on meeting the needs of the whole child.
- Ensure that students are reading at level by third grade.
- Encourage middle school students to enroll in academically rigorous, high level courses in mathematics, foreign language and world geography before transitioning to high school.
- Increase opportunities for students to enlist in dual enrollment courses for college credits.
- Continue to challenge all students to complete an advanced level course by high school completion.
- Build on the program evaluation framework to address program evaluation follow-up on recommendations including a five-year plan of action with a specific focus on providing professional learning.
- Continue to grow the Aspire2Excellence academic planning initiative.
- Develop plan to address compensation study recommendations.
- Focus on the recruitment of a diverse applicant pool reflective of the student population in Arlington through the implementation of a comprehensive plan.
- Address significant student enrollment growth and resource needs and prepare for 30,000 students by 2021.
- Continue to identify cost containment measures regarding capital funding and bond capacity to maximize capital funds during periods of unprecedented student enrollment growth.
- Facilitate the process for constructing a new elementary school on the Jefferson site.

SUPERINTENDENT'S FY 2017 PRIORITIES

Student Achievement and Success

- 1a. Evaluate and refine the Arlington Public Schools (APS) definition of student success, accounting for academic achievement as well as the development of the whole child. Use this revised definition to lay the groundwork for developing the next Strategic Plan.
- 1b. Support strategies to improve student outcomes, with particular attention to racially and ethnically diverse groups, English Language Learners, Students with Disabilities, and Economically Disadvantaged Students.
- 1c. Continue to focus on literacy, ensuring that students are reading on grade level by grade three and ensuring that struggling readers at all grade levels receive appropriate services.
- 1d. Receive an update on full, system-wide implementation of the FLES program and the bi-literacy diploma.
- 1e. Strengthen differentiated instruction and begin review of APS Policy 20-3 "Program Differentiation" as part of the work to ensure that all students are challenged and engaged to meet their academic goals.
- 1f. Continue to integrate and evaluate the effectiveness of instructional technology to support student learning. Receive an update on teacher, family, and student training for the use of personalized learning through instructional technology and digital citizenship.
- 1g. Conduct a review of assessments administered in APS to ensure all assessments provide essential student achievement data directly linked to academic achievement to monitor student progress and growth.
- 1h. Review student data achievement by school and subgroups to increase focus on academic achievement in schools and subgroups to meet required performance levels while consistently demonstrating progress.
- 1i. Implement the program evaluation framework.
- 1j. Implement the recommendations for the ELL, ELA and SPED Program Evaluations.

Meeting the Needs of the Whole Child

- 2a. To ensure that each child is healthy, safe, supported, academically engaged and challenged, review and strengthen efforts that effectively align, integrate and foster collaboration among resources of APS, the County government, non-profits, businesses, faith-based organizations and the Arlington community. Our goal is to place each child at the center and provide the necessary educational support and services.

This includes services related to supporting:

- ✦ Basic needs, such as food, housing and health care; safety and security
- ✦ Wellness, including exercise, nutrition and stress management
- ✦ Academic support, with tutors and mentors, enrichment, and advanced learning opportunities
- ✦ Leisure activities, including after school activities, recreation, and sports programs.

Superintendent's Office

- 2b. Continue the implementation of the Family and Community Engagement (FACE) Policy to strengthen and expand FACE programs. Review strategies to strengthen family and community engagement throughout APS and develop indicators to measure progress.
- 2c. Collaborate with the County, community groups, non-profits and volunteers to coordinate external resources and APS staff to focus on student mental health, obesity, discipline, tolerance, substance abuse and bullying.

Supporting Teachers and Staff

- 3a. Review the program evaluation of Professional Development. Determine if Professional Development is meeting the needs of teachers as expressed by teachers.
- 3b. Review the staff compensation study.
- 3c. Monitor employment efforts to ensure that hiring practices continue to develop a workforce that reflects the diversity of Arlington Public Schools' student population.
- 3d. Monitor and review APS efforts to retain a highly qualified teacher workforce at all instructional levels.
- 3e. Conduct a comprehensive review of APS professional development to include recommendations that develop and support APS staff to achieve APS Strategic Plan goals.

Growing Enrollment

- 4a. Determine the location for a new elementary school in South Arlington.
- 4b. Approve the final design for the middle school at the Stratford site and award the contract.
- 4c. Approve the final design for the school to be built at the Wilson site and award the contract.
- 4d. Consider a plan for Arlington Tech at the Career Center, with the first cohort to begin enrollment in the Fall of 2016.
- 4e. Adopt the APS Capital Improvement Plan for FY 2017-26.
- 4f. Collaborate with multiple stakeholders to conduct budget studies to find cost savings to streamline APS operations.
- 4g. Develop integrated approaches and alternative solutions to meet the increasing demands due to growing enrollment.

Communications

- 5a. Develop a plan of action to enhance communication with full implementation of the 1:1 initiative that is linked to the vision, strategies and budget for Strategic Plan Goal 4.
- 5b. Conduct a review of external communications and community relations functions within APS with a focus on personal, community out-reach and engagement.

Superintendent's Office

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

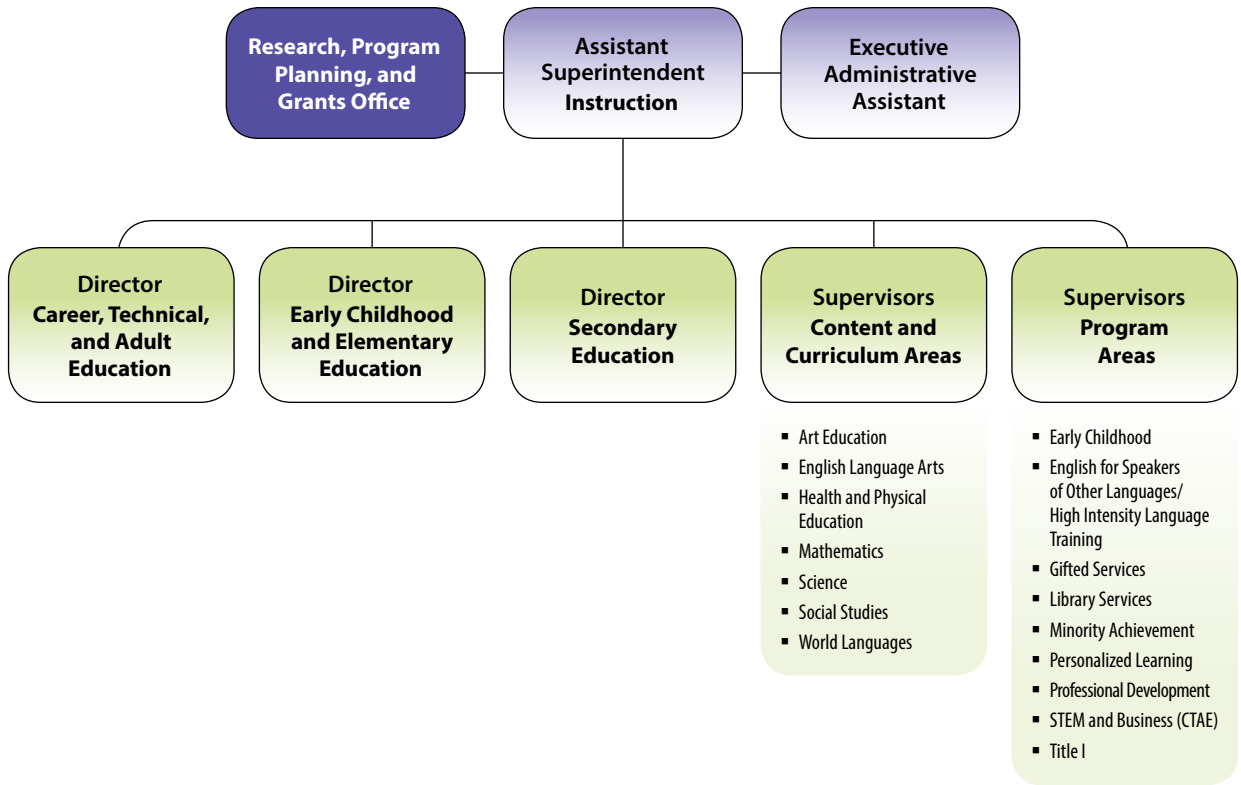
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$503,855	\$419,756	\$453,071
Employee Benefits	\$130,629	\$104,641	\$106,987
Staff Development	\$37,122	\$12,000	\$12,000
Contractual Services	\$27,565	\$2,850	\$2,850
Materials and Supplies	\$6,610	\$3,337	\$3,337
Equipment	\$0	\$0	\$0
Other Operating Costs	\$4,834	\$37,311	\$37,311
TOTAL	\$710,615	\$579,895	\$615,556

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Superintendent	1.00	1.00
Professional	1.00	1.00
Clerical	1.00	1.00
TOTAL	3.00	3.00

DEPARTMENT OF INSTRUCTION: Organization Chart



DEPARTMENT SUMMARY

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 serve as liaisons to citizen advisory committees, part of the Advisory Council on Instruction (ACI) structure, and work with other citizens and family groups to support the instructional program. In addition, the Department of Instruction is responsible for:

- Implementing recommended teaching methods, PreK-12, with an emphasis on teaching for understanding.
- Implementing new textbooks and/or materials (K-12).
- Developing appropriate intervention programs to accelerate student learning.
- Developing performance assessments to measure complex learning and report their results.
- Developing and implementing curriculum using best practices for English language learners.
- Monitoring and coordinating the implementation of the Every Student Succeeds Act (ESSA) legislation, funding, and requirements.
- Providing support to teachers new to Arlington Public Schools.
- Providing professional development to assist staff in acquiring the knowledge, skills, and behaviors to work effectively with our culturally and linguistically diverse student body.
- Building relationships that support learning by implementing family and community engagement (FACE) strategies and activities both within each school and system-wide in collaboration with community-based organizations, the Arlington County government, and other public and private entities.
- Analyzing changes to the Standards of Quality, Standards of Accreditation, and to the Standards of Learning and the results of the Standards of Learning assessments, modifying programs as appropriate.

DEPARTMENT OF INSTRUCTION

The Department of Instruction includes eleven programs, which are listed below. The FY 2017 School Board's Adopted Budget for the Department of Instruction totals \$25,034,260 and includes 115.10 positions.

DEPARTMENT FINANCIAL SUMMARY

PROGRAM	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Curriculum/Instruction	\$10,942,560	53.30	\$11,470,414	59.30	\$12,496,469
ESOL/ HILT/ HILTEX	\$2,160,599	28.70	\$3,210,417	36.00	\$3,899,449
Language Services Registration Center	\$1,108,756	0.00	\$0	0.00	\$0
Gifted Services	\$317,388	1.00	\$1,188,532	1.00	\$1,196,392
Fine Arts	\$20,352	0.00	\$21,474	0.00	\$21,474
Minority Achievement	\$766,700	2.50	\$793,614	2.50	\$1,177,265
Library Media Services	\$824,268	5.00	\$1,083,682	5.00	\$842,541
Outdoor Laboratory	\$389,284	3.00	\$387,121	4.00	\$509,731
Career, Technical and Adult Education	\$1,048,665	6.30	\$1,074,848	6.30	\$1,452,277
Extended Instruction	\$415,151	0.00	\$0	0.00	\$0
Summer School	\$4,086,881	1.00	\$3,421,771	1.00	\$3,438,662
TOTAL	\$22,080,604	100.80	\$22,651,873	115.10	\$25,034,260

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Instruction, are reported annually in the Strategic Plan indicators as well as in additional reporting by curriculum and program offices.

FY 2015 DEPARTMENT ACCOMPLISHMENTS

- Continued sustained implementation of all core services.
- Supported and/or implemented school improvement required by the ESEA and the Virginia Department of Education; the development, submission, and approval School Improvement Progressive Planning Model grant from VDOE; and the Executive Leadership Cohort (ELC).
- Completed and presented Minority Achievement and Professional Development program evaluations; continued CTE, Early Childhood, and Gifted Services program evaluation (report in 2016-17); and began planning for Arts Education and Health and Physical Education.
- Continued work on aligning and implementing Program Evaluation, ACI, and Advisory Committee recommendations.
- Began system-wide and school-specific implementation of comprehensive family and community engagement strategies and programs.
- Continued collaborating with Northern Virginia Community College and other local universities around dual-enrollment and related initiatives.
- Continued support for implementations of Professional Learning Communities in collaboration with Administrative Services, Human Resources, and Student Services.

DEPARTMENT OF INSTRUCTION

- Supported planning and implementations of Arlington Tiered System of Support in collaboration with Student Services.
- Successfully completed state audits of Title I and Title III federal programs with no areas of improvement identified.
- Implemented Foreign Language in Elementary School (FLES) in all remaining elementary schools.
- Completed full implementation of Interactive Achievement (IA), a formative assessment program, in all schools to monitor student progress and inform instruction in Grades 2-12 for English Language Arts and Mathematics.

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By August 2016, increase overall student achievement in mathematics and reading by at least 4 percentage points as measured by the pass rate on SOL assessments.	✓	✓			
Goal 2: By August 2016, reduce by at least 10% the percentage of students who fail SOL tests for each VDOE-identified reporting group.	✓	✓			
Goal 3: By June 2016, increase the monitoring and support for schools through the Executive Leadership Cohort (ELC) as measured by the identified progress made in achievement within each school.	✓	✓	✓		✓
Goal 4: By June 2018, increase regular involvement of parents and citizens in schools and system-wide program planning and evaluation.		✓			✓

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
STUDENT ACHIEVEMENT AND SUCCESS		
Expand implementation of the Integrated Literacy Progressive Planning Model continuing the focus on identifying and implementing programs and processes to address the student achievement gap, school completion, and meeting the needs of special populations including ESOL/HILT and dyslexic students.	1a, 1b, 1c, 1h, 1j	1, 2, 3
Implement recommendations from program evaluations from English Language Arts, Student Services and ESOL/HILT. Note: Priorities to execute recommendations are integrated throughout this document with greater specificity.	1b, 1c, 1h, 1j	1, 2
Expand World Languages program at middle school level, through the integration of distance learning into Program of Studies and through full implementation of Foreign Language in the Elementary School (FLES).	1a, 1d, 1g, 1j	1, 2
Expand dual-enrollment course offerings through a plan of action that includes working collaboratively with Northern Virginia Community College and the development of the Arlington Tech program.	1e, 4e, 4g	1, 2
Coordinate implementation of personalized learning in all classrooms to transform teaching and learning resulting in personalized learning experiences and increased student growth and achievement.	1b, 1c, 1f, 1j	1, 2
MEETING THE NEEDS OF THE WHOLE CHILD		
Evaluate and offer a plan to restructure Summer School program and administration structure that supports this program.	2a	4
Gain approval for and implement the FACE PIP.	2b	4

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, individuals, and family groups to support the instructional program.

MAJOR SERVICES PROVIDED

- The major services provided by the Department of Instruction can be found at the following link on the APS web site: <http://www.apsva.us/department-of-instruction/>.
- In addition, Department of Instruction services that are of particular interest to parents can be found at: <http://www.apsva.us/for-parents/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 personalized learning supervisor are provided to establish a personalized learning office within the Department of Instruction. The supervisor will provide overall direction and coordination as well assist the principals in the evaluation of the Instructional Technology Coordinators (ITCs). The addition of this position is offset with the reduction of a 1.0 supervisor position in the Instructional and Innovative Technologies (801000-41356, 916000-41356)
- Funds are provided for a 1.0 personalized learning office specialist. This position will provide day-to-day support for the Personalized Learning Supervisor with a focus on the integration of personalized learning into core instruction, elective offerings, and special populations (ESOL/HILT and Special Education). The specialist will provide direct support to classroom teachers as well as coordinate program delivery with the Instructional Technology Coordinators (ITCs). (801000-41244)
- Funds for a 1.0 elementary education specialist are added. This position will report directly to the Director, Elementary Education to support school implementation of established and innovative strategies and technologies that support struggling and/or at-risk students and identified groups of students. This position will provide day-to-day organizational and structural support to central office and school-level projects or tasks with a focus on Grade 3 and above literacy and delivery of services to targeted student groups. (801000-41244)

- Funds for a 1.0 secondary education specialist are added. These positions will report directly to the Director, Secondary Education to support school implementation of established and innovative strategies and technologies that support struggling and/or at-risk students and identified groups of students. This position will provide day-to-day organizational and structural support to central office and school-level projects or tasks with a focus on Grade 3 and above literacy and delivery of services to targeted student groups. (801000-41244)
- A 1.0 assessment analyst is added. To be compliant, this position can no longer be supported by grant funds. (801000-41205)
- Funds for a 1.0 STEM specialist are added. (801030-41244)
- Funding of \$35,000 is added to accommodate increased academic and athletic stipend needs. (801000-41204)

Staff Development

- Funds of \$140,000 are added for the annual 3-day orientation for all new teachers. (801140-41220)

Contractual Services

- Funds of \$200,000 are provided for the visioning and strategic planning for the new Drew Model School. (801000-43586)
- Funding of \$250,000 is added for the Discovery Education for personalized learning initiative. (801000-43544)

Materials and Supplies

- Funds of \$400,000 are provided for the new adoption of K-12 Social Studies textbooks to replace expiring or no longer available digital textbooks adopted in 2009 and 2010. (801060-46533)
- Discovery Elementary School opened in September 2016. The following funds added to the FY 2016 budget for one-time startup costs associated with opening a new school are eliminated in FY 2017:

Department of Instruction

- ✦ Curriculum and Instruction/Arts Education: \$203,117 for art and music equipment and supplies (801010-48800)
- ✦ Curriculum and Instruction/Instruction Central: \$180,300 for textbooks, curriculum materials, professional learning and training, and kindergarten classroom costs (801000-46533, 43430, 46506)
- ✦ Curriculum and Instruction/Health and Physical Education: \$34,750 for health and physical education supplies and equipment (801090-46506)
- ✦ Curriculum and Instruction/Pre-K Program: \$21,000 for primary Montessori costs (807000-46516)
- ✦ Curriculum and Instruction/World Languages: \$45,800 for FLES materials and supplies (801070-46516, 801010-46516)
- Instructional materials start-up funds of \$183,200 added in FY 2016 for new FLES schools are deleted in FY 2017. (801070-46516)

Curriculum/Instruction

Equipment

- Funding of \$22,000 is added for additional sports and activity equipment. (801000-48822)
- Funds of \$1,822 are added for replacement equipment. (801010-48840)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,139,885	\$6,368,471	\$6,801,976
Employee Benefits	\$1,680,638	\$1,678,616	\$1,939,511
Staff Development	\$382,550	\$481,646	\$571,646
Contractual Services	\$390,191	\$289,419	\$739,419
Materials and Supplies	\$1,564,227	\$1,279,006	\$1,249,956
Equipment	\$214,701	\$454,511	\$275,216
Other Operating Costs	\$570,368	\$918,745	\$918,745
TOTAL	\$10,942,560	\$11,470,414	\$12,496,469

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Coordinator	1.00	1.00
Professional Staff	1.00	2.00
Specialists	10.00	14.00
Supervisors	8.00	9.00
Teachers	15.30	15.30
Clerical	15.00	15.00
TOTAL	53.30	59.30

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 in facilitating implementation and compliance with Title III requirements.

MAJOR SERVICES PROVIDED

- The major services provided by the ESOL/HILT Office can be found at the following link on the APS web site: <http://www.apsva.us/esol-hilt/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- The planning factors provide teacher staffing to serve secondary dually-identified students (ESOL/HILT students with IEPs). In order to comply with the planning factors as a result of increased enrollment, the teacher allocation is increased by 2.5 positions. (802000-41254)
- The elementary ESOL/HILT planning factor allocation provides an itinerant ESOL teacher to schools that have 1-15 ESOL students. To comply with the planning factors, a 0.30 teacher position is added. (802000-41254)
- Funds for 3.5 positions are added for academic support for Level 5 English language learners. This funding provides additional supplemental staffing to provide counseling support to ESOL/HILT students in the middle and high schools and specific federally-mandated, but not funded, academic support to Level 5 students at elementary, middle, and high schools. The new planning factor will provide a 1.0 position per 43 Level 5 students and be phased in over a three-year period. FY 2017 will fund 3.5 positions with an estimated additional 3.0 positions being added each year in FY 2018 and FY 2019 for a total of 9.5 positions over three years. (802000-41219)
- A 1.0 assessment analyst is added. To be compliant, this position can no longer be supported by grant funds. (802000-41208)

ESOL/HILT

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,621,748	\$2,343,764	\$2,860,399
Employee Benefits	\$466,353	\$825,742	\$998,139
Staff Development	\$32,262	\$0	\$0
Contractual Services	\$3,029	\$0	\$0
Materials and Supplies	\$30,110	\$31,948	\$31,948
Equipment	\$0	\$0	\$0
Other Operating Costs	\$7,097	\$8,963	\$8,963
TOTAL	\$2,160,599	\$3,210,417	\$3,899,449

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Coordinator	0.00	1.00
Teachers Specialists	2.00	2.00
Counselor	0.50	4.00
Teachers School-Based	19.90	22.70
Teacher Assistants	4.50	4.50
Clerical	0.80	0.80
TOTAL	28.70	36.00

Language Services Registration Center

DESCRIPTION

The Language Services Registration Center (LSRC) moved to the Department of Student Services and Special Education in FY 2016. FY 2015 Actual data is reported under the Department of Instruction. FY 2016 and FY 2017 data is reported under the Department of Student Services and Special Education.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$855,630	\$0	\$0
Employee Benefits	\$220,418	\$0	\$0
Staff Development	\$0	\$0	\$0
Contractual Services	\$22,494	\$0	\$0
Materials and Supplies	\$8,225	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$1,989	\$0	\$0
TOTAL	\$1,108,756	\$0	\$0

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00

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

- The major services provided by the Gifted Services office can be found at the following link on the APS web site: <http://www.apsva.us/gifted-services/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$161,745	\$132,498	\$137,799
Employee Benefits	\$48,785	\$38,722	\$41,281
Staff Development	\$48,467	\$50,481	\$50,481
Contractual Services	\$0	\$912,705	\$912,705
Materials and Supplies	\$29,691	\$17,476	\$17,476
Equipment	\$0	\$0	\$0
Other Operating Costs	\$28,700	\$36,650	\$36,650
TOTAL	\$317,388	\$1,188,532	\$1,196,392

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
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, 5; Junior Honors Band, 4–6; Junior Honors Orchestra, 4–6; Honors Band, 7 and 8; Honors Orchestra, 7 and 8; Middle School Honors Chorus 6-8 and the Fine Arts Apprentice Program, 10–12.

MAJOR SERVICES PROVIDED

- The major services provided by the arts education office can be found at the following link: <http://www.apsva.us/arts-education-overview>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,284	\$8,070	\$8,070
Employee Benefits	\$2,540	\$618	\$618
Staff Development	\$135	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$1,658	\$3,065	\$3,065
Equipment	\$0	\$0	\$0
Other Operating Costs	\$7,735	\$9,721	\$9,721
TOTAL	\$20,352	\$21,474	\$21,474

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
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. OMA strives to:
- Enable students to discover and utilize resources that will help them progress toward their goals.
- Promote effective communication among parents, staff, and the community.
- Contribute to the development of a culturally-responsive organization where staff and students develop positive relationships and work effectively in cross-cultural situations.

MAJOR SERVICES PROVIDED

- The major services provided by the Office of Minority Achievement can be found at the following link: <http://www.apsva.us/minority-achievement/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Other Operating Costs

- Funds of \$400,000 are added in order to implement recommendations of the Minority Achievement Program Evaluation. (805000-43433)

Office of Minority Achievement

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$377,374	\$425,035	\$405,963
Employee Benefits	\$84,463	\$105,976	\$108,699
Staff Development	\$28,116	\$91,828	\$91,828
Contractual Services	\$7,503	\$0	\$0
Materials and Supplies	\$46,706	\$34,609	\$34,609
Equipment	\$0	\$0	\$0
Other Operating Costs	\$222,538	\$136,166	\$536,166
TOTAL	\$766,700	\$793,614	\$1,177,265

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Teachers School-Based	1.50	1.50
TOTAL	2.50	2.50

Library Services

DESCRIPTION

Library Services oversees the operation of and the development of 35 culturally rich and diverse library programs to meet the academic, social, and emotional interests of students and staff of the Arlington school community. Currently there are over 700,000 items in the collection with a district average of 173,000 circulations per month.

Library Services provides an increasing number of online professional resources for use by all APS staff and maintains a list of area college and university contacts both for staff and advanced students. Library 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 SOLs.

Library Services works closely with school staff to ensure that all students receive instruction in Digital Literacy and Digital Citizenship and also works with Information Services to monitor filtering software required by state and federal legislation.

MAJOR SERVICES PROVIDED

- The major services provided by Library Services can be found at the following link on the APS website: <http://www.apsva.us/library-services/>.

Other services

- Library Services works with Information Services to ensure that the federally mandated internet filter is in alignment with state and federal regulations
- Library Services maintains a close working relationship with the Arlington Public Library to expand resources and opportunities for students and for our larger community
- 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

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Materials and Supplies

- Discovery Elementary School opened in September 2016. Funds were added to the FY 2016 budget for one-time startup costs associated with opening a new school. One-time funds of \$229,843 for library technology (\$40,300), books, collections, and kits (\$189,543) are eliminated in this program. (814000-48835, 46507)

Library Services

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$391,728	\$399,651	\$385,238
Employee Benefits	\$124,371	\$146,509	\$149,624
Staff Development	\$4,051	\$3,231	\$3,231
Contractual Services	\$233,102	\$190,405	\$190,405
Materials and Supplies	\$60,091	\$248,461	\$58,918
Equipment	\$10,925	\$94,050	\$53,750
Other Operating Costs	\$0	\$1,375	\$1,375
TOTAL	\$824,268	\$1,083,682	\$842,541

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Technical	2.00	2.00
Clerical	2.00	2.00
TOTAL	5.00	5.00

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 (AOEA). Through a lease arrangement with AOEA, the property is made available to the school system as an outdoor science laboratory during the academic year and as an environmental education camp for three weeks each summer.

The Outdoor Lab is used as an extension of classroom instruction conducted by Arlington Public Schools. Student groups are scheduled for day or overnight visits for specific learning activities. Programs conducted at the Outdoor Lab are related to the Grades 3-12 science curriculum, as well as other curricular areas such as English Language Arts and Social Studies. Students learn to observe in this natural environment, generalize about the interrelationships within the environment, and develop environmental awareness. Students also discover how their decisions and behavior affect other living organisms and systems. 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

- The major services provided by the Outdoor Lab can be found at the following link on the APS website: <http://www.apsva.us/science/outdoor-lab/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 teacher are added. (801031-41254)

Contractual Services

- The Lease Agreement account for the Outdoor Laboratory increased a total of \$1,077. (801031-45643)

Outdoor Laboratory

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$194,518	\$183,776	\$270,603
Employee Benefits	\$74,898	\$79,960	\$114,666
Staff Development	\$0	\$0	\$0
Contractual Services	\$106,135	\$107,735	\$108,812
Materials and Supplies	\$13,985	\$15,650	\$15,650
Equipment	\$0	\$0	\$0
Other Operating Costs	(\$252)	\$0	\$0
TOTAL	\$389,284	\$387,121	\$509,731

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Teacher Specialists	1.00	2.00
Teacher Assistants	2.00	2.00
TOTAL	3.00	4.00

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, Family and Consumer Sciences, and Integrated STEM (Science, Technology, Engineering, and Mathematics). 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, 16 of the 20 fastest-growing occupations within the next decade will require career and technical education.

The office is responsible for curriculum design and implementation, 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. Parents and students need to understand the requirements and 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 (CTE) 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

- The major services provided by Career Technical and Adult Education can be found at the following link on the APS website: <http://www.apsva.us/ctae/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Hourly funds of \$12,000 are added for the Arlington Tech summer program. (810000-41230)

Career, Technical, and Adult Education

Contractual Services

- Funds in the amount of \$18,750 are added for the annual curricular cost for the Project-Lead-the-Way program at the middle and high schools. (810000-43544)

Materials and Supplies

- Funding of \$74,000 is provided for materials and supplies for Arlington Tech. (810000-46521)

Equipment

- Funding in the amount of \$253,500 is added for laboratory equipment for the Fabrication and CyberSecurity labs, TV production equipment, and software licenses. (810000-46528, 48801, 48809, 48810)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$630,240	\$665,645	\$707,350
Employee Benefits	\$184,283	\$230,821	\$220,295
Staff Development	\$13,388	\$5,000	\$5,000
Contractual Services	\$36,550	\$22,301	\$41,051
Materials and Supplies	\$59,885	\$82,612	\$156,612
Equipment	\$85,639	\$12,738	\$266,238
Other Operating Costs	\$38,680	\$55,731	\$55,731
TOTAL	\$1,048,665	\$1,074,848	\$1,452,277

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Specialist	0.50	0.50
Coordinator	0.50	0.50
Teacher	1.30	1.30
Clerical	2.00	2.00
TOTAL	6.30	6.30

Extended Instruction

DESCRIPTION

The office of Extended Instruction moved to the office of Curriculum and Instruction in FY 2016. FY 2015 Actual data is reported under Extended Instruction in this section. FY 2016 and FY 2017 data is reported under the office of Curriculum and Instruction.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$326,022	\$0	\$0
Employee Benefits	\$82,231	\$0	\$0
Staff Development	\$1,475	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$5,315	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$108	\$0	\$0
TOTAL	\$415,151	\$0	\$0

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00

Summer School

DESCRIPTION

The summer school program is designed to support and augment the instructional program of APS. Each year it provides varied courses to approximately 6,500 students in PreK-12. The elementary strengthening program includes courses that teach basic skills in mathematics, language arts and Spanish Immersion. Summer programs designed to meet the needs of students according to the services they received during the previous school year include Reading Recovery, ESOL/HILT courses, Math Camp, and special education courses. Elementary students may also choose from enrichment opportunities including the Global Village Summit Program, Summer Laureate, and the Outdoor Lab. At the secondary level, strengthening programs enable students to retake courses they have failed and prepare to retake failed SOL assessments. Students may also take a limited number of high school classes as new work for credit. All aspects of the APS summer school program are managed and overseen by the Directors of Elementary and Secondary Education.

MAJOR SERVICES PROVIDED

- The major services provided by the Summer School office can be found at the following link on the APS web site: <http://www.apsva.us/summer-school/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Summer School

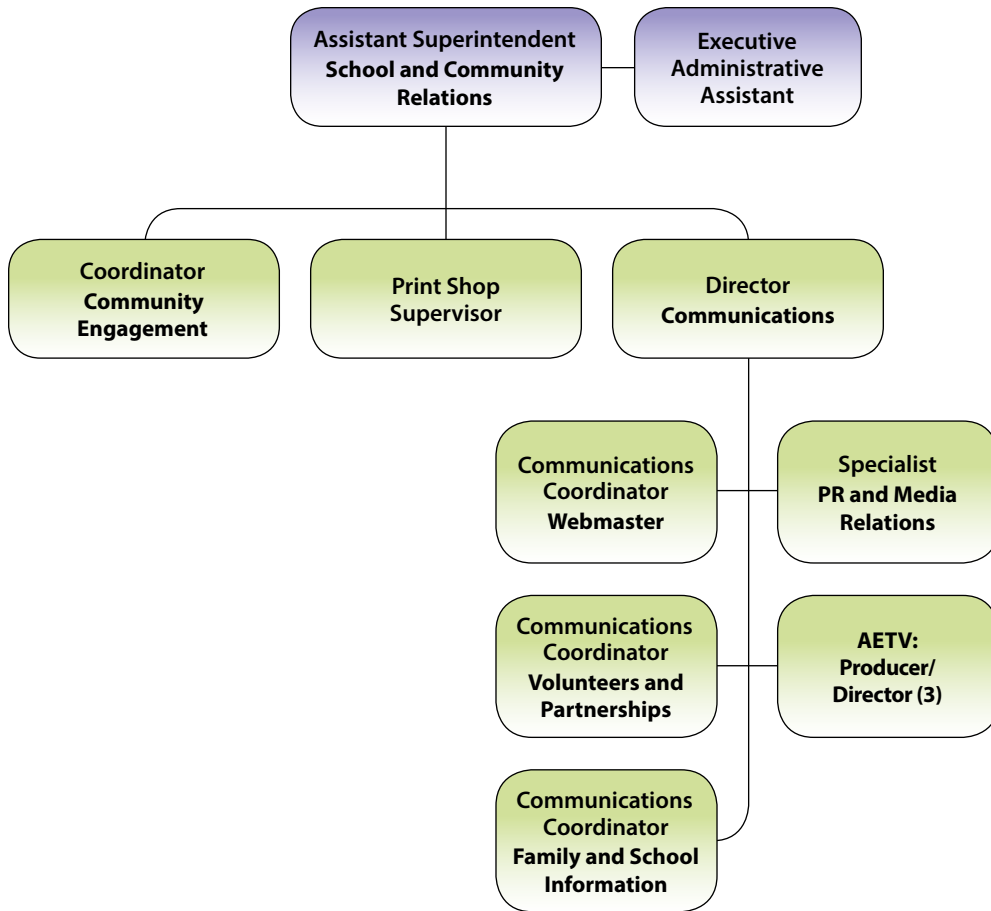
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,350,664	\$2,927,792	\$2,932,369
Employee Benefits	\$661,857	\$240,613	\$252,927
Staff Development	\$1,110	\$0	\$0
Contractual Service	\$36,771	\$41,702	\$41,702
Materials and Supplies	\$35,224	\$196,844	\$196,844
Equipment	\$0	\$0	\$0
Other Operating Costs	\$1,255	\$14,820	\$14,820
TOTAL	\$4,086,881	\$3,421,771	\$3,438,662

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Coordinator	0.50	0.50
Clerical	0.50	0.50
TOTAL	1.00	1.00

SCHOOL AND COMMUNITY RELATIONS: Organization Chart



SCHOOL AND COMMUNITY RELATIONS

DEPARTMENT SUMMARY

The Department of School and Community Relations (SCR) is responsible for media relations; community outreach; public information; the school system's website and social media pages; the Volunteers and Partners in Education Programs; Arlington Educational Television (AETV), and Printing Services.

The FY 2017 School Board's Adopted Budget for School and Community Relations totals \$2,310,347 and includes 13.0 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School and Community Relations	\$1,871,085	11.00	\$1,800,526	12.00	\$2,121,546
Printing Services	(\$42,632)	1.00	\$188,197	1.00	\$188,801
TOTAL	\$1,828,453	12.00	\$1,988,723	13.00	\$2,310,347

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2015	FY 2016	FY 2017
METRIC	ACTUAL	GOAL	TARGET
APS WEBSITE			
Number of page views	4,187,040	4,200,000	4,500,000
Number of unique visitors	*	2,000,000	2,500,000
VIDEO PRODUCTION			
Number of video views	54,527	55,000	60,000
E-COMMUNICATIONS			
School Talk average monthly use	*	300	300
SOCIAL MEDIA PLATFORM			
Facebook Reach (weekly)	1,213	5,000	10,000
Twitter Reach (monthly)	3.1M	3.5M	4.0M
YouTube subscribers	115	200	200
VOLUNTEERS AND PARTNERSHIPS			
Number of strategic partners	203	220	240

*FY 2015 Actual data is unavailable

SCHOOL AND COMMUNITY RELATIONS

FY 2015 DEPARTMENT ACCOMPLISHMENTS

The School and Community Relations Department made great strides in FY 2015 in diversifying the APS communications platforms, expanding reach, and strengthening visibility for key partners that support APS. The major achievements were directly linked to the launch of a school-based public relations (PR) liaison team to share news; a rapidly expanding social media platform that leverages Twitter to spread important messages to families; and new recognition programs that showcase the valuable role of school partnerships to provide resources and collaborate with the APS instructional leaders to support academic achievement across the school division.

Successfully Launched a Public Relations (PR) Liaisons Network to Increase APS Communications

- Launched a pilot stipend program to compensate school-based PR liaisons for increasing the quantity and quality of information received from schools so that it can be shared across all APS communication platforms.
- The SCR department staff provided four communication training sessions with the 35 PR liaisons and emailed communication updates each week to solicit and share news generated throughout APS. PR liaisons were also given specific social media hashtags to use, ensuring that APS focused on specific communication campaigns that shared a consistent message, leveraging many voices to communicate it.
- APS received a more than five-fold increase in news submissions from schools as a result of this pilot program to pay PR liaisons. In the 2013-14 school year, 179 news submissions were received from schools in the first eight months of the school year (Sept. 1 through April 30). During the same period for the 2014-15 school year, 980 submissions have been received, a 547% increase in news and information.
- The PR Liaisons also actively supported the rapid expansion of social media for APS and enhanced the content for NewsCheck and News Tips, the biweekly newsletters distributed to APS staff and the community respectively.
- This increase in news has significantly improved external communications to families and the community through successful media pitches to deliver positive news coverage.

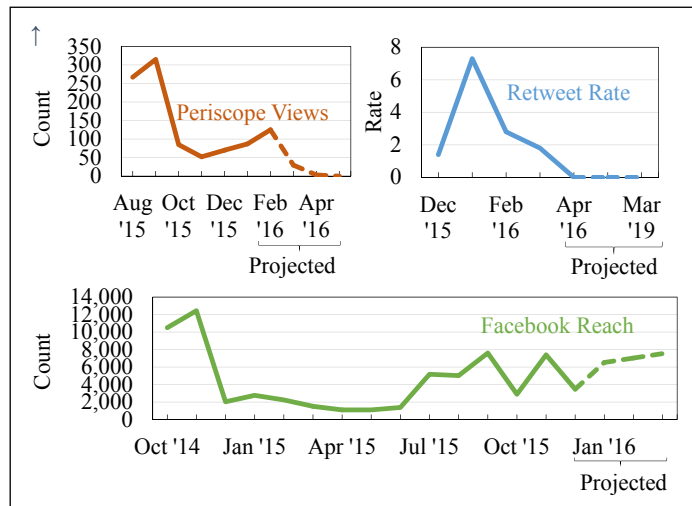
Expanded APS Social Media Presence

- The department regularly incorporated Facebook, Twitter and YouTube communication into editorial planning and outreach strategies every week and focused on continuous improvement in the level of engagement with the community.
- At the beginning of the 2014-15 school year, only a few dozen APS-affiliated Twitter handles existed. By the end of April, more than 500 Twitter accounts affiliated with APS were actively sharing information through this online platform.
- The APS Facebook page grew from 4,200 to 5,235+ followers (+25%) and the APS Twitter account grew from 3,580 to 6,150+ followers (+72%).
- Because so many APS staff have joined Twitter, teachers initiated a regular, weekly Twitter Chat to foster internal communication and collaboration between schools. Named #APSChats, these collaborative social media dialogues occurred every Tuesday from 8-9pm and were publicized by SCR through NewsCheck, email updates with the PR Liaisons and other internal communication channels. The Chats were managed by staff volunteers who moderated dialogue on designated topics. APS Chats attracted 20-30 participants each evening.

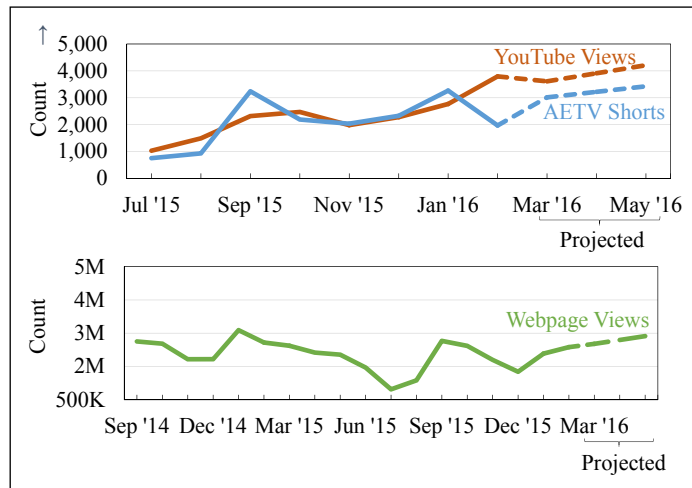
SCHOOL AND COMMUNITY RELATIONS

- AETV also continued to produce compelling video content that included regular features on Snapshots and Green Scene, and added three new video programs in the 2014-15 school year – #digitalAPS, CIP-TV, and Partners in Action – to highlight new initiatives.
- These videos have generated over 40,000 views on YouTube and the APS website over the past school year.
- The Department of SCR team also expanded the APS social media options to include use of Instagram, and also leveraged a variety of applications to strengthen visual communications, including Storify, Periscope, Flipagram, and Hyperlapse video clips.
- The APS social media network grew exponentially to help APS connect with community stakeholders who would not otherwise be reached through more traditional media or electronic platforms.

MEDIA REACH



MEDIA VIEWS



SCHOOL AND COMMUNITY RELATIONS

Strengthened the APS Partnership Program

- SCR built a central database to create a single repository of all partnership information along with emails and other contact information to better facilitate communications with this important group of community partners.
- In October, a new monthly video series called Partners in Action debuted, featuring a variety of partners who provide resources and services that support student achievement.
- In March, the monthly Partners in Action newsletter was launched to communicate regularly with APS partners and to recruit new organizations as school partners.
- These recognition tools, coupled with ongoing recognition on Twitter with the hashtag #PartnersinEducation, created value and 14 new partners signed strategic agreements since the start of the 2014-15 school year.

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By July 1, 2016, APS will complete all preparatory work to conduct a review of external communications and community relations functions within APS.					✓
Goal 2: By July 1, 2016, APS will develop a plan of action to enhance communication with full implementation of the digital learning initiative.					✓
Goal 3: By July 1, 2016, APS will launch a new, fully-functional website in the new platform.					✓
Goal 4: By July 1, 2016, APS will develop a process and implement procedures to conduct background checks on all school volunteers, launch an onboarding program and provide regular communication updates to volunteers.					✓
Goal 5: By July 1, 2016, APS will increase engagement with families as measured by the Parent Site-Based and Communication Satisfaction Surveys.					✓

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
MEETING THE NEEDS OF THE WHOLE CHILD		
Develop a framework for engaging families using face-to-face and online communication tools to increase engagement and knowledge of families and community.	2b	5
Develop a process and implement procedures to conduct background checks on all school volunteers, launch an orientation program and provide regular communication updates to volunteers.	2a, 2c	4
COMMUNICATIONS		
Develop a plan of action to enhance communication with full implementation of the 1:1 initiative that is linked to the vision, strategies and budget for Strategic Plan Goal 4.	5a	2
Conduct a review of external communications and community relations functions within APS with a focus on personal, community out-reach and engagement.	5b	1

School and Community Relations

DESCRIPTION

The School and Community Relations Department's primary focus is to enhance communications within Arlington Public Schools and between schools and the Arlington community.

MAJOR SERVICES PROVIDED

SERVICE	DESCRIPTION
APS website	Manage the APS website.
News and media relations	Facilitate media relations.
Publications'	Produce countywide printed materials to inform stakeholders about APS.
Video production	Produce videos for APS.
Special events	Facilitate effective face to face communications with constituents.
E-communications	Manage the APS e-communications system.
Social Media Platform	Manage the social media presence for APS.
FOIA (Virginia Freedom of Information Act) Requests	Manage responses to all FOIA requests.
Volunteers and Partnerships	Manage volunteers and partnerships.
Public Information	Respond to public information requests.
Emergency Communications	Support emergency communications.
Community Outreach	Engage APS stakeholders.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 community engagement coordinator position are added. This position will help to identify, initiate and deepen relationships with the wide range of diverse stakeholders including community, civic, business and nonprofit organizations, particularly those who live and/or work in Arlington County, but whose members do not necessarily have children enrolled in the school division. (103000-41208)
- Funding of \$50,000 is provided to support website content assistance for all APS departments. (103000-41298)
- Stipend funding of \$101,000 is provided for school-based volunteer and partnership liaisons (\$50,000) to coordinate each school's volunteer and partnership program, for web liaisons (\$50,000) to strengthen online communications at all schools and a new public relations liaison (\$1,000) for Discovery Elementary. (103000-41346)

School and Community Relations

Contractual Services

- Funding of \$20,000 is provided to review current communications policies, activities and programs to assess the effectiveness, strengths, and weaknesses of the present district communications program. (103000-43449)

Other Operating Costs

- Funds of \$36,000 are added for increased costs of printing registration packets due to enrollment growth (\$30,000) and to reinstate the 5th issue of The Citizen (\$6,000). (103000-43587)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,084,919	\$1,140,430	\$1,358,570
Employee Benefits	\$335,252	\$357,734	\$404,614
Staff Development	\$22,700	\$11,303	\$11,303
Contractual Services	\$206,276	\$173,165	\$193,165
Materials and Supplies	\$108	\$11,294	\$11,294
Equipment	\$86,015	\$14,829	\$14,829
Other Operating Costs	\$135,815	\$91,771	\$127,771
TOTAL	\$1,871,085	\$1,800,526	\$2,121,546

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	1.00	1.00
Coordinator	0.00	1.00
Professional	4.00	4.00
Technical	3.00	3.00
Clerical	2.00	2.00
TOTAL	11.00	12.00

Printing Services

DESCRIPTION

The Print Shop, staffed by a Print Shop supervisor, provides high-quality reproduction of printed materials for departments and programs located in the Education Center and in the schools. Using four digital copiers (one Kodak 150, one Kodak 125, one Ricoh 7502 and a Ricoh 901s color copier) and ancillary equipment, the Print Shop handles over 90 percent of the reproduction tasks originating at the Education Center and Syphax 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, binding and printing of larger off-size documents. The Print Shop supervisor is responsible for ordering supplies, maintaining all equipment, coordinating service and support, scheduling and prioritizing print projects, and maintaining all operations of the Print Shop. In addition, the supervisor provides estimates for print projects and handles the processing and accounting for all Print Shop charge backs.

MAJOR SERVICES PROVIDED

- Provide support to schools and departments for reproduction of printed materials through the resources of the Print Shop.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Printing Services

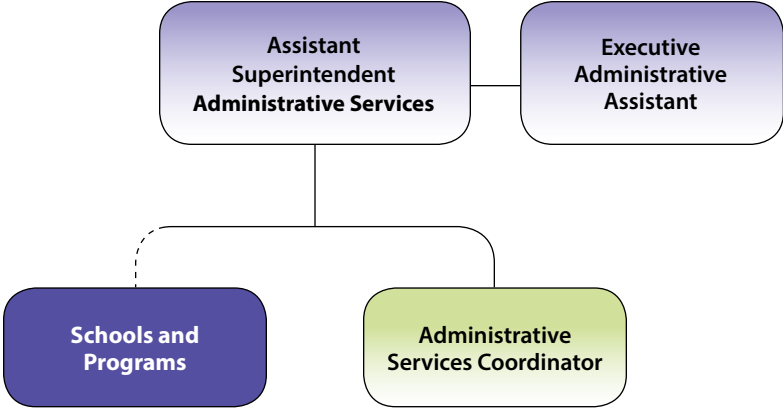
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$89,419	\$94,291	\$94,291
Employee Benefits	\$23,967	\$24,734	\$25,338
Staff Development	\$0	\$0	\$0
Contractual Services	\$137,312	\$217,306	\$217,306
Materials and Supplies	\$44,673	\$54,173	\$54,173
Equipment	\$0	\$0	\$0
Other Operating Costs	(\$338,003)	(\$202,307)	(\$202,307)
TOTAL	(\$42,632)	\$188,197	\$188,801

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Professional (Supervisor)	1.00	1.00
TOTAL	1.00	1.00

ADMINISTRATIVE SERVICES: Organization Chart



ADMINISTRATIVE SERVICES

DEPARTMENT SUMMARY

The Department of Administrative Services is responsible for a number of activities that affect the overall climate in the Arlington Public Schools. Among the areas covered by the Department are the following:

- **Principal Support:** Overseeing the responsibilities of school principals and providing support and guidance on administrative issues.
- **Succession Planning for Leadership Development:** Providing professional development for teachers and current administrators interested in pursuing future leadership positions.
- **Emergency Management:** Collaborating with public safety and health officials to develop effective plans in case of emergency or crisis situations in the schools or the community.
- **Student Discipline:** Administering on behalf of the Superintendent of Schools the student discipline program, including appeals of disciplinary actions taken at the school-level.
- **Serious Incident Reporting:** Monitoring all serious incident reports and reporting as appropriate to local and state authorities.
- **School Safety Audits and Security:** Ensuring that schools carry out the required school safety audits and keep their school security plans up to date.
- **Arlington County Police Department:** Serving as liaison to the ACPD vis-à-vis School Resource Officers, school crossing guards, and other issues concerning student safety and security.
- **Student Advisory Board:** Providing staff support as the liaison for the students who serve on the Arlington School Board’s Student Advisory Board.
- **Arlington Partnership for Children, Youth, and Families:** Representing the Arlington Public Schools to the Arlington Partnership.

The Administrative Services Department comprises one program: Administrative Services. The FY 2017 School Board’s Adopted Budget for Administrative Services totals \$809,621 and includes 4.0 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Administrative Services	\$663,710	2.00	\$540,856	4.00	\$809,621
TOTAL	\$663,710	2.00	\$540,856	4.00	\$809,621

ADMINISTRATIVE SERVICES

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for the department performance metrics are reported annually in the Strategic Plan indicators as well as in additional reporting by the Administrative Services program office.

FY 2015 DEPARTMENT ACCOMPLISHMENTS

- Planning, preparation and implementation of the APS Emergency Preparedness and Reference Guidebook in collaboration with school staff and county agencies strengthened our procedures and protocols and ensured adherence to state mandated requirements.
- Leadership programs provided professional development for teachers and current administrators interested in growth opportunities and future leadership positions. Candidates participated in programs such as the Aspiring Leaders Program, George Mason University (GMU) Leadership Cohort or Virginia Statewide Committee of Practice for Excellence (SCOPE).
- The Discipline Guidebook for Administrators was utilized and designed to provide guidance and consistency in the management of disciplinary matters in APS. The implementation of the Discipline Data Dashboard has enhanced system wide practices through data analysis related to detailed reports by school, month, ethnicity, violation and incident.

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: Increase leadership skills development by 6 percent per two-year cycle, as represented by ten additional teachers per cycle, as measured by participation in the Aspiring Leaders Program, GMU Educational Leadership Masters or Licensure Program or other identified university programs.			✓		
Goal 2: Reduce by 5 percent (15 students) the out-of-school suspension gap represented by the over-identification of Blacks, Hispanics and Students with Disabilities (SWD) when compared with APS average for White students by June 2016.			✓		
Goal 3: Increase by 2 percent participation in safety and security management processes including after school programs, community events and central office by June 2016.			✓		
Goal 4: Continue to refine the evaluation process through evidence of progress on achievement of performance goals and SMART goals based on Management Plan and Progressive Plan outcomes by August 2016.			✓		

ADMINISTRATIVE SERVICES

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
STUDENT ACHIEVEMENT AND SUCCESS		
Develop a comprehensive plan for addressing the APS Workforce Initiative on succession planning for administrators.	3c	1
Expand opportunities for advanced degrees and/or licensure endorsements to increase the highly qualified internal administrative applicant pool.		1
Design and implement an improved administrator recruitment.		1
Develop and implement processes designed to monitor progress on achievement of performance goals and SMART goals based on Management Plan and Progressive Plan outcomes.		4
MEETING THE NEEDS OF THE WHOLE CHILD		
Implement measures in addressing safety and security needs related to students, staff and parents. Collaborate with departments, county partnerships and school administrators to promote safety and security measures and messaging.	2a	3
Design and implement systematic monitoring and intervention approaches pertaining to discipline, substance use and bullying.		2

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, direct support to principals, mentorship to new administrators and the annual Administrative Conference. The Department of Administrative Service is responsible for specific system-wide issues such as discipline, safe school environments, and coordination with school administrators on handling serious situations. The Assistant Superintendent serves as the liaison with each principal group, Student Advisory Board, and identified special projects addressing system-wide needs. 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

The major services provided by Administrative Services can be found at the following link on the APS website: www.apsva.us/department-of-administration.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 specialist position is added in order to support the work of the Arlington Partnership for Children, Youth and Families (APCYF), Second Chance, and ATSS in analyzing data in an effort to take proactive measures in providing services to better understand risk factors associated with disciplinary violations and to identify appropriate research-based interventions. (104000-41244)
- A 1.0 receptionist position is added for the newly created Welcome Center on the first floor of the Education Center. (104000-41309)

Staff Development

- One-time funding of \$20,000 is provided to the Second Chance program to support piloting a school-based initiative that aligns to Second Chance and increases proactive intervention processes that address substance abuse challenges in APS through professional development. (104000-43430)
- Funding of \$5,000 are added for professional development activities related to the Out of School Time Council. (104000-43430)
- Funds of \$100,000 are added to advance the Workforce Initiative and to provide administrators with financial assistance for coursework, conferences, and participation in administrative and leadership development programs. Funds may contribute towards advanced degrees and provide career enhancement opportunities. (104000-45432)

Administrative Services

Contractual Services

- Funds in the amount of \$720 are added for The Keystone School for increased tuition costs for this alternative school. (104000-43544)
- For better funds management, funds of \$100,000 for the Second Chance program are moved from program costs to contract services. (104000-43433, 43544)

Materials and Supplies

- Funds of \$9,675 are moved from the school supplies account to the office supplies account to better reflect actual expenditures. (104000-46516, 46525)

Other Operating Costs

- Funds of \$12,000 are provided for printing and delivery of the Emergency Management handbook to all staff at every APS location. (104000-43587)
- Funds of \$3,000 are moved from program costs to Printing and Duplicating costs to better reflect actual expenditures. (104000-43433, 43587)

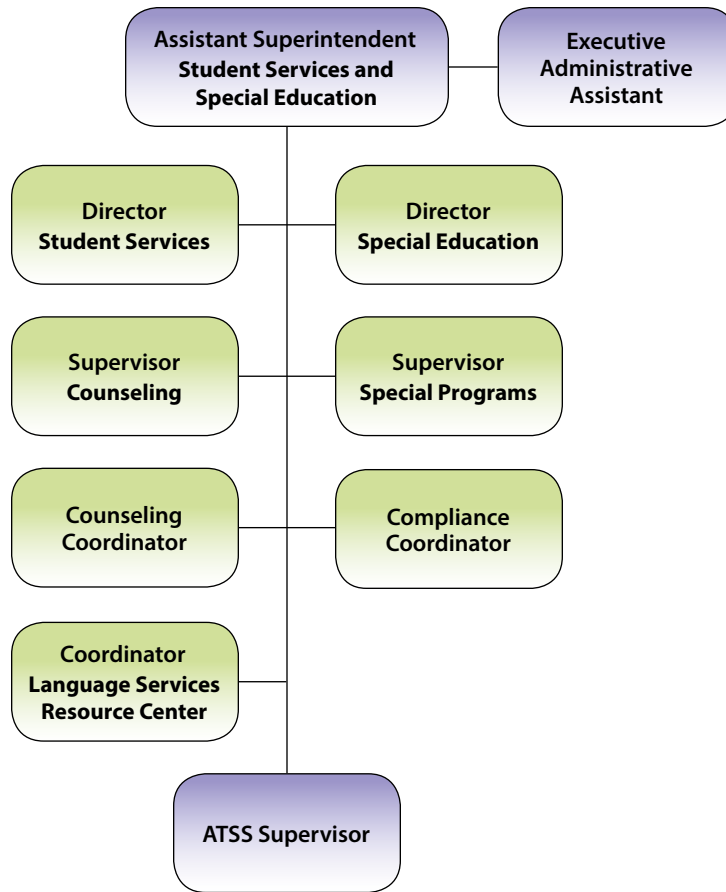
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$394,040	\$229,381	\$380,105
Employee Benefits	\$117,851	\$158,662	\$138,983
Staff Development	\$33,473	\$26,235	\$151,235
Contractual Services	\$6,983	\$6,280	\$107,000
Materials and Supplies	\$1,259	\$11,788	\$11,788
Equipment	\$79	\$760	\$760
Other Operating Costs	\$110,025	\$107,750	\$19,750
TOTAL	\$663,710	\$540,856	\$809,621

POSITION SUMMARY

	FY 2017	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Specialist	0.00	1.00
Clerical	1.00	2.00
TOTAL	2.00	4.00

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION: Organization Chart



DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

DEPARTMENT SUMMARY

The Department of Student Services and Special Education (DSSSE) takes pride in providing a program to the students of Arlington County that encourages the cooperation of school, home and community. The DSSSE includes three main service and support programs for students and families: the Office of Student Services (OSS) and the Office of Special Education (OSE) and the Arlington Tiered System of Support (ATSS). The department is responsible for ensuring the provision of a wide range of support services to all students in the Arlington Public Schools system.

DSSSE can be found at the following link: <http://www.apsva.us/student-services-special-education>

MISSION

The DSSSE provides support for a caring, safe, and healthy learning environment to address the needs of the whole child.

VISION

The DSSSE is committed to building capacity across Arlington Public Schools to support a foundation of learning for all students.

CORE VALUES (ICARE)

- Integrity
- Collaboration
- Acceptance
- Responsiveness
- Excellence

The FY 2017 School Board's Adopted Budget for the DSSSE totals \$24,681,265 and includes 192.60 positions. IDEA funds are budgeted in the Grants and Restricted Programs Fund.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Department of Student Services and Special Education	\$1,837,562	4.70	\$902,311	8.70	\$1,884,891
Language Services Registration Center	\$0	10.50	\$1,101,821	10.50	\$1,070,576
Special Education	\$12,810,448	104.80	\$13,415,461	111.00	\$13,884,787
Student Services	\$5,938,487	48.20	\$6,125,301	62.40	\$7,841,011
TOTAL	\$20,586,497	168.20	\$21,544,894	192.60	\$24,681,265

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Student Services and Special Education, are reported annually in the Strategic Plan indicators as well as in additional reporting by Counseling, Instruction, Language Services and Special Education program offices.

FY 2015 DEPARTMENT ACCOMPLISHMENTS

Arlington Tiered System of Support (ATSS) Updates

- All schools received professional development on ATSS with individualized follow up support.
- Online ATSS modules and training materials have been created.
- Power Standards have been identified for all elementary core content areas.
- Completed intervention training in Orton Gillingham and Leveled Literacy Intervention.
- All elementary schools have received training and support on their master schedule to implement an additional intervention/extension block in SY 2016-2017.
- Support has been provided to middle schools to implement an additional intervention/extension time for 20 minutes.
- Universal reading screening has been selected for grades 4-5 and will be implemented in SY 2016-2017.
- Curriculum, materials and interventions have been selected in the area of social emotional learning and will be implemented in SY 2016-2017.
- Additional training in Responsive Classroom has been provided to support classroom teachers implementing a Tier 1 Social Emotional Framework.
- A pilot a math intervention/extension program for middle school has been selected and will be piloted in SY 2016-2017.
- Dyslexia Task Force has created a plan to implement additional assessments, instruction and intervention for students with Dyslexia.
- Progress on creating an ATSS data/intervention system. Initial use of this system will begin in SY 2016-2017.

Office of Special Education (OSE) Accomplishments

- A Workgroup on Inclusive Practices was formed with membership from major stakeholder groups. The purpose of the Workgroup is to inform APSs efforts to create more opportunities for inclusion of all students in the general education setting in their neighborhood school. The workgroup contributed significantly to the creation of a Request for Proposals (RFP) for a systems-change agent to increase inclusion in APS.
- Updates to Synergy SE improved the eligibility determination process by incorporating the use of disability worksheets which bring consistency to the decision-making work of school-based committees.
- OSE supported extensive professional development opportunities related to Core Vocabulary, a concept which is critical to inclusion opportunities for students and the creation of Standards-based IEPs.

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

- Assistive Technology and Curriculum specialists within OSE identified Read&Write as a web-based application that will support literacy for all students.
- Special Programs continued the work of providing support to the countywide programs, from placement through instruction. Use of multiple, standards-based curricula improved the quality of instruction in self-contained, countywide programs.
- Training to provide Crisis Prevention and Intervention (CPI) training was expanded to include teachers in the Interim Alternative Education Placement (IAEP, 45 Day) and Jail Program. This significantly increased the capacity of OSE to provide training to school staff.
- OSE participated in a technical assistance grant with DHS and the Arlington Courts to design better systems of support for cross-over youth.
- OSE collaborated with Early Childhood to complete an inclusion initiative for pre-K with the support of a consultant.

Office of Student Services (OSS) Updates

- Coordinated and provided Mental Health First Aid training to over 150 APS staff.
- Instructional Assistant and New Hire training in mental health awareness and ADHD.
- Developed twice yearly ADHD newsletter for administrators and teachers–“For Your Attention.”
- Developed twice yearly Mental Health newsletter for administrators and teachers–“Mind Matters.”
- Received the 2016 NAMI Recognition Award surrounding advocacy for mental health supports and services, in conjunction with the Arlington Student Services Advisory Committee.
- Completed Section 504 Audit process in all schools.
- Continued implementation and monitor of Customer Satisfaction Survey process for Section 504.
- Continued alignment of School Counseling Plans with ASCA model and APS focused objectives.
- Continued implementation of Aspire to Excellence initiative, including collaboration in development and coordination of the “Dream, Explore, Create your own Path” event.
- Continued collaboration and support of ATSS curriculum, materials and interventions in the area of social emotional learning.

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By January 2018 all standard Section 504 and IDEA procedures will be audited based on a calendar schedule and will show better than 90% of compliance with APS established procedures. By July 2016, 504 compliance audits will be completed for all schools and IDEA compliance audits will be completed for 30% of schools.		✓			
Goal 2: By July 1, 2016, 100% of students will utilize the Aspire2Excellence framework and resources for academic planning.	✓	✓			✓
Goal 3: By July 2017, 100% (36) of the APS school counseling programs will be aligned with American School Counselor Association national model. [July 2016, 50% (18 schools)]					✓
PROJECTS					
Project 1: By July 2017, develop inclusion guidelines and best practices for implementation.		✓			✓
Project 2: By July 1, 2017, design and disseminate secondary grading guidelines for teachers that inform schools on how to grade in the content area when students with disabilities are not able to achieve the grade level expectations due to their disability.		✓			
Project 3: By July 1, 2015, develop a clear and concise process for criteria and consideration into the cross-categorical and countywide special education programs.	✓				✓
Project 4: Implement the recommendations in the Student Services evaluation.	✓			✓	
Project 5: By July 1, 2021, all APS schools will implement the Arlington Tiered System of Support (ATSS) framework.	✓	✓			✓
Project 6: By July 2017, 100% of registrations will be conducted centrally.		✓		✓	

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION



FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
STUDENT ACHIEVEMENT AND SUCCESS		
Create a plan and menu of opportunities to engage school-based administrators and other staff identified as LEAs in professional development regarding special education compliance. Additionally, review and improve content delivery and opportunities for participants to provide feedback. Continue to partner with the Office of Student Services to embed Section 504 content.	1b, 1i, 1j	1
Develop, review, and deploy a Standard Operating Procedure manual for special education in alignment with recommendation outlined in the program evaluation of services for students with special needs.	1i, 1j	Project 2, 5
In collaboration with the Human Resources department, develop a plan to increase the number of dually certified staff (General education + Special Education) within the division to include identifying and communicating to staff pathways to obtaining dual certification.	1b, 1j	Project 1
Develop a clear and concise process and criteria for receiving services under the cross-categorical and countywide special education programs to effectively meet the needs of students.	1j	Project 3
Audit the 504 and IDEA procedures at every school for compliance with APS procedures and all legal requirements.	1b, 1i, 1j	1
Engage school teams (administration and counselors) in review of school data to determine areas of focus and identify necessary supports to increase student enrollment in rigorous courses.	1a, 1e, 1h, 2a	2
MEETING THE NEEDS OF THE WHOLE CHILD		
Continue implementation plan for Arlington Tiered Systems of Support (ATSS), with a focus on building capacity across the division to identify students in need of intervention and/or enrichment. This includes continued focus on identifying universal screeners, identifying researched based interventions in both academic and social emotional domains, and professional development.	1a, 1b, 1c, 1e, 1h, 1i, 1j, 2a 2a	Project 1, 6
Increase alignment of division comprehensive school counseling programs with the American School Counselors Association model for school counseling programs.	1b, 1f, 1h, 2a, 2b, 2c	2, 3

Department of Student Services and Special Education

DESCRIPTION

The Department of Student Services and Special Education (DSSSE) 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. Charged with oversight of the delivery of a continuum of special education services to approximately 3600 students with disabilities, DSSSE provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates and enhances efforts to align general and special education; develops and monitors programs; implements the Extended School Year (ESY) program; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

DSSSE delivers comprehensive and coordinated student services and establishes positive partnerships with community service agencies, postsecondary institutions, and parents to ensure that all students meet with success and develop college and career readiness skills. DSSSE facilitates and enhances communication with parents, schools, and the community, strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities to create a safe school environment that addresses the social, emotional, and physical well-being of all students.

DSSSE provides direct oversight of compliance with federal, State and local laws, policies, procedures and regulations. DSSSE staff members work with families to provide technical support in understanding and accessing their procedural safeguards under the Individuals with Disabilities Education Act (IDEA), facilitates requests for mediation, due process hearings and administrative reviews and responds to the Office of Civil Rights and Virginia State Department of Education complaints. The department supports schools by coordinating professional development opportunities, monitoring and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities.

MAJOR SERVICES PROVIDED

- Academic Planning, Aspire2Excellence
- Arlington Tiered System of Support (ATSS)
- Behavior and Autism/Low Incidence Specialists support
- Coordination of countywide special education programs
- Dispute Resolution Process
- Homebound Instruction
- IDEA, Section 504, OCR, McKinney-Vento Compliance
- Instructional intervention supports
- Mandated Services—Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, PreK, Special transportation, Speech-language, Transition, Vision
- Medicaid Reimbursement
- Parent Resource Center
- Residency

Department of Student Services and Special Education

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funding for a 1.0 ATSS functional support specialist position is added. This position would be responsible for working with Information Services to build the ATSS data/intervention monitoring system, coordinate with both ATSS and IS to upload assessment data, provide technical support to schools, and provide training to schools. (105010-41244)
- Funds for 2.0 coordinator positions to support the Arlington Tiered System of Support (ATSS) initiative are added. (105000-41208)
- Funds for a 1.0 registrar are added for the first-year implementation of central registration for Montessori and PreK. (105000-41324)

Contractual Services

- Funds of \$100,000 are provided for professional services to support the Community Services Wrap-Around Support initiative at Barcroft. (105000-43586)
- Funds of \$16,780 are added for increases in NOVA Pathways and College Summit costs. (105000-43544)

Materials and Supplies

- Funds of \$13,000 are provided for increased costs to replenish EpiPens annually. (105000-46516)
- Funds of \$5,000 are added for the increase in records maintenance fees. (105000-46517)

Staff Development

- Funds of \$10,000 are provided for professional travel. (105000-45478)

Other Operating Costs

- Funds of \$52,235 are added for additional modules in Naviance and \$18,100 is moved from Student Services to Student Services Management in order to consolidate all Naviance funding. (105000-43433, 105200-43544)
- Funds of \$12,375 are provided to support College Night. (105000-43401)
- Funding of \$11,400 is provided for increases in bulk mailings and department printing costs. (105000-43587)
- Funds in the amount of \$270,600 are moved from the Office of Special Education to Student Services Management for better management of ATSS program funding. (105010-43433, 105100-43433)

Department of Student Services and Special Education

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$464,136	\$498,533	\$821,471
Employee Benefits	\$139,922	\$166,220	\$316,372
Staff Development	\$11,939	\$34,079	\$44,079
Contractual Services	\$1,098,031	\$93,220	\$210,000
Materials and Supplies	\$22,432	\$72,424	\$90,424
Equipment	\$4,991	\$10,070	\$10,070
Other Operating Costs	\$96,111	\$27,765	\$392,475
TOTAL	\$1,837,562	\$902,311	\$1,884,891

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Supervisor	1.00	1.00
Coordinator	0.00	2.00
Specialist	0.00	1.00
Counselor	0.20	0.20
Clerical	2.50	3.50
TOTAL	4.70	8.70

Language Services Registration Center

DESCRIPTION

The Language Services Registration Center (LSRC) is responsible for registration and initial assessment of all students with non-English language backgrounds, for evaluation and validation of foreign student transcripts, for provision of language translation and interpretation services, and for professional development for foreign language interpreters and translators.

MAJOR SERVICES PROVIDED

- Assess entering APS students with non-English language backgrounds.
- Register entering APS students with non-English language backgrounds.
- Evaluate foreign school transcripts of students entering Grades 6–12, and provide equivalency of credits and grades to receiving schools.
- Recommend grade and program placement for entering APS students with non-English language backgrounds.
- Provide orientation about schools and programs for parents and students.
- Support communication between parents, students, and school staff.
- Provide oral language interpretation services throughout APS.
- Provide written language translation services to schools, offices, and APS staff.
- Provide professional development to providers of foreign language interpretation services.
- Provide professional development to providers of foreign language translation services.
- Develop, create, and publish the federally required annual Survey Limited English Proficiency Students in APS, APS Survey of Limited English Proficient Students 2013-14.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Language Services Registration Center

DESCRIPTION

The Language Services Registration Center (LSRC) moved to the Department of Student Services and Special Education in FY 2016. FY 2015 Actual data is reported under the Department of Instruction. FY 2016 and FY 2017 data is reported under the Department of Student Services and Special Education.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$829,374	\$803,254
Employee Benefits	\$0	\$268,149	\$263,024
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$0	\$4,298	\$4,298
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$0	\$1,101,821	\$1,070,576

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	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

Office of Special Education

DESCRIPTION

Special Education is an integral part of the overall educational program within Arlington Public Schools. In accordance with IDEA, the Office of Special Education (OSE) ensures a free appropriate public education (FAPE) to all students with disabilities in need of special education and related services. OSE ensures that services are provided in the Least Restricted Environment (LRE) to the maximum extent possible for students from PreK to age 21. The purpose of special education services is to assure the ability of the school system to meet the needs of all students. OSE is charged with providing support for students with disabilities, in evaluation, identification, placement, instruction, and transitional services. This support extends to all stakeholders involved in educating students with disabilities, to include parents, administrators, and school staff.

The OSE firmly supports the idea that students with disabilities will be educated in an age appropriate environment with non-disabled persons to the maximum extent possible. Students with disabilities should be served within the general classroom setting to the degree that is consistent with meeting the specific needs of each student and providing an appropriate education. Students with disabilities will be provided special education services within their neighborhood or selected choice school, unless there is a compelling educational reason for change in school placement. For PreK students with disabilities, APS developed a collaborative PreK model in the Integration Station program.

Identifying a student as eligible for special education services is a carefully managed process guided by State and Federal regulations. Evaluations required to make this determination are completed only with parent permission. Policies and procedures governing special education services can be found in Arlington Public Schools' Special Education Policies and Procedures. OSE staff members work with school staff to eliminate the disproportionate identification of students with disabilities.

Upon referral by either school staff or parents, school-based student study committees review available information regarding students who are experiencing challenges that adversely affect their education performance. Based on that review, the committee may refer students suspected of having a disability for evaluations. Upon completion of those evaluations, an eligibility committee at the student's school reviews assessment data and determines if the student has a disability which requires special education services. When a student is found eligible for special education services, an Individualized Education Program (IEP) is developed with the participation of the school staff, the parents and the student (when appropriate). An IEP describes the program of the special education and related services to be provided to the student. Eligibility for special education services is reviewed periodically, at least annually. Eligibility for special education is reviewed at approximately three year intervals or upon the request of the IEP team.

The OSE also oversees the Interlude Program, 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.

Office of Special Education

MAJOR SERVICES PROVIDED

- Disability Specific Support
- Low incidence disability support
- Instruction Support, including general and special education curriculum
- Parent Support
- Mandated Services:
 - ✦ Assistive Technology,
 - ✦ Audiological and Hearing,
 - ✦ Child Find,
 - ✦ Extended School Year (ESY),
 - ✦ Occupational Therapy,
 - ✦ Physical Therapy,
 - ✦ Speech/Language,
 - ✦ Transition (Preparation for Post-Secondary Plans), and
 - ✦ Functional Vision Services
- Provide an internal process for dispute resolution: Special Education Review Committee (SERC)
- Provide state-mandated process for dispute resolution: Due Process and Appeals
- Oversee Arlington Public Schools' role in the Children's Services Act (CSA). The CSA is a state law enacted in 1993 that establishes a single state pool of funds to purchase services for at-risk youth and their families. The state funds, combined with local community funds, are managed by local interagency teams who plan and oversee services to youth
- Provide Homebound Instruction

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 0.2 twice exceptional coordinator position are eliminated. This position was funded with one-time funds in FY 2016. (105100-41254)
- Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment, the following positions are added: 0.5 vision teacher, 3.5 speech teachers, 1.0 hearing teacher, and 1.40 occupational therapists. (105110, 105120, 105130-41222, 105150-41281)

Office of Special Education

Contractual Services

- Funds of \$67,930 are added for contractors to provide mandated services. (105100-43544)
- Funds of \$42,113 are provided for nursing services for students and \$60,000 is added to cover additional legal costs. (105330-43544, 43437)

Equipment

- Funds of \$85,000 are provided for mandated assistive technology devices and associated applications. (105100-46817)

Other Operating Costs

- Funds in the amount of \$270,600 are moved from the Office of Special Education to Student Services Management of ATSS program funding. (105010-43433, 105100-43433)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,977,319	\$9,103,006	\$9,464,487
Employee Benefits	\$2,310,595	\$2,761,759	\$2,885,161
Staff Development	\$50,161	\$34,840	\$34,840
Contractual Services	\$848,545	\$803,301	\$973,344
Materials and Supplies	\$288,733	\$326,955	\$326,955
Equipment	\$116,869	\$115,000	\$0
Other Operating Costs	\$218,226	\$270,600	\$270,600
TOTAL	\$12,810,448	\$13,415,461	\$13,884,787

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinators	13.20	13.20
Teacher Specialists	86.6	92.8
Teacher Assistants	3.00	3.00
TOTAL	104.80	111.00

Office of Student Services

DESCRIPTION

The Office of Student Services (OSS) supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to meet the social/emotional needs of all students in the Arlington Public Schools. The OSS manages the system-wide programs in student services, elementary, middle and high school counseling services, and special education. The Office of Student Services provides systemwide services in school psychology, social work and counseling. Student Services staff members provide assessments of students being referred for special education services, reevaluate identified students with disabilities in accordance with federal and state regulations, and serve as consultant to schools for instructional issues, behavior management, and social/emotional development. Counseling staff provide a comprehensive K-12 counseling program, based on National Standards for School Counseling Programs and are school based. Student Services staff members work collaboratively with community agencies to provide assistance to students. School psychologists and social workers/visiting teachers are assigned to schools as itinerant personnel.

The Office of Student 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

- Academic Planning
- Counseling services
- Home instruction
- Homeless services
- Psychological services
- School attendance specialists
- Section 504 services
- Social work services
- Student Records
- Student Records and FERPA Requests
- Substance abuse services

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Office of Student Services

- A 0.4 attendance specialist position is added. To be compliant, this position can no longer be supported by grant funds. (105200-41244)
- Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment, school social workers/visiting teachers increase by a 0.40 position and school psychologists increase by a 0.40 position. (105200-41267, 105210-41235)
- Funds are added for 12.0 positions for the first year of a three-year plan to adjust APS' planning factor ratio for school psychologists and social workers/visiting teachers from 1:1650 to 1:775. The planning factor for school psychologists and social workers/visiting teachers is revised to better align APS with best practices and recommended ratios of the National Association of School Psychologists (NASP), which currently recommends a ratio of 1.0 school psychologist for every 500-700 students enrolled (1:500-700). APS' current ratio of 1:1650 for both psychologists and social workers/visiting teachers is well above respective association recommendations as well as the ratios of surrounding school divisions. The new planning factor will provide a ratio of 1:775 and be phased in over a three-year period. FY 2017 will fund 12.0 positions (6.0 psychologist positions and 6.0 social worker/visiting teacher positions). FY 2018 will fund an estimated additional 12.0 positions (6.0 each for psychologists and social workers/visiting teachers) and in FY 2019 will fund an estimated 11.0 positions (5.5 each for psychologist and social workers/visiting teachers). As the APS student population grows and the number of psychologist and social workers increase, the supervision and evaluation of this staff requires additional supervisory staff. A total of \$53,000 is included in the total funding to reclassify one of the psychologist or social work positions to a 12-month supervisory position. (105210-41235, 105200-41267)
- Funds for 1.0 T-Scale position is converted to a 1.0 supervisor position for management of the program. (105200-41356, 105200-41267)
- Funds for a 1.0 substance abuse counselor are provided to support students due to an increase in substance abuse at the middle school level. The substance abuse counselors tailor prevention and early intervention programs to fit the needs of their students. They are trained to listen and respond effectively to the needs of students, families, and community groups. (105250-41219)

Staff Development

- Funds of \$62,286 are provided for mental health first aid training. (105200-43430)
- Funds of \$44,000 are provided for central counseling (\$39,000) and professional inservice costs (\$5,000) to support the inclusion initiative. (105230-43430)

Contractual Services

- Funds of \$42,000 are provided for school psychology interns. (105210-43586)

Other Operating Costs

- Funds of \$18,100 are moved from Student Services to Student Services Management in order to consolidate all Naviance funding. (105000-43433, 105200-43544)

Office of Student Services

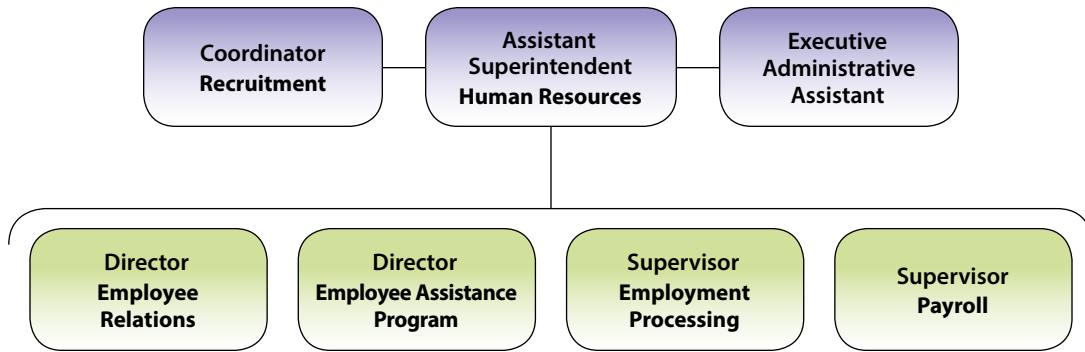
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,383,997	\$4,534,404	\$5,644,698
Employee Benefits	\$1,227,879	\$1,454,688	\$1,929,918
Staff Development	\$33,461	\$17,484	\$123,770
Contractual Services	\$212,095	\$67,600	\$91,500
Materials and Supplies	\$80,152	\$51,125	\$51,125
Equipment	\$199	\$0	\$0
Other Operating Costs	\$704	\$0	\$0
TOTAL	\$5,938,487	\$6,125,301	\$7,841,011

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	2.00
Teacher Specialists	37.60	49.80
Counselors	5.00	6.00
Coordinator	1.10	1.10
Clerical	2.50	2.50
TOTAL	48.20	62.40

HUMAN RESOURCES: Organization Chart



HUMAN RESOURCES

DEPARTMENT SUMMARY

The Department of Human Resources 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.

Human Resources is responsible for the administration of all aspects of the personnel and payroll programs for all Arlington Public Schools employees, teaching and non-teaching. These include:

- Recruitment and selection of staff
- Classification and re-classification of positions
- Employee benefits program
- Licensure of teachers
- Evaluation of staff
- Retirement programs
- Employee recognition program
- Terminations
- Board-staff communications program
- Payroll programs
- Grievances and discipline problems

Human Resources includes five programs: Employment Processing, Substitutes, Payroll, Employee Benefits and the Employee Assistance Program (EAP). The FY 2017 School Board's Adopted Budget for Human Resources totals \$18,964,899 and includes 33.50 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Human Resources	\$3,122,662	18.00	\$3,357,647	22.00	\$4,179,468
Substitutes	\$4,036,519	0.00	\$3,177,921	0.00	\$3,168,295
Payroll	\$566,773	5.00	\$570,550	5.00	\$580,154
Employee Benefits	\$6,036,413	1.00	\$8,495,721	1.00	\$10,597,494
Employee Assistance Program	\$336,965	5.50	\$473,157	5.50	\$489,488
TOTAL	\$14,099,332	29.50	\$16,074,996	33.50	\$18,964,899

HUMAN RESOURCES

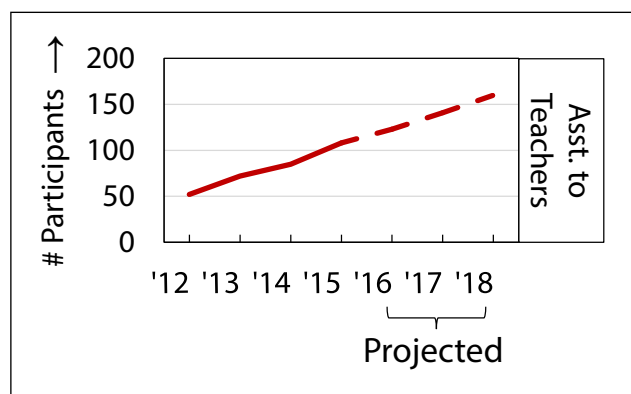
DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Human Resources, are reported annually in the Strategic Plan indicators.

FY 2015 DEPARTMENT ACCOMPLISHMENTS

- Teamed with the Professional Development and Training Office to provide targeted professional development for administrators to support the consistent implementation of the evaluation system.
- Piloted an electronic Intent to Return Survey.
- Developed and implemented a Reading Cohort and an ESOL/HILT cohort to provide the opportunity for APS teachers to add this endorsement to their current VDOE licensure while receiving the training and content knowledge to support the diverse learning needs of the APS student population.
- Reviewed applications, conducted screening interviews and selected largest number of Assistant-to-Teacher participants to date. APS hired 30 assistants who completed the program in teaching.

ASSISTANT TO TEACHER

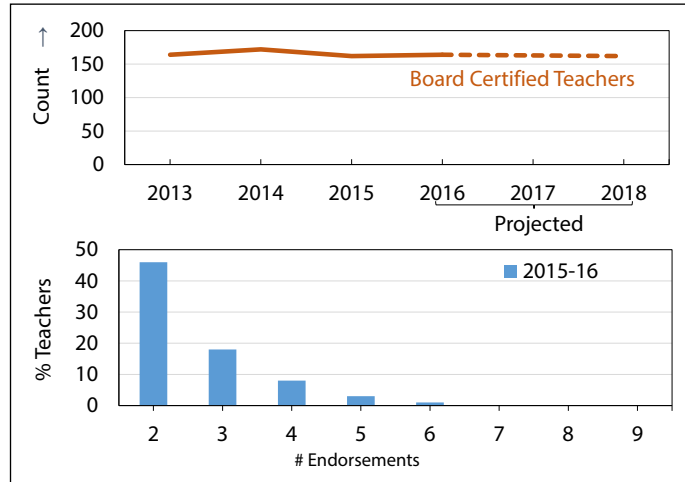


- Developed a diverse applicant pool to include dual endorsed candidates with an emphasis in high need areas.
- HR expanded recruitment strategies with the addition of the following fairs:
 - ✦ *Substitute Job Fair*—To provide a pool of highly qualified endorsed substitutes to meet the state and federal guidelines while supporting the needs of individual schools.
 - ✦ *Support Staff Job Fair*—To enhance the applicant pool for vacancies in Maintenance, Food Service, Transportation and Extended Day.

HUMAN RESOURCES

- Strengthened the recruitment of highly-qualified, dual-endorsed teachers in specific areas of by screening over 650 applicants at the fall High Needs Fair and Spring Job Fair. These recruitment efforts put APS at the competitive advantage over neighboring school districts by obtaining commitments from the best candidates, thus allowing APS to enhance its applicant pool.

TEACHER FOUNDATIONAL QUALIFICATIONS



- Strengthened recruitment of highly-qualified dual endorsed teachers in specified areas of need with a continued focus on retention. Offered scholarship support for teachers pursuing dual licensure endorsement, as well as endorsement in critical shortage areas. Expanded partnerships with local universities and colleges.
- Hosted an APS flu shot clinic in which 596 employees participated.
- Created a partnership with the ESOL/HJLT Department to enhance the capacity of the substitute pool to meet the needs of the diverse student population
- Continued to increase the substitute pool to 1,000 staff members.

TEACHER POOLS

POOL	2014	2015	2016
Applicant	2,513	2,418	3,091
Substitute	885	904	1,089

HUMAN RESOURCES

- Streamlined the licensure renewal process by filing online VDOE renewals and initial licensure requests.
- Continued participation in training, to include providing new employee orientation webinars and cross-training on DOT regulations and testing.
- Increased the number of targeted timekeeper trainings in specific content areas.
- Implemented a Timekeeper / Approver checklist to ensure the accuracy of reported time.
- As required by the Affordable Care Act (ACA), APS issued IRS Form 1095-C's to applicable enrollees, and issued Offers of Coverage to ACA Full-Time Employees.
- 403(b) Supplemental Retirement Plan vendor representatives offered APS staff several educational seminars covering a wide range of retirement topics.
- Five Group Retiree Candidate Information Sessions were held to educate retiree candidates on their Virginia Retirement System (VRS) retirement benefits and Arlington Public Schools (APS) retirement benefits.
- In addition to the Annual Benefits Fair, Annual Open Enrollment Information Sessions were held at 8 different APS locations.
- Offered to our Virginia Retirement System (VRS) Hybrid Plan participants several educational seminars to encourage voluntary employee contributions. In addition, created VRS Hybrid Plan educational materials providing an overview of the retirement plans options available to Hybrid Plan participants. As a result, APS increased participation in the Voluntary Hybrid 457 Defined Contribution plan.
- Greatly enhanced the Benefits Department website by adding additional content in multiple formats. For example, created an interactive Benefits Guide that provides an overview of the benefits package offered by APS and created an accompanying video.

HUMAN RESOURCES

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By July 2016, Increase the number of teachers who hold two or more endorsements from 46% to 48% (e.g., K-5 teacher ESOL, gifted education, special education, reading and enrollment endorsement).			✓		
Goal 2: Increase the number of teacher applicants in Winocular by 10% from baseline data.			✓		
Goal 3: During FY 2016, increase the number of employees who are saving for retirement through voluntary contributions to the VRS Defined Contribution Voluntary Hybrid 457 Plan by 17%, from 8% to 25%.			✓		
Goal 4: Reduce the use of auto approval of timecards from 65% to 45%.			✓		
Goal 5: The number of available offerings in ERO will increase by 10% from baseline data for support staff (all scales) professional development.			✓		
PROJECTS					
Project 1: Develop and track measures of employment engagement and retention.			✓		
Project 2: Design and implement compensation plan based on study data.			✓		
Project 3: Increase the roster of eligible substitutes.			✓		
Project 4: Implement new guidelines for the Affordable Care Act and modify health plans as needed.			✓		
Project 5: Collect and analyze evaluation data to develop an action plan addressing adherence to evaluation timelines.			✓		

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
SUPPORTING TEACHERS AND STAFF		
Design and implement a comprehensive plan for addressing a diverse and highly qualified instructional work force that is reflective of the student population in Arlington.	3c	1
Analyze and redesign the APS recruitment system to increase the availability of highly-qualified teachers, administrators, and other employee applicants.	3c	1
Develop and track measures of employee engagement and retention.	3d	Project 1
Design and recommend an updated compensation plan based on study data.	3b	Project 2
Implement a plan of action to increase the number of eligible substitutes.	3c	Project 3
Upgrade the APS professional development tracking system to include all employees.	3e	5
Implement new guidelines for the Affordable Care Act and modify health plans as needed.		Project 4
Implement new functionalities in Winocular to automate the employee on-boarding process.	3c, 3d	2
Design and implement efficient and uniform, division-wide systems for leave reporting and timecard approval.		4
Create training and education system for Virginia Retirement System (VRS) Hybrid option to increase voluntary retirement participation.	3d	3
GROWING ENROLLMENT		
Increase the number of teacher applicants in the application data base that is reflective of the student population in Arlington.	3c	1, 2

Human Resources

DESCRIPTION

The Human Resources 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. Human Resources 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 reclassification of positions; employee benefits programs; licensure of teachers; evaluation of staff; retirement programs; employee recognition programs; board-staff communications program; payroll programs; and grievances, discipline and terminations.

MAJOR SERVICES PROVIDED

The major services provided by the Human Resources Department can be found at the following link on the APS web site: www.apsva.us/departments/human-resources.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- To support the workforce initiative, 3.0 positions are provided for a talent and leadership management director, a recruitment coordinator, and a personnel specialist. The team's responsibilities would encompass overseeing strategic planning and implementation of a Workforce Initiative focusing on hiring high quality and diverse staff at all levels; increasing the retention of superior employees and recognizing potential future leaders by investing in them the time, attention and skill development necessary for career advancement. (106000-41208, 41318, 41370)
- A 1.0 ERP junior analyst position is added to support the daily use and the expansion of the ERP human resources system. (106000-41243)
- For better management of funds, \$5,000 is moved from program costs to hourly funds. (106000-41311, 43433)

Human Resources

Staff Development

- Funds of \$30,000 are added to support the workforce initiative professional development and succession plan. (106000-45432)
- Funding of \$32,000 is provided for first day training for new hires. (106000-41220)
- For better management of funds, \$15,000 is realigned from T-scale scholarships to employee assistance for licensure renewals. (106020-42449, 42470)
- For better management of funds, \$237,120 is realigned from program costs and \$5,000 is realigned from T-scale scholarship to professional inservice for ESOL/HILT cohorts, reading and masters cohorts, gifted cohorts, dual endorsement for special education teachers, and NOVA partnership dual enrollment initiative. Also, \$75,000 is realigned from A-scale scholarships for the Assistant to Teacher initiative. (106020-42450, 42470, 43430, 43433)
- Funds of \$71,000 are realigned to recruitment costs to better reflect actual expenditures. Funds include \$5,000 from Travel-Professional and \$66,000 from Travel-Recruitment. (106010-45467, 45478, 45480)

Equipment

- Funds of \$30,000 are added to purchase and develop a strategic talent management system that will provide process efficiencies, which include recruitment, applicant tracking, personnel process management, and record-keeping. (106000-46528)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,060,294	\$5,294,254	\$5,920,162
Employee Benefits	\$396,823	\$636,318	\$760,231
Lapse and Turnover	\$0	(\$3,612,500)	(\$3,612,500)
Staff Development	\$465,985	\$540,583	\$824,703
Contractual Services	\$69,215	\$138,436	\$138,436
Materials and Supplies	\$13,760	\$16,000	\$16,000
Equipment	\$9,953	\$12,496	\$42,496
Other Operating Costs	\$106,632	\$332,060	\$89,940
TOTAL	\$3,122,662	\$3,357,647	\$4,179,468

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Assistant Director	2.00	2.00
Supervisor	0.00	1.00
Coordinator	0.00	2.00
Professional (Specialists)	7.00	7.00
Analyst	0.00	1.00
Clerical	8.00	8.00
TOTAL	18.00	22.00

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

The major services provided by the Substitute Office can be found at the following link on the APS web site: www.apsva.us/substitutes.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,737,221	\$2,913,611	\$2,913,611
Employee Benefits	\$298,634	\$232,514	\$222,888
Staff Development	\$0	\$0	\$0
Contractual Services	\$629	\$31,796	\$31,796
Materials/Supplies	\$0	\$0	\$0
Equipment	\$35	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$4,036,519	\$3,177,921	\$3,168,295

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	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

The major services provided by the Payroll Department can be found at the following link on the APS web site: www.apsva.us/payroll-overview.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$421,331	\$424,308	\$429,163
Employee Benefits	\$145,442	\$146,242	\$150,991
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$566,773	\$570,550	\$580,154

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Professional (Supervisor)	1.00	1.00
Professional (Specialist)	4.00	4.00
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

The major services provided by the Benefits Office can be found at the following link on the APS web site: www.apsva.us/benefits.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- One-time funds of \$100,000 are provided for internships. (106200-41268)

Staff Development

- Funds of \$500,000 are added for the new parental leave benefit. (106200-42409)
- Funds of \$80,800 for the Live Where You Work program are moved from program costs to Employee Assistance for better management of these funds. In addition, funds in the amount of \$68,700 are added to increase the number of available grants for the Live Where You Work program and to add rental assistance grants to the program. (106200-42449)

Employee Benefits

Other Operating Costs

- Funds of \$222,640 for the Transportation Demand Management program are moved from Transportation to Human Resources to better reflect oversight responsibility. (108400, 106200-46476)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,381,026	\$2,695,069	\$2,798,871
Employee Benefits	\$3,473,209	\$5,649,852	\$7,455,983
Staff Development	\$379	\$0	\$0
Contractual Services	\$95,500	\$70,000	\$70,000
Materials and Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$86,299	\$80,800	\$222,640
TOTAL	\$6,036,413	\$8,495,721	\$10,547,494

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Specialist	1.00	1.00
TOTAL	1.00	1.00

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

The major services provided by EAP can be found at the following link on the APS web site: www.apsva.us/employee-assistance-program-overview.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Contractual Services

- The Lease Agreement and Leased Space Building Costs accounts increased a net total of \$2,625 to reflect the annual increase in the lease for the Marshall building. (106300-45643, 48653)

Other Operating costs

- County Board Shared Costs increases by \$16,332. Because the Employee Assistance Program is funded equally by the County and the Schools, any changes in this program are also shared equally. (106300-43413)

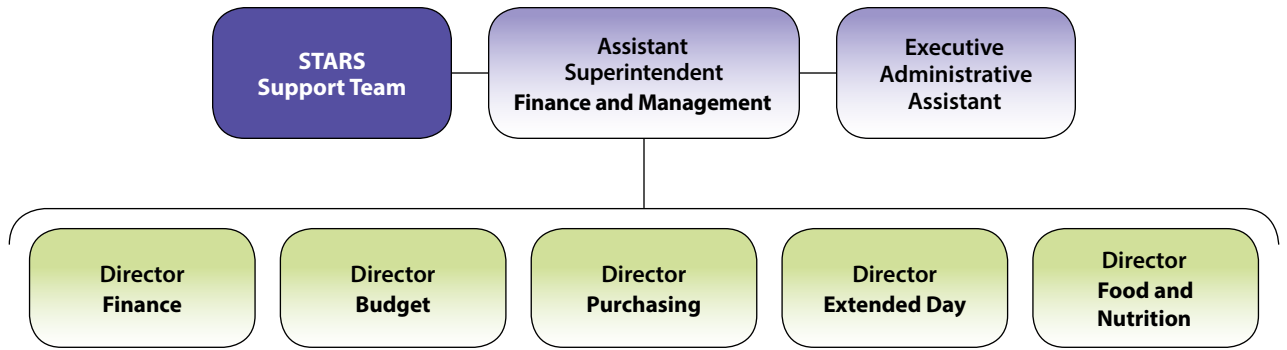
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$568,446	\$545,545	\$560,690
Employee Benefits	\$162,088	\$169,992	\$184,884
Staff Development	\$1,065	\$10,296	\$10,296
Contractual Services	\$0	\$120,552	\$123,177
Materials and Supplies	\$6,310	\$10,845	\$10,845
Equipment	\$0	\$6,141	\$6,141
Other Operating Costs	(\$400,944)	(\$390,214)	(\$406,545)
TOTAL	\$336,965	\$473,157	\$489,488

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	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: Organization Chart



FINANCE AND MANAGEMENT SERVICES

DEPARTMENT SUMMARY

The Department of Finance and Management Services is responsible for the budgeting, accounting, accounts payable and auditing functions for the eight funds managed and operated by Arlington Public Schools totaling over \$580 million dollars, for the financial management of all federal, state and other grants in excess of \$14 million, and for all voter approved bond construction funds.

The Department of Finance manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Food and Nutrition Services Fund and 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 such as the payroll and accounts payable and purchasing mailings.

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 60.0 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 over 150 food service professionals are budgeted in the Food and Nutrition Services Fund.

The FY 2017 School Board's Adopted Budget for Finance and Management Services totals \$12,966,517 and includes 20.75 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Finance	\$1,746,856	13.75	\$1,889,676	15.75	\$2,232,980
Other Admin Accts	\$4,322,487	0.00	\$8,909,554	0.00	\$10,353,131
Purchasing	\$628,348	5.00	\$649,181	5.00	\$661,711
School/Cty Shared Bldgs	(\$471,317)	0.00	(\$475,136)	0.00	(\$281,305)
TOTAL	\$6,226,374	18.75	\$10,973,275	20.75	\$12,966,517

FINANCE AND MANAGEMENT SERVICES

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for performance metrics, along with other related metrics are embedded in the work of the Department of Finance and Management Services, are reported annually in the Strategic Plan indicators and in end of year financial reports sent to Arlington County.

FY 2015 DEPARTMENT ACCOMPLISHMENTS

During FY 2015, the Department of Finance and Management focused on a series of initiatives and enhancements that centered on further improving the budget development process. Providing the information needed for program managers to make good decisions with the resources they have was also an important focus of the department. In addition, a number of new initiatives were designed to promote integration of instruction and health/wellness activities in the department's school-based programs (Food Services and Extended Day). All of these activities reflect the division's Strategic Plan goals and are embedded in the department's annual plan and Smart Goals. Highlights of the significant achievements follow.

Budget Development, Communications and Engagement

Community engagement was significantly expanded and improved for the FY 2016 budget and new approaches were introduced as part of this year's budget development that were very effective in engaging the community, sharing information and receiving feedback from many sources. Engagement activities included:

- The Online Budget Engagement Survey received approximately 300 responses
- Four 'Sounding Board' Meetings were implemented to engage constituents on a variety of issues using an open-ended inquiry approach – participants included 5 principals, 12 BAC members, 10 high school staff and 6 elementary staff
- An Online Suggestion Box was available for community comments
- Two well-attended Key Stakeholders Meetings were held for leaders of all APS advisory councils
- Three Administrative Council Meeting Presentations for all APS principals and directors
- Four Community Budget Forums including one joint forum with the County
- Online Budget Feedback Form that received nearly 1,200 entries
- Notes from all meetings were published on the website along with survey results and suggestions

In spite of a significant deficit and the prospect of major budget cuts, the community was accepting and supportive. In fact, during this budget process, only 20 citizens spoke to the School Board compared to 92 the year before, or a more than 400% decrease in the number of people petitioning the School Board. Moreover, in the end, the County was persuaded on the merits of our request for additional funds and allocated \$6.2 million more than the revenue share would have provided.

FINANCE AND MANAGEMENT SERVICES

Decision-Making Resources

To enhance accountability and to promote the effective and efficient use of funds, new reporting tools were developed to help program managers better manage their resources. As part of the department's focus on continuous improvement, the following tools were implemented this year:

- Every principal and program manager now receives a monthly report showing the status of their discretionary accounts. The report was developed in coordination with school principals.
- New training has been developed to link and develop school treasurers.
- A division-wide financial system users group was organized and an all-day user group conference was held for approximately 60 school staff.
- A reorganization of the Finance and Budget offices was submitted to achieve a greater level of customer support for schools and departments by assigning staff to act as financial liaisons.
- The Purchasing Office developed publications for vendors who do business with APS and a manual for APS staff that make purchases. This effort is augmented by a quarterly Purchasing newsletter that provides information on issues that are seasonal or of general interest.
- The Budget office is implementing a new system this year that will provide schools and departments far more financial information to aid them in the development and monitoring of their budgets.

These efforts will be measured by tracking the numbers of inquiries received, the number and effectiveness of training opportunities and monitoring the effectiveness of the budget system by measuring the accuracy of projections.

Integrating Instruction and Health/Wellness in School-Based Programs

The Extended Day program expanded its Reading Rodeo and other literacy-based activities to all sites. By collaborating with teaching staff at each school, this successful program is aligned with literacy activities offered during the school day. In addition, Extended Day continues to ensure that all supervisors have a smart goal to promote at least one of the developmental assets in the extended day program. These activities are being measured by tracking the number of students who opt to participate in literacy activities. Additionally, principals and teachers will be surveyed to assess the impact of the literacy activities and several focus groups will be held to brainstorm ways to strengthen the program

The Food and Nutrition Services office expanded its Farm-to-School program to all schools this year. The office partnered with a local farmer who comes to schools to introduce students to seasonal foods and teaches students about the benefits of fresh fruit and vegetables as well as information on how they're grown and how they are used by different cultures. Data on the foods students select as well as their willingness to try new foods is being tracked.

Food and Nutrition Services is also piloting a Grab-and-Go breakfast program to increase breakfast participation. Food Service staff designed menus, procured supplies to enable breakfast in the classroom and collaborated with bus drivers to remind students to stop by the cafeteria for a bagged breakfast before going to class. Early indications suggest that the new approach for breakfast will increase the number of students eating breakfast at school. While APS doesn't have the capacity to measure the impact of the program on student performance, there is abundant evidence that students who have breakfast perform better at school.

FINANCE AND MANAGEMENT SERVICES

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: Knowledge of purchasing and financial practices by APS staff will increase by 10 percent annually as measured by periodic surveys of the finance user group.			✓	✓	
Goal 2: Increase by 20 percent knowledge of financial practices and division goals as measured by a self-assessment survey.			✓	✓	✓
Goal 3: By June 30, 2016, Food Services will increase community outreach by 20% by redesigning its webpage and holding a community wide open house as measured by a 15% increase in hits on the Food Services website.					✓
Goal 4: Increase student learning opportunities in Extended Day and increase student breakfast participation by 15% by June 30, 2016.					✓
Goal 5: Develop options to enhance alignment of resources in the budget.				✓	

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
SUPPORTING TEACHERS AND STAFF		
Expand and implement a professional development menu of opportunities for department and non-department staff to increase knowledge of financial practices.	3b, 3e, 4f	1, 2
MEETING THE NEEDS OF THE WHOLE CHILD		
Expand opportunities to provide students with enriched out-of-school time activities and provide all students with health and wellness information.	2a	2, 4
Develop and implement a plan to provide professional development to Extended Day staff in literacy development and developmental assets.	2a, 2c	2
GROWING ENROLLMENT		
Align resources to provide options for funding enrollment growth.	3b, 4f	5

Finance and Management Services

DESCRIPTION

The Department of Financial Services is responsible for ensuring the fiscal integrity of Arlington Public Schools. The Finance and Budget Offices are responsible for the budgeting, accounting, and auditing functions for the eight funds managed and operated by APS. In addition, the department is responsible for the financial management of all school activity funds, all federal, state and other grants, and for all bond construction funds.

MAJOR SERVICES PROVIDED

Office of Finance

This office is responsible for all APS accounting activities and financial reporting. The major services provided include:

- Maintain the division's general ledger and oversee the financial system;
- Process and issue checks for supplier invoices and employee reimbursements;
- Receive and record all APS revenue;
- Monitor budget execution and develop quarterly financial reports;
- Manage the building use program;
- Oversee the annual audit;
- Manage student activity fund accounting in all schools; and
- Provide financial management of all grants received by APS.

Budget Office

This office oversees the development and production of the APS budget as well as provides analysis and financial information to support the Superintendent and School Board in decision-making. Major services provided include:

- Ensure a clear link between the budget and the Strategic Plan;
- Provide financial information for the Capital Improvement Plan and produce CIP documents;
- Develop and update the division fiscal forecasts; and
- Communicate financial information through community meetings, forums, and work sessions.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Finance and Management Services

- Funds for a 1.0 ERP junior analyst position are added to support the system requirements of the finance and budget departments as well as provide continuity in system support. (107100-41243)
- Funding for a 1.0 analyst position is added to provide training and support to the schools in managing the Student Activity funds. (107100-41205)
- Hourly funds of \$50,000 are added for the development of the budget documents and community engagement materials. (107100-41298)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,204,890	\$1,318,856	\$1,574,603
Employee Benefits	\$358,700	\$406,335	\$493,892
Staff Development	\$19,462	\$7,705	\$7,705
Contractual Services	\$140,469	\$142,595	\$142,595
Materials and Supplies	\$4,397	\$6,040	\$6,040
Equipment	\$0	\$0	\$0
Other Operating Costs	\$18,938	\$8,145	\$8,145
TOTAL	\$1,746,856	\$1,889,676	\$2,232,980

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Professional (Analysts)	6.75	8.75
Technical	3.00	3.00
Clerical	1.00	1.00
TOTAL	13.75	15.75

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 2017

Salaries and Benefits

- Funds of \$20,000 are added as contingency funds for the Food and Nutrition Services and the Extended Day departments in the event of a snow day. (107110-40429)
- One-time funds of \$1.5 million in FY 2016 for a \$1000 one-time bonus for eligible employees who did not receive a compensation adjustment with the step increase are eliminated. (107110-40429)
- Funds of \$2,550,000 are added to provide an increase of 1.75% for eligible employees at the top of the scale or on longevity steps and to increase the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours. (107110-40429)

Equipment

- Furniture start-up funds of \$16,800 added in FY 2016 for new FLES schools are deleted in FY 2017. (107110-48848)
- Funds for technology and equipment for relocatables are increased by \$320,154. (107110-48808)
- Funds for furniture for relocatables are increased by \$68,400. (107110-48814)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries	\$0	\$1,500,000	\$2,570,000
Employee Benefits	\$0	\$0	\$0
Staff Development	\$3,016	\$0	\$0
Contractual Services	\$2,721,806	\$2,616,077	\$2,616,077
Material/Supplies	(\$232)	\$43,000	\$43,000
Equipment	\$1,630,162	\$1,543,541	\$1,917,118
Other Operating Costs	(\$32,265)	\$3,206,936	\$3,206,936
TOTAL	\$4,322,487	\$8,909,554	\$10,353,131

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Position	0.00	0.00
TOTAL	0.00	0.00

Purchasing

DESCRIPTION

A centralized Purchasing Office that is responsible for purchasing high quality goods services, professional services, construction and insurance for Arlington Public Schools at reasonable cost.

In alignment with the Arlington Public Schools Strategic Plan, it is the intent of the Purchasing Office that:

- All procurement procedures be conducted in a fair and impartial manner with avoidance of any impropriety or appearance of impropriety,
- All qualified vendors have access to Arlington School Board business and,
- No bidder or offeror be arbitrarily or capriciously excluded,
- Competition be sought to the maximum feasible degree,
- Procurement procedures involve openness and administrative efficiency.

MAJOR SERVICES PROVIDED

In providing essential support to departments and schools to achieve the Arlington Public Schools Strategic Plan, the Purchasing office will:

- Provide purchasing-related expertise to departments and schools on how to best satisfy their purchasing needs
- Process daily requisitions into purchase orders through the Oracle Enterprise Resource Planning (ERP) system, STARS
- Establish the appropriate type of contract to purchase goods, services and construction
- Issue and oversee all Invitations for Bid (IFB), Requests for Proposal (RFP), Requests for Qualifications (RFQ) Requests for Information (RFI) from development through purchase
- Review all purchasing contracts
- Dispose of surplus property
- Review and revise 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

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Purchasing

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$455,274	\$467,469	\$463,096
Employee Benefits	\$162,673	\$167,151	\$184,054
Staff Development	\$5,388	\$10,500	\$10,500
Contractual Services	\$186	\$1,920	\$1,920
Materials and Supplies	\$1,632	\$1,341	\$1,341
Equipment	\$0	\$0	\$0
Other Operating Costs	\$3,195	\$800	\$800
TOTAL	\$628,348	\$649,181	\$661,711

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Professional	2.00	2.00
Clerical	1.00	1.00
TOTAL	5.00	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 2017

Other Operating Costs

- The total change in school and county shared buildings accounts is a decrease of \$193,831: Hoffman Boston (\$80,560), Drew (\$45,287), and Langston (\$67,984). (107130-49991, 49993, 49995)

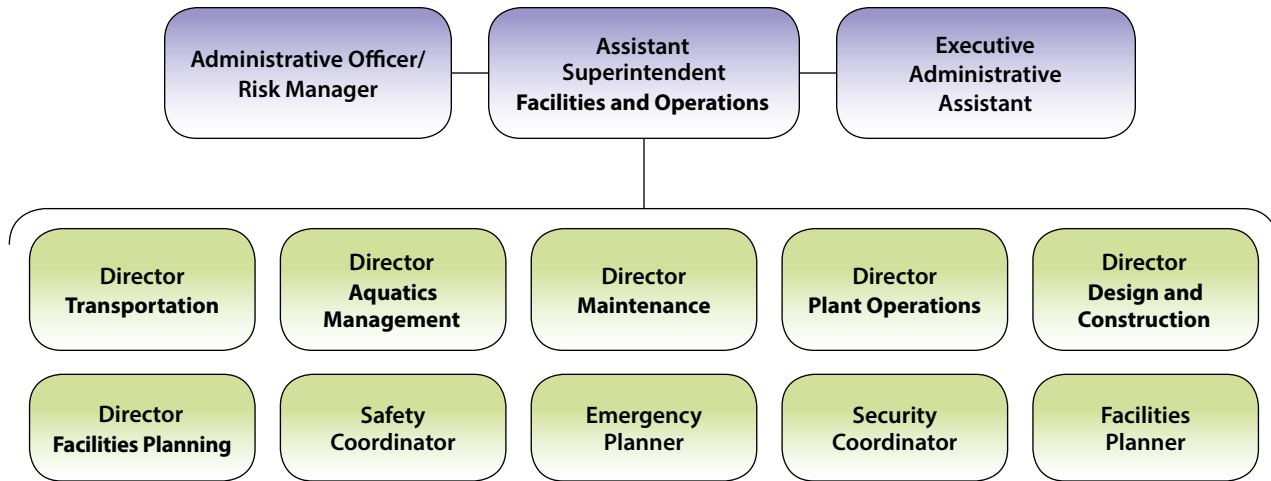
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	(\$471,317)	(\$475,136)	(\$281,305)
TOTAL	(\$471,317)	(\$475,136)	(\$281,305)

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Position	0.00	0.00
TOTAL	0.00	0.00

FACILITIES AND OPERATIONS: Organization Chart



FACILITIES AND OPERATIONS

DEPARTMENT SUMMARY

Facilities and Operations Management provides oversight and authority for facilities planning, capital improvement programs, aquatics (funded under Community Activities Fund), 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 300 buses, vans, pickups, sedans, trailers, and moveable equipment are included in the bus and support vehicle fleet.

The Facilities and Operations Department budget includes seven program areas: Facilities and Operations Management, Property and Real Estate Management, Risk Management and Safety, Plant Operations, Plant Operations (Buildings), Maintenance, and Transportation Services. In addition to the positions shown below, 8.25 positions associated with Design and Construction are budgeted in the Bond Fund beginning in FY 2016. The positions were previously budgeted in the Major Construction program in the Capital Projects Fund. A project manager position for the Minor Construction/Major Maintenance program is budgeted in the Capital Projects Fund.

The FY 2017 School Board's Adopted Budget for Facilities and Operations totals \$34,526,919 and includes 311.75 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Facilities and Operations	\$970,061	6.75	\$1,133,112	8.25	\$1,219,033
Risk Management	\$2,963,326	0.00	\$3,423,257	0.00	\$3,644,501
Plant Operations	\$2,133,874	14.00	\$2,232,153	14.00	\$2,509,399
Other Plant Operations	\$1,503,328	6.00	\$1,085,601	6.00	\$1,047,989
Maintenance	\$8,229,056	64.00	\$8,186,034	66.00	\$9,674,501
Transportation	\$14,923,793	194.50	\$16,715,020	217.50	\$16,431,496
TOTAL	\$30,723,438	285.25	\$32,775,177	311.75	\$34,526,919

FACILITIES AND OPERATIONS

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2015	FY 2016	FY 2017
METRIC	ACTUAL	GOAL	TARGET
FACILITIES PLANNING			
Percent accuracy of enrollment projections district-wide	98.7	98.5	98.5
DESIGN AND CONSTRUCTION			
Aggregate construction change order amount for major capital projects relative to the total original construction contract award	-	<4.5%	<4.5%
PLANT OPERATIONS			
Percent of buildings meeting Quality Inspections Expectations	97	61	85%
Number of pounds of recycled material collected/person occupying the buildings	36.00	21.00	30.00
Percentage of substitute requests fulfilled annually	-	89%	89%
MAINTENANCE SERVICES			
Percentage of routine work orders completed	92%	54%	65%
ENVIRONMENTAL MANAGEMENT			
Energy Cost/SqF	\$1.35	\$1.31	\$1.27
Utility Cost/SqFt	\$1.52	\$1.47	\$1.43
Percent of green power of overall energy usage	8.51%	9.50%	10.50%
EUI (KBTU/Sq Ft)	73	71	69
RISK MANAGEMENT			
Number of Worker's Compensation Claims	132	268	TBD
Percentage of Worker Compensation claim relative to total workforce	2.9%	5.7%	TBD
Number of Liability Claims	6	28	TBD
EMERGENCY PREPAREDNESS			
Annual drills (internal and external)	N/A	N/A	TBD
SAFETY MANAGEMENT			
Student Accident/ injury reports	52	118	TBD
Percentage of Fire Marshall Inspected buildings without violations	64	80	85
SECURITY			
Number of security improvements resulting from assessments and requests			
TRANSPORTATION SERVICES			
Percent of on-time arrival at school	63	64	75
Percent of on-time arrival for Special Education runs	-	66	75
Percentage of preventable Bus accidents	51	60	59
AQUATICS MANAGEMENT			
Customer Satisfaction Score	91%	93%	95%
Community Swim revenue	\$1,038,815	\$975,000	\$1,180,000
Percentage of Cost Recovery	51%	53%	55%

FACILITIES AND OPERATIONS

FY 2015 DEPARTMENT ACCOMPLISHMENTS

- Arlington County transferred the Fenwick Center building on the Arlington Career Center Campus to APS at no cost; APS renovated the building for Arlington Community High School.
- The first formal “Annual APS Enrollment Projections Report” was released to provide a comprehensive look at the fall ten-year student enrollment projections and the methodology used to prepare them.
- Discovery Elementary School opened on time for the start of school in September 2015.
- Discovery is on target to be the first Zero Net Energy school in Virginia, meaning that over the course of a year it is designed to generate as much or more energy from solar collectors as it consumes.
- APS received a \$38,992 security grant from VDOE to purchase additional security cameras for schools.
- APS was awarded a \$100,000 VDOE transportation grant to replace inefficient, aging school busses with new, more efficient models.
- Three MV-1 vehicles were purchased by APS to help transport students with special needs.
- APS pools served more than 40,000 patrons.
- Employees at all APS facilities became eligible for Transportation Demand Management benefits to promote use of public transit, ridesharing, walking, and biking to work.

FACILITIES AND OPERATIONS

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1.a: Increase accuracy of mid (3-5 years) to long term (6-10 years) projection from the standard 2% to a 1.5% error rate year over year.				✓	
Goal 1.b: Establish an F&O Facility Information Management System (FIMS) to support the department data-driven decision making approach.				✓	
Goal 2.a: By the closeout of each major construction project achieve a construction change order amount of no more 4.5% of the total original construction contract award.				✓	
Goal 3.a: Increase annual recycling tonnage system-wide by 9%.				✓	
Goal 3.b: Achieve and maintain quality control scores of 85% or better for all locations.				✓	
Goal 4.a: Have 25% of technical staff using TMA Mobile on iPads to manage daily work orders.				✓	
Goal 4.b: Increase by a minimum of 10 percent, number of routine repairs (work orders) in compliance with shop specific service level agreements (SLAs)				✓	
Goal 5.a: By FY 2018, increase APS renewable energy portfolio to meet 12 percent of district's energy usage.				✓	
Goal 5.b: Reduce APS Energy Utilization Index (EUI) 2 percent from FY 2015.				✓	
Goal 6.a: Increase the accuracy and timeliness of student incident/accident reporting by 20 percent.				✓	
Goal 6.b: Decrease the number of preventable staff incidents/accidents by 10 percent.				✓	
Goal 7.a: Increase school and building security by replacing 16 old and installing 30 new security cameras.				✓	
Goal 7.b: Increase student safety by establishing a standardized process for selection and assignment of volunteers to schools.				✓	
Goal 8.a: In order to assist on-time arrival performance, fully deploy transportation management software and hardware for 100 percent of school bus fleet.				✓	
Goal 8.b: Achieve participation in the CHAMPIONS program by at least 10 percent of APS facilities.				✓	
Goal 8.c: Reduce preventable accidents by APS drivers by 2 percent.				✓	
Goal 9.a: Increase community swim revenue by 8 percent over FY 2015.				✓	
PROJECTS					
Project 4a: Study the current state of preventive maintenance program within selected shops with the goal of establishing an approach to evaluate and improve the overall PM program by September 2016.				✓	
Project 9b: Complete the Aquatic Instructional Handbook including lesson plans and language arts/art curriculum alignment.	✓				

FACILITIES AND OPERATIONS

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
MEETING THE NEEDS OF THE WHOLE CHILD		
Design, build, maintain and operate facilities that provide optimal learning environments, meet the needs of the whole child, and sustainability and energy efficiency goals.	2a	2a, 3a, 5a, 5b
Review, implement and update risk management procedures to improve compliance, safety, security, emergency preparedness, and insurance coverage.	2a	6a
Complete transportation software and GPS installation to improve routing efficiency and address accountability for non-curricular transportation.	2a	8a
Increase areas of collaboration with the County especially in demographics, facilities planning, emergency preparedness and transportation.	2c	1a, 1b
Review and improve existing procedures to ensure budget performance and accountability with initial focus in Transportation	2a, 3e	
Safety and security: address a visitor management system and after hours use of APS facilities.	2a	7b
SUPPORTING TEACHERS AND STAFF		
Develop and deploy an approach to evaluate needs and address changing human resources demands	3d	
Establish standardized reporting and review of student, personnel and vehicular and other incidents.	3d	6b
Professional training: continues to expand and enhance professional training across the department to include topics addressing communications, presentations, security and safety in all applicable areas for managers and line staff that develop professional skills and abilities. A comprehensive schedule and calendar for each area should be provided annually and recognized as a key step in continuing to build the capacity of leadership with F&O.	3e	
GROWING ENROLLMENT		
Address continued enrollment growth by facilitating community engagement processes, managing expectations and achieving decisions on interim and permanent solutions for new seats.	4(a-e)	1a, 2a
COMMUNICATIONS		
Achieve a high rate of customer satisfaction on service delivery across all service areas.	5b	4a, 4b

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, risk management and safety, and transportation. Approximately 4.5 million square feet of space in 39 buildings and more than 400 acres of land are managed and maintained by Facilities and Operations, as well as a bus and support vehicle fleet of over 300 vehicles comprising buses, vans, trucks, trailers, and moveable equipment. 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 for developing, analyzing, and evaluating APS student demographic data to provide enrollment projections and analysis, Capital Improvement Plan (CIP) 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. Design and construction is also actively involved in the CIP planning process and works closely on overseeing the feasibility studies at all potential options for new development.

Property and Real Estate Management is responsible for coordinating the APS portfolio of owned/ leased/ supervised land, real estate, and vehicle property. Property and Real Estate Management coordinates and develops Memoranda of Understanding (MoU) or Agreement (MoA) with outside entities, notably Arlington County Government, for use of real estate and property, and works with APS legal counsel to draft contracts, agreements, leases, and other legal documents related to APS property and real estate. Property and Real Estate Management also includes oversight of the APS fleet of support vehicles and coordinates with the Arlington County Equipment Bureau to purchase, replace, fuel, repair, and maintenance of those vehicles.

Risk Management and Safety provides overall risk reduction, safety education and prevention, and emergency planning and preparedness. Risk Management addresses loss prevention, loss control, and risk financing strategies to ensure a stable and predictable cash flow resulting from APS's 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. Safety services include conducting employee safety training in compliance with OSHA and other Federal and State requirements, reviewing, updating, and developing safety policies and guidelines for students and staff, and conducting safety inspections of all APS facilities and construction sites in accordance with all Federal, State, and County guidelines.

Plant Operations or Custodial Services is responsible for managing the daily cleaning of approximately 4.5 million square feet of school buildings and office space. Plant Operations is also responsible for managing solid waste generated at APS buildings and a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance Services to coordinate Minor Construction and Major Maintenance (MC/MM) projects.

Facilities and Operations Management

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 by skilled personnel in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. Maintenance Services functions within a comprehensive facility management strategy, based on a ten-year plan for scheduled maintenance and system replacement, minor capital improvements, and facility renewal which align with the CIP. The ten-year plan is reviewed and adjusted annually and compliments major renovations/additions capital projects managed by Design and Construction Services under the CIP.

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. Transportation Services provides the required services based on student placement and the policies governing pupil transportation, including those governing the transportation of students with special needs. Transportation services include support for PreK, after-school activities, athletics and summer school.

Aquatics Management 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 Water Safety instruction for all third, fourth, ninth, and tenth grade students, in coordination with physical education. Recreational programs are offered by Arlington County's Parks and Recreation at all three sites and are open to Arlington residents during community operating hours.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 0.5 constituent services coordinator are added to develop a streamlined system of managing, responding to, and documenting complaints and the resolution of those complaints. This is the first year of a two-year phase-in to a 1.0 position. (108000-41208)
- Funds for a 1.0 emergency management planner position are added. This position will be responsible for planning, directing and administering emergency management programs for the entire APS organization. In addition, this employee would act as a liaison with county, state, federal, and other emergency management organizations and serve as the APS representative at state and county emergency management meetings. (108000-41318)

Materials and Supplies

- Funds of \$5,000 are added for emergency management training materials, exercises, and supplies. (108000-46519)

Facilities and Operations Management

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$570,808	\$746,961	\$811,544
Employee Benefits	\$189,681	\$262,624	\$278,962
Staff Development	\$12,742	\$10,695	\$10,695
Contractual Services	\$154,947	\$104,548	\$104,548
Materials and Supplies	\$21,148	\$8,284	\$13,284
Equipment	\$20,557	\$0	\$0
Other Operating Costs	\$178	\$0	\$0
TOTAL	\$970,061	\$1,133,112	\$1,219,033

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	0.00	1.00
Coordinator	0.00	0.50
Professional	4.00	3.00
Specialist	0.00	1.00
Clerical	1.75	1.75
TOTAL	6.75	8.25

Risk Management

DESCRIPTION

Risk Management and Safety provides the optimal mix of overall risk reduction, safety education and prevention, and emergency planning and preparedness. Risk Management addresses loss prevention, loss control, and risk financing strategies to ensure a stable and predictable cash flow resulting from APS's 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. Safety services include conducting employee safety training in compliance with OSHA and other Federal and State requirements, reviewing, updating, and developing safety policies and guidelines for students and staff, and conducting safety inspections of all APS facilities and construction sites in accordance with all Federal, State, and county guidelines. Risk Management and Safety also works in coordination with the Assistant Superintendent, Administrative Services in the development and implementation of emergency/incident management, planning, and preparedness efforts. 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 a variety of areas of special risk associated with the instructional programs
- Provide workplace and environmental safety programs, training, and inspections as required
- Develop emergency plans for APS schools and facilities to include plans for fire, evacuation, weather, shelter, and special risk response
- 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, and 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
- Serve as APS liaison to Arlington County Government emergency services providers

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Staff Development

- Funds of \$1,450 are added for continuing education. (108100-45430)

Contractual Services

- The Lease Agreement account has increased by a total of \$134,665 due to the following lease increases: Marshall building (\$4,028), Abingdon parking (\$7,200), Career Center parking (\$5,460), Syphax building (\$57,977), and Swanson parking (\$60,000). (108100-45643)

Risk Management

- The leased space building costs for the Marshall building increased by \$639. (108100-45653)
- Funds of \$18,000 are added to cover the increase in fire and extended coverage insurance premiums and the addition of the Discovery Elementary building. (108100-43439)
- Funds of \$9,931 are added for increases in vehicle liability insurance premiums and the addition of new buses. (108100-43446)

Materials and Supplies

- Funds of \$63,610 are transferred from Transportation to Risk Management for white fleet vehicles' fuel expenses. (108100-46778, 108400-46778)

Equipment

- As a result of a reduction from the equipment bureau, funds of \$10,051 are reduced from replacement support vehicles. (108100-48843)

Other Operating Costs

- Funds of \$3,000 are provided for increased printing costs for first day packet Student Accident Insurance letter and Teacher Slips, Trips, and Falls Safety Campaign materials. (108100-43587)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Staff Development	\$305	\$1,500	\$2,950
Contractual Services	\$2,668,960	\$3,117,750	\$3,280,985
Materials and Supplies	\$0	\$1,200	\$64,810
Equipment	\$294,061	\$302,807	\$292,756
Other Operating Costs	\$0	\$0	\$3,000
TOTAL	\$2,963,326	\$3,423,257	\$3,644,501

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00

Plant Operations

DESCRIPTION

Plant Operations is responsible for managing the daily cleaning and bimonthly inspection of approximately 4.5 million square feet of school buildings and office space in 39 buildings and maintain more than 400 acres of exterior grounds. Plant Operations works with school administrators and custodial staff 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 Services to provide material specifications and coordinate Minor Construction and Major Maintenance (MC/MM) projects.

MAJOR SERVICES PROVIDED

- Custodial Management
- Custodial Supply/Equipment Purchases
- Recycling Management
- Integrated Pest Management
- Mowing Services
- Hazardous Waste Disposal
- Refuse Service

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Contractual Services

- Funds of \$130,000 are provided for a horticultural specialist contract to properly maintain landscaping around all buildings. The horticultural specialist contractor will work with our custodial staff, grounds crew, parent volunteers, and student groups to ensure that our specialized landscaping looks its best and maintains compliance with regulatory agencies. (108210-43586)
- Funding of \$17,500 is provided for shades and blinds to address the requirement for window coverings for security issues, lock down, etc. (108210-46668)
- 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 \$68,963. (108210-45624, 45630, 45680)

Plant Operations

Materials and Supplies

- Funds of \$1,300 are added for cleaning supplies to cover the addition of the Fenwick Building. (108210-46613)

Equipment

- Funds of \$75,000 are added for replacement furniture to cover the addition of the Fenwick Building. (108210-48852)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,000,423	\$1,012,447	\$1,016,418
Employee Benefits	\$298,201	\$333,917	\$314,429
Staff Development	\$11,822	\$12,350	\$12,350
Contractual Services	\$489,174	\$630,317	\$846,780
Materials and Supplies	\$80,297	\$142,068	\$143,368
Equipment	\$247,180	\$92,496	\$167,496
Other Operating Costs	\$6,777	\$8,558	\$8,558
TOTAL	\$2,133,874	\$2,232,153	\$2,509,399

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Specialist	1.00	1.00
Clerical	1.00	1.00
Custodians (Central)	11.00	11.00
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. The costs include lease payments, utilities, parking fees, and other lease expenses such as taxes and utilities.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing 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 Other Plant Operations program is an increase of \$24,346. (108220-45624, 45630, 45680)

Materials and Supplies

- Funds of \$90 are added for cleaning supplies based on planning factor calculations. (108220-46613)

Equipment

- Discovery Elementary School opened in September 2016. Funds were added to the FY 2016 budget for one-time startup costs associated with opening a new school. One-time funds of \$48,468 for custodial equipment and supplies are eliminated. (108220-48822)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$340,343	\$287,753	\$290,593
Employee Benefits	\$95,125	\$103,074	\$86,654
Staff Development	\$0	\$0	\$0
Contractual Services	\$1,021,495	\$615,227	\$639,573
Materials and Supplies	\$32,325	\$31,079	\$31,169
Equipment	\$0	\$48,468	\$0
Other Operating Costs	\$14,040	\$0	\$0
TOTAL	\$1,503,328	\$1,085,601	\$1,047,989

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Custodians	6.00	6.00
TOTAL	6.00	6.00

Maintenance Services

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 and Bond funded Project Work – Infrastructure and equipment upgrades
- Relocatable installation/moves/extractions
- Energy Management
- Security/Alarms
- Collaboration with Design and Construction Services in new building specification review and commissioning
- Works with Plant Operations and Arlington County in snow/ice removal
- Moves of APS functions/offices

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funding for 2.0 HVAC technicians is added for equipment maintenance. These HVAC technicians will change heating and air conditioning belts and filters. (108300-41349)

Staff Development

- Funds of \$5,000 are moved from supporting personnel in-service costs to membership fees to better reflect actual expenditures. (108300-43453, 45431)

Maintenance Services

Contractual Services

- Funding of \$6,000 is provided for the yearly vehicle costs for the emergency management planner position. (108300-43544)
- Funds of \$150,000 are added for a consultant needed to support the municipal separate storm sewer system program. Responsibilities will include inspecting/screening our outfalls, documenting annual progress, and reporting our progress and plans to the state. (108300-43565)
- Funds of \$100,000 are provided for HVAC preventative maintenance contracts at Wakefield high school, Yorktown high school, and Discovery elementary. This service contract keeps both high schools and our “Net Zero” elementary school operating at published energy performance model levels. (108300-43875)
- Due to increases in contract rates, the following funds are added to contractual services accounts: equipment bureau contract (\$338,737), cafeteria equipment repairs (\$115,677), and telephone service – security monitor (\$14,500). (108300-43544, 43892, 45675)

Materials and Supplies

- Funds of \$75,000 are provided for required services for storm water systems which include inspection, maintenance, and repair work for all storm water facilities. (108300-48608)
- Funds of \$78,250 are provided for increasing needs for building maintenance. (108300-48608)
- Due to increases in contract rates, the following funds are added to materials and supplies accounts: public address system equipment repairs (\$80,000), grounds upkeep (\$12,277), and uniform costs (\$13,094). (108300-43887, 46635, 46678)
- Funds of \$50,888 are transferred from Transportation to Maintenance Services for white fleet vehicles’ fuel expenses. (108300-46778, 108400-46778)

Equipment

- One-time funds of \$165,000 are provided for the emergency management distributed antenna system and bi-directional amplifier installation at one middle school to provide the required level of radio communications for police and fire. (108300-48822)
- Funds of \$106,250 are provided for security system upgrades at all schools. These upgrades support not only APS staff but also police and fire when responding to major incidents at schools. The requests include: radio repairs and supplies, radio replacement, new radios for schools that purchased inadequate equipment, radio frequency studies, and security camera maintenance and repairs. (108300-48890)
- Funds of \$13,354 are added for increased equipment costs. (108300-46692)

Maintenance Services

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,513,334	\$4,519,069	\$4,705,212
Employee Benefits	\$1,131,480	\$1,254,681	\$1,239,878
Staff Development	\$34,011	\$30,200	\$30,200
Contractual Services	\$1,260,058	\$1,134,575	\$1,859,489
Materials and Supplies	\$1,124,520	\$1,125,913	\$1,435,422
Equipment	\$162,828	\$118,546	\$401,250
Other Operating Costs	\$2,825	\$3,050	\$3,050
TOTAL	\$8,229,056	\$8,186,034	\$9,674,501

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Coordinator	1.00	1.00
Specialists	3.00	3.00
Maintenance Workers	56.00	58.00
Clerical	2.00	2.00
TOTAL	64.00	66.00

Transportation Services

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, county-wide program offerings, and the extent to which students are transported to non-neighborhood schools. Transportation Services provides the required services based on student placement and the policies governing pupil transportation. Transportation services include support for PreK, after-school activities, athletics, summer school, and Arlington County Department of Parks and Recreation summer camps.

MAJOR SERVICES PROVIDED

- Transporting students safely to and from school
- Adhering to the McKinney-Vento Homeless Assistance Act of 1987
- Transporting pre-school students in early childhood programs
- Transporting eligible students to out-of county programs
- Providing transportation for students with special needs
- Providing buses for county-wide focus program offerings such as IB, Spanish Immersion, HB Woodlawn, and VPI
- Providing buses for extracurricular field trips, Planetarium, Aquatics, and Outdoor Lab
- Providing buses for athletic activities, competitions, and practices
- Providing late buses for after school instructional, enrichment, remediation, and co-curricular activities

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 site-based technology support specialist are added to ensure optimal utilization and integration of new transportation technology. (108400-41244)
- Funding for a 1.0 assistant director is added to handle afternoon and evening operations, personnel, and communications. (108400-41319)
- Funding for a 1.0 dispatcher is added to handle afternoon and evening dispatching responsibilities as well as billing. (108400-41398)
- Due to increased enrollment over the past several years, funds for 9.0 bus driver contract positions and 11.0 bus attendant contract positions are added. (108400-41314, 41322)
- In FY 2013, the office of Transportation Services reorganized responsibilities as recommended in the Transportation Efficiency Study. Although the changes have been in effect since that time, the budget now reflects these position changes.

Transportation Services

Staff Development

- Funds of \$1,500 are added for professional development travel to conferences located out of state. (108400-45478)

Contractual Services

- Equipment bureau costs are reduced by \$613,802 per the actual ten year average costs. (108400-43544)
- Funds of \$82,352 are added to contractual services for annual recurring fees for Tripspark/Trapeze Bus GPS software (\$81,340) and training on the new software (\$1,012). (108400-43565, 43567)

Materials and Supplies

- Funds of \$114,498 are transferred from Transportation to Maintenance Services (\$50,888) and Risk Management (\$63,610) for white fleet vehicles' fuel expenses associated with those departments. (108100-46778, 108300-46778, 108400-46778)
- Funds of \$16,000 are added to cover bus repairs and parts for increasing fleet size. (108400-46766)
- Funds of \$85,000 are provided to cover vehicle repairs and parts due to an increase in vehicle accidents. (108400-46797)

Equipment

- Discovery Elementary School opened in September 2016. Funds were added to the FY 2016 budget for one-time startup costs associated with opening a new school. One-time funds of \$415,000 for four buses are eliminated. (108400-48804)
- Due to increasing enrollment, funds of \$200,000 are provided for two additional new buses. (108400-48804)
- Funds of \$10,000 are provided for two-way radios for new buses. A two-way radio is an essential piece of equipment required on each and every bus before it embarks on its run to ensure safety and efficiency of student transportation. (108400-48822)
- One-time funds of \$1,440,181 in FY 2016 for additional buses (\$415,000) and replacement buses (\$1,025,181) are eliminated. (108400-48804, 48844)
- Funding of \$1,025,181 for replacement buses is provided with one-time funds in FY 2017. (108400-48844)

Other Operating Costs

- Funds of \$222,640 for the Transportation Demand Management program are moved from Transportation to Human Resources to better reflect oversight responsibility. (108400, 106200-46476)

Transportation Services

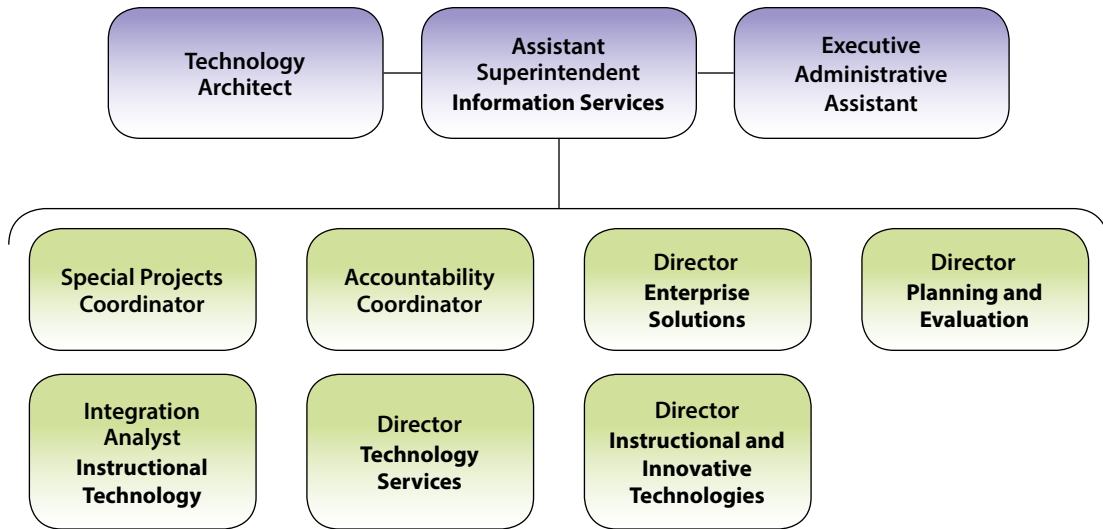
FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,090,207	\$7,772,320	\$8,822,594
Employee Benefits	\$2,362,202	\$2,814,780	\$2,867,070
Staff Development	\$4,958	\$9,000	\$10,500
Contractual Services	\$2,244,204	\$2,310,745	\$1,779,295
Materials and Supplies	\$936,959	\$1,375,968	\$1,362,470
Equipment	\$1,231,386	\$2,261,095	\$1,641,095
Other Operating Costs	\$53,877	\$171,112	(\$51,528)
TOTAL	\$14,923,793	\$16,715,020	\$16,431,496

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	0.00	1.00
Manager	0.00	1.00
Coordinator	0.00	3.00
Specialist	2.00	2.00
Dispatcher	1.00	3.00
Clerical	3.00	2.00
Bus Drivers	141.50	147.50
Bus Attendants	46.00	57.00
TOTAL	194.50	217.50

INFORMATION SERVICES: Organization Chart



INFORMATION SERVICES

DEPARTMENT SUMMARY

The Department of Information Services provides support and solutions that promote education in Arlington. The department delivers technologies and data that support and promote personalized 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 technical strategies to support APS instructional and business goals and to anticipate future technology trends.

The Information Services Department includes Information Services Management and six other areas: Service Support Center, Enterprise Solutions, Network and Infrastructure Services, Technology Training Services, Instructional and Innovative Technologies, and Accountability, Assessment and Evaluation.

The FY 2017 School Board's Adopted Budget for Information Services totals \$18,420,620 and includes 80.80 positions.

DEPARTMENT FINANCIAL SUMMARY

PROGRAM	FY 2015	FY 2016	FY 2016	FY 2017	FY 2017
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Information Services Management	\$1,475,386	7.50	\$1,116,487	8.00	\$1,299,559
Service Support Center	\$4,990,314	27.00	\$6,787,409	29.00	\$7,381,652
Enterprise Solutions	\$3,989,668	22.00	\$5,115,351	23.00	\$5,273,320
Network and Infrastructure Services	\$3,583,621	0.00	\$0	0.00	\$0
Technology Training Services	\$914,594	0.00	\$0	0.00	\$0
Instructional and Innovative Technologies	\$2,243,084	13.80	\$2,252,809	11.80	\$1,990,854
Accountability, Assessment and Evaluation	\$2,461,441	8.00	\$2,355,928	9.00	\$2,475,235
TOTAL	\$19,658,108	78.30	\$17,627,984	80.80	\$18,420,620

INFORMATION SERVICES

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2015	FY 2016	FY 2017
METRIC	ACTUAL	GOAL	TARGET
NETWORK INFRASTRUCTURE			
Percent uptime of network infrastructure services	99%	99%	99%
LEARNING AND PRODUCTIVITY INFRASTRUCTURE			
Percent uptime of learning and productivity infrastructure	99%	99%	99%
TECHNOLOGY HARDWARE			
Number of technology hardware support calls	32,251	33,500	33,500
COMMUNICATIONS INFRASTRUCTURE			
Percent uptime of communications infrastructure services	99%	99%	99%
ASSESSMENTS			
Number of deficiencies reported by auditors during spring audit visits	24	<24	<23
PROGRAM EVALUATION			
Number of evaluation milestones completed according to the SLAs	100%	100%	100%
SURVEYS			
Survey participation reflects target groups	100%	100%	100%
Percent of surveys conducted according to scheduling guidelines	100%	100%	100%
EXTERNAL RESEARCH MANAGEMENT			
Percent of external research proposals reviewed per procedures	100%	100%	100%
DATA INFRASTRUCTURE			
Percent of APS operational processes successfully supported	98	99	99
ONLINE LEARNING			
Number of teachers trained in teaching online	135	200	300
CONTINUOUS IMPROVEMENT			
Process Maturity Level	N/A	3	3.5
# of AIM Cycles	123	200	350
# of Processes Documented	44	100	150

INFORMATION SERVICES

FY 2015 DEPARTMENT ACCOMPLISHMENTS

Support of Personalized Learning

- Worked with a cross-functional team from the Departments of Instruction and Student Services to establish a Professional Development cohort of teachers to explore personalized learning possibilities through digital learning.
- Distributed 7,465 personalized learning devices. All 2nd, 6th and 8th grade students and teachers of the 2015-16 student device cohort received a device. Over 50% of the students in grades 2-12 now have personalized devices.
- Expanded the capacity of the Mobile Device Management (MDM) system, which ensures that each student has the appropriate resources for their individual needs. The expanded system includes resources at the division, school, grade, and classroom levels.

Providing Improved Access to Data for Decision-Making

- IS added a 360° view of schools to the existing 360° view of individual students. The 360° school view provides administrators with a holistic snapshot of their school to inform progressive planning.
- Several new reports were added to the Data Warehouse including a grade distribution report to identify patterns in student success and areas of focus and a student discipline report to monitor alignment of discipline practices with the Discipline Handbook.
- An ELL transition report was also developed to monitor ELL students' progress through WIDA levels and identify areas of best practice that can be emulated throughout the division.

Improved Technology Infrastructure

- Transitioned office phones in 21 schools to VoIP (Voice over IP) telephony services, with a plan in place to transition all remaining schools to VoIP by June 2017.
- Expanded the Internet link to 10GB using an innovative approach of placing APS network equipment in a major Internet hub in Reston, VA and extending the APS data network to the hub. This change enabled HS teachers to include YouTube in their instructional planning and students to access the APS network with their personal devices.
- Implemented a new technology inventory management system to provide accurate and efficient inventory tracking.
- Implemented regular network security audits.
- Collaborated on improving the data interchange with the Library management and Transportation management systems.
- Upgraded the email archiving system to a more user-friendly Google Vault system.

INFORMATION SERVICES

Continuous Progress

- Improved the planning documents produced during the Program Evaluation process to align with the Board’s vision for program evaluation and integrate with Department Plans.
- Completed the Program Evaluations for the Offices of Minority Achievement and Professional Development.
- Supported the Board-sponsored Whole Child Working Group in preparation for developing the next Strategic Plan through a series of strategic discussions and focus groups.
- Developed a comprehensive assessment inventory to better understand the climate, burden and efficacy of testing throughout the division. The assessment inventory is a multi-phase project, and is currently in the data collection phase, using a tool developed by Hanover Research to include state and federal mandated testing, as well as district-administered testing. The final report will include all school input to help develop a comprehensive inventory of the assessments. This will allow APS to make strategic decisions to ensure that assessments align with the whole child focus and instructional initiatives of APS.

FY 2016 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: All APS teachers will be provided a minimum of 10 hours per year of technology professional learning and teachers in their first or second year of the personalized device initiative will receive a minimum of an additional 15 hours of technology professional learning measured by technology PD from 2847 and ERO.			✓		
Goal 2: By June 2016, the average customer satisfaction scores for all IS core services will continue to be above 95% as measured by customer satisfaction data gathered through 2847.			✓		
Goal 3: Data I need to do my job effectively as rated by staff on a scale of 1-10 will be between an 8 to 10 disaggregated by pay scales.			✓		
PROJECTS					
Project 1: Provide Application, Continuous Improvement, Data and Infrastructure services in support of APS cross departmental projects.				✓	
Project 2: Strategic and Department planning process improvements.				✓	
Project 3: Program Evaluation process improvements.				✓	
Project 4: Digital Learning Initiative – Technical functions				✓	
Project 5: ConnectArlington implementation.				✓	
Project 6: Upgrade video services.				✓	
Project 7: Upgrade telephone services.				✓	
Project 8: Professional Development Evaluation.					

INFORMATION SERVICES

FY 2017 DEPARTMENT PRIORITIES

	APS PRIORITY ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
STUDENT ACHIEVEMENT AND SUCCESS		
Develop and implement a plan for ongoing professional development to staff to support Digital Learning initiatives.	1f	1
Create a format and implement plans for completing work related to pursuit of National Baldrige award.		Project 1
MEETING THE NEEDS OF THE WHOLE CHILD		
Update program evaluation and monitoring processes to incorporate digital learning and the new definitions of student success as an element of the standard program evaluation process.	1a, 1f	Projects 2, 3, 4
SUPPORT TEACHERS AND STAFF		
Analyze and improve professional development offerings and tracking for staff members across the Division. Key areas of focus include: Communications and Engagement, Data-based decision making, Developmental Assets, Digital Learning, Leadership skills, Literacy Development, Planning and Project Management, Purchasing and Budgeting processes and best practices.	1i, 3a, 3e	Projects 7, 8
Identify and implement a standard Learning Management System which supports a unified and integrated teacher, student and parent experience.		Project 1
Implement a data quality assurance system for all student accountability and registration reports.		3
Upgrade Video services (to digital) and Telephone Services Infrastructure (to VoIP).		Project 6
Implement customer service standards for all Information Services core services and benchmark service standards.		2
GROWING ENROLLMENT		
Create a technical and financial resource infrastructure to support and sustain digital learning initiatives.	5a	Project 4
Upgrade APS Network Infrastructure to accommodate the use of ConnectArlington.		Project 5
Implement Phase I of the Central Registration Process and necessary application changes.		Project 1

Information Services

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 technical strategies to support instructional and business goals and to anticipate future technology trends.

MAJOR SERVICES PROVIDED

- Assessments
- Communications Infrastructure
- Continuous Improvement
- Data Analysis
- Data and Reporting Infrastructure
- Data Integrity
- Data Reporting
- External Research Management
- Learning and Productivity Infrastructure
- Network Infrastructure
- Online Learning
- Program Evaluation
- Surveys
- Technology Hardware
- Technology Professional Learning

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 0.5 data specialist is added to support Arlington Partnership for Children, Youth and Families (APCYF). (900000-41370)

Contractual Services

- Funds of \$200,000 are moved from Accountability, Assessment and Evaluation to Information Services Management to better reflect actual use of funds. (900000-43449, 921000-43449)

Information Services

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$733,805	\$825,523	\$819,211
Employee Benefits	\$229,153	\$270,777	\$260,161
Staff Development	\$14,054	\$5,925	\$5,925
Contractual Service	(\$1,859)	\$6,000	\$206,000
Materials and Supplies	\$10,163	\$8,262	\$8,262
Equipment	\$12,017	\$0	\$0
Other Operating Costs	\$478,053	\$0	\$0
TOTAL	\$1,475,386	\$1,116,487	\$1,299,559

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Supervisor	1.00	1.00
Coordinator	0.50	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	1.00	1.00
TOTAL	7.50	8.00

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, infrastructure services, technology hardware, network services, telecommunication, video, email, and desktop software. The Service Support Center serves as the initial entry point for all technology requests.

MAJOR SERVICES PROVIDED

- Communications Infrastructure
- Learning and Productivity Infrastructure
- Network Infrastructure
- Technology Hardware

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds are provided for a 1.0 technician and to convert one facilitator position from Instructional and Innovative Technologies to a technician in order to meet the state SOQ requirements. This increase will also permit the ITCs to provide a greater focus on supporting teachers' effective use of technology in the classroom. (911200-41378, 916000-41375)

Contractual Services

- Funds of \$240,000 are provided for increases in network maintenance costs (\$125,000) and to support maintenance of additional devices (\$115,000). (911200-43875, 912100-43875)

Equipment

- One-time funds of \$474,819 in FY 2016 for replacement network equipment are eliminated in FY 2017. (912100-48849)
- Funding of \$474,819 for replacement network equipment is provided with one-time funds in FY 2017. (912100-48849)
- Funds of \$125,000 are provided for a device management system in order to maintain and push software updates to mobile devices. (912100-48822)

Service Support Center

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,086,263	\$2,826,331	\$2,981,071
Employee Benefits	\$637,007	\$908,014	\$982,517
Staff Development	\$12,070	\$21,850	\$21,850
Contractual Services	\$1,046,534	\$2,521,255	\$2,761,255
Materials and Supplies	\$188,580	\$37,930	\$37,930
Equipment	\$1,018,578	\$472,029	\$597,029
Other Operating Costs	\$1,282	\$0	\$0
TOTAL	\$4,990,314	\$6,787,409	\$7,381,652

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Supervisor	2.00	2.00
Assistant Director	1.00	1.00
Manager	1.00	1.00
Specialist	1.00	1.00
Analyst	11.00	12.00
Technician	10.00	11.00
Clerical	1.00	1.00
TOTAL	27.00	29.00

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 major system-wide initiatives such as, the Enterprise Resources Planning (ERP) system (STARS), the student information system Synergy@APS and the data warehouse Insight@APS. 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

- Data and Reporting Infrastructure
- Data Reporting
- Technology Professional Learning

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 ERP developer are provided to support the growing needs of the system and help relieve some of the pressures in maintaining and enhancing our applications which are core to the daily operations and efficient running of many aspects of our school district. (913000-41370)

Contractual Services

- For better funds management, funds of \$675,000 for STARS are moved from program costs to software licensing. (913000-43433, 43566)

Other Operating Costs

- Funds of \$73,950 are provided to update functionality in Edupoint (Synergy@APS). The addition of the 504 component to Synergy will ensure that all staff can use Synergy to access, maintain and monitor data for students with 504 plans. (913000-46518)

Enterprise Solutions

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,739,231	\$2,552,615	\$2,619,051
Employee Benefits	\$552,022	\$866,443	\$884,026
Staff Development	\$5,744	\$83,502	\$83,502
Contractual Services	\$175,529	\$80,000	\$755,000
Materials and Supplies	\$24,606	\$227,791	\$227,791
Equipment	\$50,560	\$5,000	\$5,000
Other Operating Costs	\$1,441,976	\$1,300,000	\$698,950
TOTAL	\$3,989,668	\$5,115,351	\$5,273,320

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Project Manager	1.00	1.00
Analyst	7.00	7.00
Supervisor	2.00	2.00
Specialist	7.00	7.00
Developer	2.00	3.00
Database Administrator	2.00	2.00
TOTAL	22.00	23.00

Network and Infrastructure Services

DESCRIPTION

To improve efficiencies and service, the services and budget of Network and Infrastructure Services was placed under the Service Support Center in FY 2016. FY 2015 Actual data is reported in Network and Infrastructure Services. FY 2016 and FY 2017 data is reported under the Service Support Center.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$881,875	\$0	\$0
Employee Benefits	\$265,642	\$0	\$0
Staff Development	\$3,866	\$0	\$0
Contractual Services	\$1,475,150	\$0	\$0
Materials and Supplies	\$13,566	\$0	\$0
Equipment	\$943,492	\$0	\$0
Other Operating Costs	\$30	\$0	\$0
TOTAL	\$3,583,621	\$0	\$0

Technology Training Services

DESCRIPTION

To improve efficiencies and service, the services and budget of Technology Training Services was placed under Enterprise Solutions in FY 2016. FY 2015 Actual data is reported under Technology Training Services. FY 2016 and FY 2017 data is reported under Enterprise Solutions.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$685,275	\$0	\$0
Employee Benefits	\$220,240	\$0	\$0
Staff Development	\$8,170	\$0	\$0
Contractual Services	\$698	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$211	\$0	\$0
TOTAL	\$914,594	\$0	\$0

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, and distance learning technologies. 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

- Online Learning
- Technology Professional Learning

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 6.0 world language teacher positions are added. These positions were funded with one-time funds in FY 2016. (916000-41254)
- A 1.0 facilitator position from Instructional and Innovative Technologies is converted to a technician in the Services Support Center in order to meet the state SOQ requirements. This increase will also permit the ITCs to provide a greater focus on supporting teachers' effective use of technology in the classroom. (916000-41375, 911200-41378)
- Funds for a 1.0 personalized learning supervisor are provided to establish a personalized learning office within the Department of Instruction. The supervisor will provide overall direction and coordination as well assist the principals in the evaluation of the Instructional Technology Coordinators (ITCs). The addition of this position is offset with the reduction of a 1.0 supervisor position in the Instructional and Innovative Technologies office. (801000-41356, 916000-41356)

Instructional and Innovative Technologies

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,290,510	\$1,113,103	\$879,730
Employee Benefits	\$329,652	\$386,208	\$357,626
Staff Development	\$38,452	\$49,409	\$49,409
Contractual Services	\$276,830	\$305,400	\$305,400
Materials and Supplies	\$146,573	\$163,179	\$163,179
Equipment	\$108,974	\$146,115	\$146,115
Other Operating Costs	\$52,093	\$89,395	\$89,395
TOTAL	\$2,243,084	\$2,252,809	\$1,990,854

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	0.00
Specialist	1.00	1.00
Teachers School-Based	6.80	6.80
Professional Staff	1.00	1.00
Teacher Assistants	4.00	3.00
TOTAL	13.80	11.80

Accountability, Assessment and Evaluation

DESCRIPTION

The Office of Planning 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

- Assessments
- Data Analysis
- Data Integrity
- Data Reporting
- External Research Management
- Program Evaluation
- Surveys

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds of \$55,000 are added for SOL test auditors (\$10,000), summer school testing administrators and proctors (\$20,000), and AP and IB proctors (\$25,000). In addition, \$34,425 is realigned within the Accountability, Assessment and Evaluation office due to programs/services no longer being provided. (922000-41298)
- Funds of \$8,000 are added for substitute teachers so teachers can participate in training and scoring of VGLA and VAAP. (922000-41295)
- Funds of \$42,208 are realigned within the Accountability, Assessment and Evaluation office from school based testing due to programs/services no longer being provided. (922000-41360)
- Funds for a 1.0 project planning manager are added. (920000-41351)

Accountability, Assessment and Evaluation

Staff Development

- Funds of \$17,880 are realigned within the Accountability, Assessment and Evaluation office due to APS no longer participating in AdvancED (SACS/CASI). (920000-45487)

Contractual Services

- Funds of \$200,000 are moved from Accountability, Assessment and Evaluation to Information Services Management to better reflect actual uses of funds. In addition, \$51,000 is realigned within the Accountability, Assessment and Evaluation office for better funds management. (900000-43449, 921000-43449)
- Funds of \$10,000 are added from funds realigned within the Accountability, Assessment and Evaluation office to offset score report costs from the College Board, SOL development work, etc. (922000-43586)
- One-time funding in the amount of \$80,000 is added for a long-range planning consultant. (920000-43449)
- One-time funds of \$40,000 are added for a longitudinal study. (921000-43449)

Materials and Supplies

- Funds of \$155,000 for IB testing materials are moved from the Department of Information Services, Assessment Office, to Washington-Lee High School for better management of funds. An additional \$70,000 is added to the Washington-Lee budget due to increased number of students taking the tests and an increase in testing fees. (922000, 411100-46532)
- Funds of \$148,200 are provided to cover increases in Nagleri, COGAT, ACCESS, and AP tests. In addition, \$22,000 are added from funds realigned within the Accountability, Assessment and Evaluation office to offset some of the increased testing costs. (922000-46532)

Equipment

- Funds of \$500 are added from funds realigned within the Accountability, Assessment and Evaluation office to offset the cost of shredder maintenance. (922000-48822)

Other Operating Costs

- The following funds were added to other operating costs accounts from funds realigned within the Accountability, Assessment and Evaluation office to offset increased costs: administration of Community Satisfaction and Site Based surveys on alternating years (\$100,000), printing of test materials for schools including parent letters and scores (\$10,000), travel for annual Testing and VATD conference (\$1,613) and meals for two 2-day test scoring events (\$1,400). (921000-43409, 922000-43587, 45477, 45485)

Accountability, Assessment and Evaluation

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$957,794	\$843,593	\$964,293
Employee Benefits	\$237,166	\$256,580	\$265,354
Staff Development	\$27,752	\$17,880	\$0
Contractual Services	\$356,739	\$494,570	\$373,570
Materials and Supplies	\$878,040	\$737,605	\$752,805
Equipment	\$0	\$0	\$500
Other Operating Costs	\$3,950	\$5,700	\$118,713
TOTAL	\$2,461,441	\$2,355,928	\$2,475,235

POSITION SUMMARY

	FY 2016	FY 2017
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	2.00	2.00
Manager	0.00	1.00
Coordinator	0.00	1.00
Specialist	3.00	2.00
Clerical	2.00	2.00
TOTAL	8.00	9.00





FINANCIAL: **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 Summary

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$64,917,438	\$58,349,424	\$58,777,533
County Transfer - Re-Estimate	\$5,130,000	\$0	\$0
State	\$5,158,046	\$5,839,605	\$5,554,949
Local	\$16,614,676	\$15,495,605	\$16,446,826
Federal	\$12,467,017	\$12,305,885	\$12,796,679
Carry Forward	\$0	\$100,000	\$781,585
TOTAL	\$104,287,178	\$92,090,519	\$94,357,572
EXPENDITURES			
Community Activities Fund	\$14,894,156	\$16,222,406	\$16,698,907
Capital Projects Fund	\$22,754,378	\$5,617,929	\$6,438,495
Debt Service Fund	\$44,099,000	\$45,439,449	\$46,745,244
Food and Nutrition Services Fund	\$7,792,716	\$8,019,364	\$8,461,430
Comprehensive Services Act Fund	\$3,613,478	\$4,500,000	\$4,000,000
Grants and Restricted Programs Fund	\$13,642,798	\$13,550,971	\$14,088,496
TOTAL	\$106,796,526	\$93,350,119	\$96,432,572

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, 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 and 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.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$5,299,491	\$6,266,646	\$6,330,379
Local Revenue/Fees	\$9,850,950	\$9,955,760	\$10,368,528
TOTAL	\$15,150,441	\$16,222,406	\$16,698,907
EXPENDITURES			
The Humanities Project	\$162,118	\$179,469	\$186,761
Planetarium	\$149,561	\$188,612	\$194,597
Alt for Parenting Teens	\$257,412	\$205,435	\$198,239
Extended Day	\$8,532,490	\$9,384,027	\$9,618,795
Swimming Pools	\$1,744,755	\$1,794,706	\$1,948,767
Career Center	\$880,489	\$975,501	\$1,050,339
Gunston Community Center	\$1,379,994	\$1,525,651	\$1,529,660
Jefferson Community Center	\$1,632,659	\$1,809,793	\$1,805,366
Drew Community Center	\$51,131	\$55,056	\$66,524
Carver Community Center	\$102,706	\$104,156	\$99,859
TOTAL	\$14,893,313	\$16,222,406	\$16,698,907

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

The major services provided by the Humanities Project can be found at the following link on the APS web site: <http://www.apsva.us/arts-education-overview/the-humanities-project-overview>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$162,188	\$179,469	\$186,761
TOTAL	\$162,188	\$179,469	\$186,761
EXPENDITURES			
Salaries (includes hourly)	\$67,460	\$75,712	\$78,564
Employee Benefits	\$20,450	\$25,794	\$30,234
Staff Development	\$0	\$268	\$268
Contractual Services	\$0	\$380	\$380
Materials and Supplies	\$257	\$1,898	\$1,898
Other Operating Costs	\$73,951	\$75,417	\$75,417
TOTAL	\$162,118	\$179,469	\$186,761

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Coordinator	1.00	1.00
TOTAL	1.00	1.00

DESCRIPTION

The David M. Brown Planetarium offers programs to school children and to the general public in astronomy and other related subjects. The renovated facility Planetarium holds 60 people in a round theatre with a domed ceiling and projection instruments that create a replica of the night sky.

The Planetarium is reserved on school days for use by APS students with programs offered for Kindergarten through Grade 7 as well as preschool classes and the Stratford Program. The Planetarium Director also produces specialized programs for high school classes upon request. On weekends and select weekdays, the staff offers programs for the general public. These include, but are not limited to, adult astronomy courses, “Stars Tonight,” (which includes telescope viewing after the show), and multimedia art/science productions.

MAJOR SERVICES PROVIDED

The major services provided by the Planetarium can be found at the following link on the APS web site: <http://apsva.us/Page/2706>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Revenue

- Local revenue is decreased \$10,000 to better reflect historical revenue receipts.

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$137,525	\$168,612	\$184,597
Local Revenue/Fees	\$9,886	\$20,000	\$10,000
TOTAL	\$147,411	\$188,612	\$194,597
EXPENDITURES			
Salaries (includes hourly)	\$99,130	\$98,614	\$103,189
Employee Benefits	\$21,063	\$23,398	\$24,808
Staff Development	\$1,470	\$0	\$0
Contractual Services	\$8	\$25,350	\$25,350
Materials and Supplies	\$3,401	\$5,000	\$5,000
Equipment	\$368	\$2,000	\$2,000
Other Operating Costs	\$24,121	\$34,250	\$34,250
TOTAL	\$149,561	\$188,612	\$194,597

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Teachers	1.00	1.00
TOTAL	1.00	1.00

Alternatives for Parenting Teens

DESCRIPTION

These alternative programs address the multiple needs of pregnant and parenting teens in Arlington County and work hand-in-hand with APS counselors and administrators as well as specialized staff from the Department of Human Services and other county agencies and community organizations. Grant monies are sought to provide additional support for the programs.

Family Education Center for Parenting Teens (FECPT)

This alternative educational program serves pregnant and parenting teens enrolled in Arlington Public Schools or eligible to be enrolled in school. While young mothers continue their academic studies in the Arlington Public Schools, their children may be nurtured in the licensed APT Infant Care Center at the Arlington Career Center, where there is no wait list. Students work to complete requirements for a high school diploma and Teenage Parenting Program staff members help pregnant and parenting students resolve barriers to stay in school until graduation. Referrals come from school nurses, the Department of Human Services, and school or community agency personnel.

Outreach for Parenting Teens/Resource Mothers (OPT/RM)

This alternative program reaches out to school-aged pregnant and parenting females in Arlington County. Through telephone calls, home visits, and case management services, assistance is provided to enroll in school, to apply for a child care subsidy, to enroll their child in a licensed infant care setting, and to access community services. Additionally, the Resource Mothers grant from the Virginia Department of Health allows Outreach Specialists to offer services to teenage families until the baby's first birthday.

MAJOR SERVICES PROVIDED

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Teenage Parenting Programs will:

- Assist students in achieving academic success by providing transportation to and from school and high-quality child care during school hours;
- 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;
- Help young mothers whose children are at the Career Center learn how to provide a safe, stimulating environment for their child and prepare their child for school readiness; and
- Refer students to career counseling and other transitional services so that they can become productive citizens and meet their children's education, emotional and medical needs.

Alternatives for Parenting Teens

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$257,412	\$205,435	\$198,239
TOTAL	\$257,412	\$205,435	\$198,239
EXPENDITURES			
Salaries (includes hourly)	\$191,009	\$138,238	\$142,278
Employee Benefits	\$65,628	\$63,626	\$52,390
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$579	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$196	\$3,571	\$3,571
TOTAL	\$257,412	\$205,435	\$198,239

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Coordinator	1.00	1.00
Program Specialist	0.75	0.75
TOTAL	1.75	1.75

Extended Day

DESCRIPTION

The Extended Day Program supports the APS Strategic Plan goals by providing a safe, enriching and fun environment before and after school each day for over 3,700 children. The Program operates in 23 elementary schools, five middle schools and the Stratford Program, with over 350 child care professionals working to meet the individual needs of each child and the expectations of every family. Extended Day is funded entirely through participation fees and a contribution from Arlington County. The Code of Virginia prohibits school funds from being used for child care programs.

Established in 1969, the Extended Day Program is the state's oldest school-sponsored child care program and a leader in the industry. An integral part of the Arlington community, Extended Day supports the educational mission of the schools by:

- Offering daily opportunities for children to participate in asset-building activities and experiences
- Instilling feelings of value, competence and confidence in each child
- Building positive relationships with children, families and the community
- Valuing the cultural diversity of the students
- Providing a high level of customer service to meet the needs of families
- Hiring and training qualified and experienced staff

The Extended Day Program plays a critical role in the development of young people's social and academic skills and experiences. Cognitive and social competencies are enhanced through the building of positive relationships and participation in a wide variety of activities, including games, art, drama, cooking, science, literacy, 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.

MAJOR SERVICES PROVIDED

The major services provided by the Extended Day Program can be found at the following link on the APS web site: <http://apsva.us/Page/24427>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Revenue

- Tuition fees are projected to increase \$234,768 due to increased enrollment and increased projected expenditures.

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.

Extended Day

- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- In order to provide Extended Day services at Discovery Elementary, funds for a 1.0 supervisor position and a 1.0 assistant supervisor position are added. (107310-41344, 41356)
- Funds are added to provide an additional 4-percent salary increase for Supervisors and Assistant Supervisors. The increase supports the APS Strategic Plan Goal #3: Recruit, Retain and Develop High-Quality Staff. Justification for this is below:

The VA Department of Social Services raised qualification criteria for Supervisors and Assistant Supervisors.

Extended Day is required to comply with the Virginia Department of Social Services Licensing Standards for Child Care programs. The standards regarding staff qualifications were upgraded several years ago, requiring supervisors and assistant supervisors to meet higher educational and experiential requirements.

Subsequently, it has been increasingly difficult to attract qualified candidates at the current pay scale. Numerous candidates have rejected APS offers of employment because they have higher paying options. Also, requests to Human Resources for an exception to the standard placement on the pay scale are becoming significantly more frequent.

The responsibilities of the supervisors and assistant supervisors have increased significantly, requiring additional skills and competencies.

In recent years, supervisors and assistants have assumed numerous administrative tasks that were previously performed by the Extended Day Central Office. The tasks include, but are not limited to: payroll, purchasing, staff development, school/community relations and licensing compliance. The increased use of technology has also required supervisors and assistants to acquire new skills and perform many functions that were previously the responsibility of others.

Program size has increased dramatically.

Extended Day enrollment continues to increase dramatically, requiring supervisors and assistant supervisors to lead more complex programs and oversee significantly more employees than previously. For example, the enrollment increase requires the children to utilize more areas in the school buildings, resulting in new supervision challenges. Also, staff size, which is based on enrollment, has increased significantly with many supervisors responsible for overseeing 15-20 employees.

Retaining quality staff is becoming increasingly difficult.

Staff meeting current licensing standards has other employment options. Extended Day frequently loses staff to other positions, both within and outside of APS.

- Salary hourly accounts increase by \$84,196 to better reflect actual costs. (107330-41372, 107310/107320-41377, 107300-41317, 107310-41247)

Staff Development

- Staff development funds increase \$4,723 to better reflect actual costs. (107300-45430, 42470, 41242, 45478)

Contractual Services

- Contractual services decrease \$5,747 to better reflect actual costs. (107300-43473, 43544, 43565)

Materials and Supplies

- Funds for materials and supplies increase by \$30,719 to better reflect projected costs resulting from increased participation. (107320-46725, 107310-46725, 107330-46725, 107300-46525, 107320-46519, 107330-46519, 107310-46519)

Other Operating Costs

- The budget reserve decreases \$71,810 as a result of increased costs. (107300-40403)
- Student activities and credit card fees decrease \$12,095 to better reflect actual costs. (107300-43527, 107310/107320/107330-45466)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	(\$21,520)	\$490,767	\$490,767
Local Rev/Ext Learning	\$0	\$0	\$0
Local Rev/Fees	\$8,756,408	\$8,893,260	\$9,128,028
Carryforward	\$0	\$0	\$0
TOTAL	\$8,734,888	\$9,384,027	\$9,618,795
EXPENDITURES			
Salaries (includes hourly)	\$5,904,745	\$6,547,452	\$6,890,837
Employee Benefits	\$1,314,471	\$1,397,332	\$1,342,925
Lapse and Turnover	\$0	(\$217,849)	(\$217,849)
Staff Development	\$94,826	\$55,358	\$60,081
Contractual Services	\$79,200	\$79,980	\$74,233
Materials and Supplies	\$796,869	\$839,228	\$869,947
Equipment	\$3,229	\$35,000	\$35,000
Other Operating Costs	\$339,150	\$647,526	\$563,621
TOTAL	\$8,532,490	\$9,384,027	\$9,618,795

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	2.00	2.00
Clerical	4.00	4.00
Supervisors	28.00	29.00
Assistant Supervisors	22.00	23.00
TOTAL	58.00	60.00

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

- The major services provided by the Aquatics Facilities Management Office can be found by following the link on APS web site: <http://apsva.us/Domain/98>.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Revenue

- Local fees are projected to increase \$205,000 based on increased participation.

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds of \$124,413 are added to provide adequate staff coverage during open hours. (108500-41377)
- Hourly funds of \$2,940 are provided to cover overtime costs. (108500-41317)

Contractual Services

- Funds of \$50,000 are provided to cover maintenance and contract repairs to the HVAC systems in the pool buildings. (108500-43875)
- Funds of \$1,765 are added for increased transportation costs for the elementary school swim program. (108500-45472)
- 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 Aquatics Center is a decrease of \$119,825. (108500-45624, 45630, 45680)

Materials and Supplies

- Funds of \$25,025 are added for pool chemical and safety supplies. (108500-46519)
- Funds of \$42,515 are added for repairs of HVAC equipment as equipment life cycle comes to an end. (108500-48608)

Other Operating Costs

- Funds of \$2,500 are added for increased costs of printing flyers and providing materials to additional pool patrons. (108500-43587)

Swimming Pools-Aquatics Facilities Management

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$701,909	\$819,706	\$768,767
Local Revenue/Fees	\$1,038,815	\$975,000	\$1,180,000
Carryforward	\$0	\$0	\$0
TOTAL	\$1,740,724	\$1,794,706	\$1,948,767
EXPENDITURES			
Salaries (includes hourly)	\$1,171,573	\$1,057,544	\$1,197,843
Employee Benefits	\$235,992	\$216,467	\$228,249
Staff Development	\$15,427	\$3,550	\$3,550
Contractual Services	\$411,029	\$610,404	\$542,344
Materials and Supplies	\$188,879	\$112,460	\$180,000
Equipment	\$4,269	\$30,000	\$30,000
Other Operating Costs	(\$282,415)	(\$235,719)	(\$233,219)
TOTAL	\$1,744,755	\$1,794,706	\$1,948,767

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Coordinator	1.00	1.00
Clerical	1.00	1.00
Instructors	6.00	6.00
TOTAL	8.00	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 and the Outreach Program have found a home at the Career Center. The facility operates year-round Monday through Thursday from 7:30 a.m. until 10:00 p.m.; Friday from 7:00 a.m. until 6:00 p.m.; Saturdays from 8:00 a.m. to 5:00 p.m.; and Sundays from 1:00 p.m. to 9:00 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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Based on the application of the custodian allocation formula and the acquisition of the Fenwick building, 1.5 custodian positions are added at the Career Center. (201-109600-41316)

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 Career Center is an increase of \$800. (109600-45624, 45630, 45680)

Materials and Supplies

- Funds of \$1,450 are added for cleaning supplies based on planning factor calculations. (109600-46613)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$899,699	\$975,501	\$1,050,339
TOTAL	\$899,699	\$975,501	\$1,050,339
EXPENDITURES			
Salaries (includes hourly)	\$436,723	\$445,521	\$509,311
Employee Benefits	\$138,827	\$178,556	\$187,354
Staff Development	\$0	\$0	\$0
Contractual Services	\$272,189	\$295,494	\$296,294
Materials and Supplies	\$32,750	\$49,330	\$50,780
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$6,600	\$6,600
TOTAL	\$880,489	\$975,501	\$1,050,339

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Resource Assistant	1.00	1.00
Custodians	8.50	10.00
TOTAL	9.50	11.00

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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing 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 Gunston Community Center is a decrease of \$12,627. (109200-45624, 45630, 45680)

Materials and Supplies

- Funds of \$2,838 are added for cleaning supplies based on planning factor calculations. (109200-46613)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,395,646	\$1,525,151	\$1,529,160
Local Revenue/Bldg Rental	\$0	\$500	\$500
TOTAL	\$1,395,646	\$1,525,651	\$1,529,660
EXPENDITURES			
Salaries (includes hourly)	\$724,328	\$751,093	\$759,616
Employee Benefits	\$221,756	\$249,045	\$254,320
Staff Development	\$0	\$0	\$0
Contractual Services	\$357,792	\$433,235	\$420,608
Materials and Supplies	\$75,332	\$81,778	\$84,616
Equipment	\$786	\$700	\$700
Other Operating Costs	\$0	\$9,800	\$9,800
TOTAL	\$1,379,994	\$1,525,651	\$1,529,660

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	11.50	11.50
Clerical	1.00	1.00
TOTAL	15.00	15.00

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 2017

Revenue

- Building rental fees are projected to decrease \$17,000 based on historical trends.

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing 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 Thomas Jefferson Community Center is a decrease of \$11,846. (109100-45624, 45630, 45680)

Materials and Supplies

- Funds of \$2,385 are added for cleaning supplies based on planning factor calculations. (109100-46613)

Thomas Jefferson Community Center

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,612,795	\$1,742,793	\$1,755,366
Local Revenue/Bldg Rental	\$45,841	\$67,000	\$50,000
TOTAL	\$1,658,636	\$1,809,793	\$1,805,366
EXPENDITURES			
Salaries (includes hourly)	\$824,633	\$846,301	\$857,934
Employee Benefits	\$273,059	\$291,129	\$284,530
Staff Development	\$0	\$0	\$0
Contractual Services	\$421,883	\$557,747	\$545,901
Materials and Supplies	\$103,075	\$91,686	\$94,071
Equipment	\$10,008	\$10,830	\$10,830
Other Operating Costs	\$0	\$12,100	\$12,100
TOTAL	\$1,632,659	\$1,809,793	\$1,805,366

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	12.00	12.00
Clerical	1.00	1.00
TOTAL	15.50	15.50

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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$51,131	\$55,056	\$66,524
TOTAL	\$51,131	\$55,056	\$66,524
EXPENDITURES			
Salaries (includes hourly)	\$36,661	\$37,635	\$39,952
Employee Benefits	\$14,471	\$17,421	\$26,572
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$51,131	\$55,056	\$66,524

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Resource Assistant	1.00	1.00
TOTAL	1.00	1.00

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 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$102,706	\$104,156	\$99,859
TOTAL	\$102,706	\$104,156	\$99,859
EXPENDITURES			
Salaries (includes hourly)	\$76,499	\$75,999	\$71,991
Employee Benefits	\$26,207	\$28,157	\$27,868
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials/Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$102,706	\$104,156	\$99,859

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Resource Assistant	1.00	1.00
TOTAL	1.00	1.00

Comprehensive Services Act

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.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Revenue

- Revenue is decreased to better reflect historical trends.

Contractual Services

- Contractual Services are decreased to better reflect historical trends.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,909,165	\$2,385,000	\$2,120,000
Virginia CSA Funding	\$1,704,312	\$2,115,000	\$1,880,000
TOTAL	\$3,613,478	\$4,500,000	\$4,000,000
EXPENDITURES			
Contractual Services	\$3,613,478	\$4,500,000	\$4,000,000
TOTAL	\$3,613,478	\$4,500,000	\$4,000,000

Food and Nutrition Services

DESCRIPTION

The Food and Nutrition Services Office is a self-supporting \$8.5 million business. Over 150 food service professionals take pride in serving 12,500 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

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Revenue

- Local revenue is increased \$307,025 to reflect increased participation and a proposed five cent increase in elementary, secondary, and adult full price meal prices, subject to change based on USDA direction.
- Federal revenue is increased \$138,000 to reflect increased reimbursement as a result of increased participation.
- State revenue is decreased \$2,959 to reflect decreased state funding.

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Cafeteria manager cook, and helper hourly accounts increase \$1,806 to better reflect actual costs. (450-107400-41304, 41305, 41306)

Staff Development

- Staff development funds increase \$250 to better reflect actual costs. (450-107400-45430, 45465, 45478)

Food and Nutrition Services

Contractual Services

- Equipment repairs funds increase \$250 to better reflect actual costs. (450-107400-43885)
- Postage funds increase \$800 to better reflect actual costs. (450-107400-45585)

Materials and Supplies

- Funds for food items increase by \$511,000 to better reflect projected costs resulting from increased participation. (450-107400-46525, 46678, 46700, 46715, 46735, 46746, 46749)

Equipment

- Funds for computer equipment/software increase \$3,000. (450-107400-46528)

Other Operating Costs

- The budget reserve decreases \$52,396 as a result of increased costs. (450-107400-40403)
- Printing and Duplicating Costs funds increase \$5,000 to better reflect actual costs. (450-107400-43587)

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$0	\$0	\$0
County Transfer Carryover	\$0	\$0	\$0
Local Revenue	\$3,834,514	\$3,706,118	\$4,013,143
State Revenue	\$87,287	\$90,246	\$87,287
Federal Revenue	\$4,549,060	\$4,223,000	\$4,361,000
TOTAL	\$8,470,861	\$8,019,364	\$8,461,430
EXPENDITURES			
Salaries (includes hourly)	\$2,931,237	\$2,770,532	\$2,778,534
Employee Benefits	\$813,591	\$937,708	\$903,868
Staff Development	\$3,564	\$5,650	\$5,900
Contractual Services	\$39,363	\$2,500	\$3,550
Materials and Supplies	\$3,984,418	\$4,040,500	\$4,551,500
Equipment	\$10,694	\$35,000	\$38,000
Other Operating Costs	\$9,850	\$227,474	\$180,078
TOTAL	\$7,792,716	\$8,019,364	\$8,461,430

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Director	1.00	1.00
Management Staff	4.00	4.00
Clerical	1.00	1.00
TOTAL	6.00	6.00

Capital Projects

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 are included in this fund. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

MAJOR SERVICES PROVIDED

- Project planning
- Major scheduled maintenance
- Systems replacements
- Minor capital projects
- Major capital projects at the School Board's discretion

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Contractual Services

- One-time funds of \$1,259,600 for relocatables added in FY 2016 are eliminated in FY 2017. (110000-48600)
- Funds of \$74,000 for consultant fees are added. (110000-43565)
- Funds of \$2,075,000 for relocatables are added due to additional relocatables needed for FY 2017. (110000-48600)
- To reflect the actual projects being undertaken in FY 2017 in the MC/MM program, contractual services accounts increase a net of \$227,386 across various accounts. (110000-43601,43892, 46618, 46668, 48650, 48656, 48659, 48665, 48688)

Materials and Supplies

- To reflect the actual projects being undertaken in FY 2017 in the MC/MM program, materials and supplies accounts decrease a net of \$693,204. (110000-46635, 46655, 46658,48608, 48610, 48611, 48673)

Equipment

- To reflect the actual projects being undertaken in FY 2017 in the MC/MM program, equipment accounts increase a net of \$442,002. (110000-48863, 48868, 48897)

Other Operating Costs

- The Budget Reserve decreases \$19,646 from FY 2016 to FY 2017. (110000-40403)

Capital Projects

FY 2017 MC/MM PROJECTS BY LOCATION

LOCATION	PROJECT	FUNDS
Abingdon	Fields	\$103,000
	Flooring	\$70,000
	Painting	\$115,365
	Playground	\$200,000
	Plumbing	\$51,000
		\$539,365
Ashlawn	HVAC improvements	\$170,000
Drew	Kitchen HVAC	\$75,000
Glebe	Gym floor	\$70,000
Gunston	Lockers	\$76,000
Hoffman-Boston	Kitchen equipment	\$40,000
Key	Playground	\$190,000
Long Branch	Cafeteria floor	\$85,000
Nottingham	Signage	\$35,000
Oakridge	Fencing	\$10,000
Patrick Henry	HVAC improvements	\$200,000
	Kitchen equipment	\$80,000
		\$280,000
Randolph	Gym HVAC	\$150,000
Science Focus	HVAC improvements	\$150,000
	Kitchen HVAC	\$75,000
		\$225,000
Swanson	HVAC improvements	\$140,000
	Kitchen equipment	\$40,000
		\$180,000
Wakefield	Stadium lighting	\$480,000
Subtotal Projects by Location		\$2,605,365

FY 2017 MC/MM SYSTEM-WIDE PROJECTS

PROJECT	FUNDS
ADA	\$62,000
Blinds	\$30,000
Concrete/Paving	\$56,000
Consulting fees	\$74,000
Fields/Grounds	\$100,000
HVAC - general upgrades and controls	\$212,000
Indoor Air Quality	\$59,000
Lockers	\$50,000
Playgrounds	\$62,000
Plumbing	\$58,000
Relocateables	\$2,332,662
Roofing	\$101,000
Security	\$175,000
Storm Water Management	\$250,000
Theaters	\$50,000
MC/MM Budget Reserve	\$26,690
Salary/Adm. Cost	\$134,778
Subtotal MC/MM System-Wide	\$3,833,130
GRAND TOTAL MC/MM	\$6,438,495

**Includes salaries and benefits for staff in Major Construction.*

Capital Projects

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$13,874,782	\$4,358,329	\$4,231,910
Transfer from Operating	\$5,130,000	\$0	\$0
Carry Forward	\$6,871,451	\$1,259,600	\$2,075,000
State	\$0	\$0	\$131,585
TOTAL	\$25,876,233	\$5,617,929	\$6,438,495
EXPENDITURES			
Salaries	\$891,629	\$98,871	\$102,827
Employee Benefits	\$275,125	\$30,618	\$31,951
Staff Development	\$1,224	\$0	\$0
Contractual Services	\$21,113,320	\$2,859,537	\$3,945,662
Materials/Supplies	\$2,044,468	\$1,972,569	\$1,279,365
Equipment	\$686,657	\$609,998	\$1,052,000
Other Operating Costs	(\$2,258,045)	\$46,336	\$26,690
TOTAL	\$22,754,378	\$5,617,929	\$6,438,495

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Project Manager	1.00	1.00
TOTAL	1.00	1.00

Bond

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. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

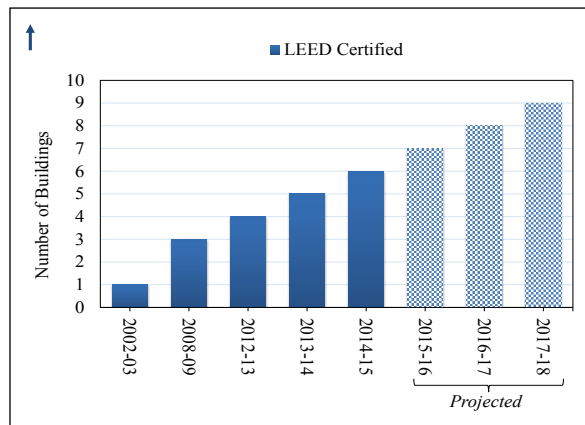
Funding for the projects in the Bond Fund comes from bond financing generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (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.

On June 16, 2014, the School Board adopted its FY 2015-24 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 at www.apsva.us/CIP. The School Board will be adopting a new ten-year CIP in June 2016.

The November 2014 referendum included projects totaling \$105.8 million. The 2014 bond funds the construction of a new elementary school, Abingdon Elementary School addition and renovation, partial design of a secondary seats school, partial funding of McKinley Elementary School addition, additional seats for W-L High School, and various HVAC, roofing, and infrastructure projects. 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 spring of 2015, the County sold \$30 million of APS bonds from the 2012 and 2014 bond referenda. These funds are earmarked for an addition at McKinley Elementary School, an addition and renovation project at Abingdon, a capacity renovation at Washington-Lee, planning funding for a new elementary school in South Arlington, planning and design of additional secondary seats, and HVAC infrastructure and roofing projects.

LEED CERTIFIED BUILDINGS



Bond

The upcoming spring 2016 bond sale in the amount of \$136 million will provide funding for the new middle school at the Stratford site, the new school at the Wilson site, addition and renovation at the Career Center/ Arlington Tech, planning for secondary seats at locations to be determined, and infrastructure capital projects such as HVAC, roofing, etc.

On June 16, 2016, the School Board adopted its FY 2017-26 CIP which outlines major capital projects for the next ten years as well as the funding needs of those projects, including any bond referenda.

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

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Bond

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$0	\$0	\$0
County Transfer Re-Estimate	\$0	\$0	\$0
Carry Forward	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0
EXPENDITURES			
Salaries	\$0	\$800,268	\$810,716
Employee Benefits	\$0	\$286,416	\$292,853
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials/Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
TOTAL	\$0	\$1,086,684	\$1,103,569

POSITION SUMMARY

	FY 2016	FY 2017
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Director	1.00	1.00
Project Manager	6.00	6.00
Clerical	1.25	1.25
TOTAL	8.25	8.25

The costs and positions listed in the tables above are not included in the overall FY 2016 and FY 2017 budget totals.

Debt Service

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 2014, almost 75% of voters, the highest approval rating of the questions on the November ballot, approved the 2014 school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$105,810,000 to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2015, bonds totaling \$682.5 million have been sold. As of December 31, 2015, the outstanding balance on all bonds issued is \$379.5 million. The FY 2017 Budget includes funds to pay the debt on all bonds previously sold as well as \$33.2 million in bonds to be issued in Spring 2016.

The bond amortization schedule can be found in the Informational section on page 541.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Contractual Services

- Debt service for FY 2017 will increase by an estimated \$1,305,795 as a result of issuing bonds in Spring 2016 for the construction of the projects outlined in the School Board's Adopted FY 2015 – FY 2024 Capital Improvement Plan.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Operating Transfer	\$265,000	\$0	\$0
County Transfer Funds	\$43,834,000	\$45,339,449	\$46,095,244
Carry Forward	\$0	\$100,000	\$650,000
TOTAL	\$44,099,000	\$45,439,449	\$46,745,244
EXPENDITURES			
Contractual Services	\$44,099,000	\$45,439,449	\$46,745,244
TOTAL	\$44,099,000	\$45,439,449	\$46,745,244

Grants and Restricted Programs

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.

FISCAL/ORGANIZATIONAL CHANGES FY 2017

Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Funding is provided for an increase of 1.75% for eligible employees at the top of the scale or on longevity steps.
- Funding is provided for an increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- The Grants and Restricted Programs position total is based on FY 2016 actual positions. The FY 2016 actual positions total 125.09. Positions are listed by source of funds.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local Revenue	\$2,929,212	\$1,833,727	\$2,065,155
State Revenue	\$3,366,447	\$3,634,359	\$3,587,662
Federal Revenue	\$7,917,957	\$8,082,885	\$8,435,679
TOTAL	\$14,213,616	\$13,550,971	\$14,088,496
EXPENDITURES			
Salaries	\$9,035,164	\$8,523,897	\$9,330,335
Employee Benefits	\$2,416,182	\$2,442,993	\$2,495,117
Staff Development	\$225,413	\$170,197	\$232,777
Contractual Services	\$487,278	\$532,187	\$503,197
Materials and Supplies	\$298,455	\$530,762	\$308,205
Equipment	\$1,066,497	\$1,176,184	\$1,101,339
Other Operating Costs	\$113,809	\$174,751	\$117,527
TOTAL	\$13,642,798	\$13,550,971	\$14,088,496

Grants and Restricted Programs

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.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
ENTITLEMENT GRANTS			
Preschool Allocation	\$134,307	\$101,632	\$112,632
Special Education - IDEA	\$3,736,859	\$4,046,383	\$4,046,383
Title I, Part A	\$2,379,733	\$1,937,235	\$2,581,315
Title I School Improvement 1003a	\$41,365	\$0	\$0
Title I School Improvement 1003g	\$199,809	\$0	\$0
Title I Reading Recovery	\$50,012	\$19,500	\$0
Title II, Part A	\$594,696	\$578,777	\$578,777
Title III, Part A-Limited English	\$558,566	\$588,171	\$593,854
Title V, Part A	\$507	\$0	\$0
Total Entitlement Grants	\$7,695,855	\$7,271,698	\$7,912,961
DISCRETIONARY GRANTS			
21st Century Grant	\$35,563	\$33,727	\$0
Air Force Jr ROTC	\$61,755	\$68,000	\$68,500
AmeriCorps	\$0	\$0	\$104,000
Chinese and Arabic	\$92,701	\$85,332	\$88,218
NOVA Commonwealth Scholars	\$230	\$0	\$0
Project Extra Step	\$46,570	\$30,000	\$0
Research through Probeware	\$22,811	\$0	\$0
Safe Routes to School	\$55,160	\$71,811	State Grant
Total Discretionary Grants	\$314,792	\$288,870	\$260,718
ADULT EDUCATION GRANTS			
AEFLA (Adult Education and Family Literacy)	\$171,761	\$172,317	\$12,000
REEP Civics Family Center - Adult Literacy	\$4	\$0	\$0
Vocational Disadvantaged-Perkins	\$261,570	\$220,000	\$250,000
Total Adult Education Grants	\$433,335	\$392,317	\$262,000
TOTAL FEDERAL GRANTS	\$8,443,981	\$7,952,885	\$8,435,679

POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	SUPERVISOR	TEACHER	TOTAL
Special Education-IDEA	6.50	1.00	25.00	1.80		17.90	52.20
Title I, Part A	1.00				1.00	16.50	18.50
Title II, Part A						5.00	5.00
Title III, Part A-Limited English	0.20	0.57	2.90	1.00			4.67
Title III, Part A-Immigrant and Youth		0.20				0.13	0.33
Project Extra Step						0.18	0.18
Vocational Disadvantaged-Perkins						0.50	0.50
Air Force Jr ROTC						1.00	1.00
AEFLA				0.42			0.42
TOTAL	7.70	1.77	27.90	3.22	1.00	41.21	82.80

Financial | Other Funds

Grants and Restricted Programs

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.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
ENTITLEMENT GRANTS			
Career Tech Ed Equipment	\$20,471	\$20,000	\$20,000
Early Reading Intervention	\$49,923	\$95,434	\$99,705
EpiPens Grant	\$3,545	\$0	\$0
Mentor Teacher Program	\$51,844	\$25,073	\$25,073
Preschool Initiative	\$1,252,451	\$1,632,000	\$1,677,000
SOL Algebra	\$6,035	\$59,981	\$64,077
Technology Grants	\$951,617	\$1,094,800	\$1,105,600
Total Entitlement Grants	\$2,335,887	\$2,927,288	\$2,991,455
DISCRETIONARY GRANTS			
Adult Education and Family Literacy	\$0	\$0	\$172,317
GAE (General Adult Education)	\$24,694	\$20,292	\$20,292
ISAEP	\$30,079	\$31,434	\$31,434
NOVA English Remediation	\$1,824	\$0	\$0
NOVA Math-CTE Summer Bundle	\$350	\$0	\$0
Race to GED	\$27,075	\$27,327	\$27,327
Safe Routes to School	Federal	Federal	\$71,811
SOL Staff Training	\$4,124	\$0	\$0
Special Education Jail Program	\$98,284	\$105,478	\$108,279
Young Fathers	\$0	\$9,000	\$0
Total Discretionary Grants	\$186,431	\$193,531	\$431,460
TOTAL STATE GRANTS	\$2,522,318	\$3,120,819	\$3,422,915

POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	TEACHER	TOTAL
Preschool Initiative	0.50	1.00	12.00		5.00	18.50
Special Education Jail Program					1.00	1.00
ISAEP				0.09		0.09
VDOT Safe Routes to School		1.00				1.00
TOTAL	0.50	2.00	12.00	0.09	6.00	20.59

Grants and Restricted Programs

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.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
DISCRETIONARY GRANTS			
21st Century CS Housing	\$0	\$0	\$37,727
AOL Aspirations Grants @ Kenmore	\$4,598	\$0	\$0
Arlington Community Foundation	\$1,591	\$0	\$0
Autism Spectrum Training @ Oakridge	\$120	\$0	\$0
Bilingual Mental Health Grant	\$1	\$0	\$0
Driver's Ed Parent	\$740	\$0	\$0
Doug and Daisy Foundation @ Gunston	\$193	\$0	\$0
Drew - Starbucks	\$1,193	\$0	\$0
Education Access on Cable TV Arlington	\$247,478	\$74,610	\$300,000
ESL REEP	\$1,539,266	\$822,306	\$817,583
ExxonMobil	\$19	\$0	\$0
Fish and Boat	\$36	\$0	\$0
GED at the Jail	Combined	Combined	\$110,000
Healthy Community Action Team	\$12,962	\$0	\$0
ISOC-Support of Children	\$2,495	\$0	\$0
LEAD@Kenmore	\$13,870	\$0	\$0
National Museum of Women on the Arts	\$1,733	\$0	\$0
NEA Outreach to Teach	\$1,747	\$0	\$0
NFL - Super 60 School @ Claremont	\$3,267	\$0	\$0
NOVA Systemic Solutions	\$0	\$0	\$85,000
NSF Math	\$1,126	\$0	\$0
Friends of Planetarium	\$20,249	\$0	\$0
Summer Outdoor Lab	\$41,542	\$42,500	\$49,672
Suppt Serv Voc Ed (Falls Church)	\$2,771	\$0	\$0
Technology Improvement - Science Focus	\$715	\$0	\$0
PESA	\$9	\$0	\$0
Phoenix House/Vanguard	\$106,082	\$103,173	\$105,173
VPSA Student Info System	\$199	\$0	\$0
Wakefield College Board	\$850	\$0	\$0
TOTAL LOCAL/COUNTY GRANTS	\$2,004,850	\$1,042,589	\$1,505,155

POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	SPECIALIST	SUPERVISOR	TEACHER	TOTAL
Education Access on Cable TV Arlington			2.00			2.00
ESL REEP	5.00	1.00	4.40	1.00		11.40
Phoenix House					1.00	1.00
NOVA Systemic Solutions					0.5	0.50
TOTAL	5.00	1.00	6.40	1.00	1.50	14.90

Financial | Other Funds

Grants and Restricted Programs

COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

FINANCIAL SUMMARY

	FY 2015	FY 2016	FY 2017
CATEGORY	ACTUAL	ADOPTED	ADOPTED
DISCRETIONARY GRANTS			
Parent/Teen Infant	\$273,927	\$364,000	\$0
Total Discretionary Grants	\$273,927	\$364,000	\$0
ADULT EDUCATION GRANTS			
Adult Personal and Prof. Dev. Prog.	\$861,458	\$739,960	\$724,747
Americorps	\$106,156	\$104,000	Federal Grant
Beyond Textbooks/PIFP	\$95	\$0	\$0
The Caring Equation	\$57,978	\$59,540	\$0
GED at the Jail	\$0	\$102,000	Local Grant
Hand-n-Hand	\$17,980	\$0	\$0
NOVA Systemic Solutions	\$0	\$65,178	Local Grant
Total Adult Education Grants	\$1,043,667	\$1,070,678	\$724,747
TOTAL COMBINED GRANTS	\$1,317,594	\$1,434,678	\$724,747

POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	TEACHER	TOTAL
Parent/Teen Infant			1.00		1.00	2.00
Adult Personal and Prof. Dev Prog	1.90	1.00		0.90		3.80
GED program at the Jail		1.00				1.00
TOTAL	1.90	2.00	1.00	0.90	1.00	6.80



INFORMATIONAL

Arlington County at a Glance
Arlington Public Schools Profile
Achievement Measures
Enrollment
Enrollment Projections
Personnel Resources

Outstanding Debt
and Bond Amortization

SUPPLEMENTAL

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, the county was renamed Arlington County.

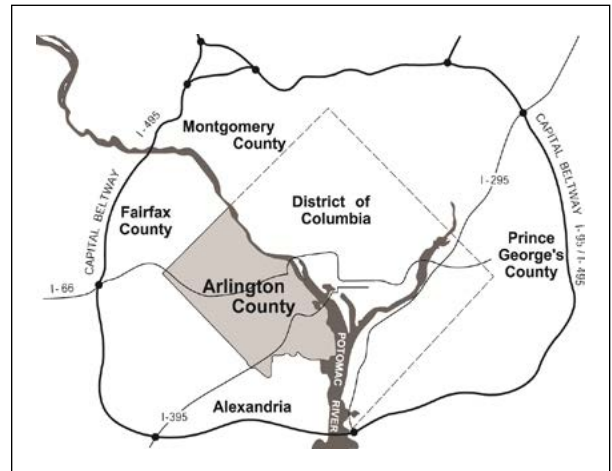
Annexation of any part of Arlington County by neighboring jurisdictions is prohibited by present law unless the entire County is annexed with the approval of County voters. There are no jurisdictions with overlapping debt or taxing powers. The water and sewage systems are operated on a self-supporting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

Arlington County has an estimated 2016 population of 220,400, an increase of 16.3 percent over the 2000 population. Additionally, Arlington is home to an estimated 211,000 jobs, as of January 1, 2016.

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.

Economic activity in Arlington County has historically been closely associated with numerous governmental activities of the Washington Metropolitan region. In 2016, about 23.0 percent (or about 58,500) 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 2016 estimate is that 21.4 percent of total employment (about 45,100 jobs) is in the professional and technical services sector. An additional 31.0 percent of total employment (about 65,400 jobs) is in the hospitality, food services, and other services sectors.



DEMOGRAPHICS

The Planning Division of the Department of Community Planning, Housing and Development (DCPHD) estimates Arlington County's 2016 population to be 220,400, of which 18.5 percent (40,900 persons) are under age 20. Those between the ages of 25-34 make up the largest share of the population at 27.1 percent or 59,700 persons.

Arlington County takes pride in, and gains vitality from, the diversity of its population. According to the 2010 Census, 64.0 percent of Arlington residents are white, 15.1 percent are Hispanic, 8.2 percent are black or African-American, 9.6 percent are Asian or Other Pacific Islanders, and 3.0 percent identified as another race or two or more races. (Note: percentages may not add due to rounding.)

Arlington County at a Glance

The following table shows the change in population among various racial/ethnic groups from 2000 to 2010. The 2000 and 2010 figures are from the Decennial Censuses.

RACIAL/ETHNIC GROUP	FY 2000	FY 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/Multi-Racial	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%

EDUCATION

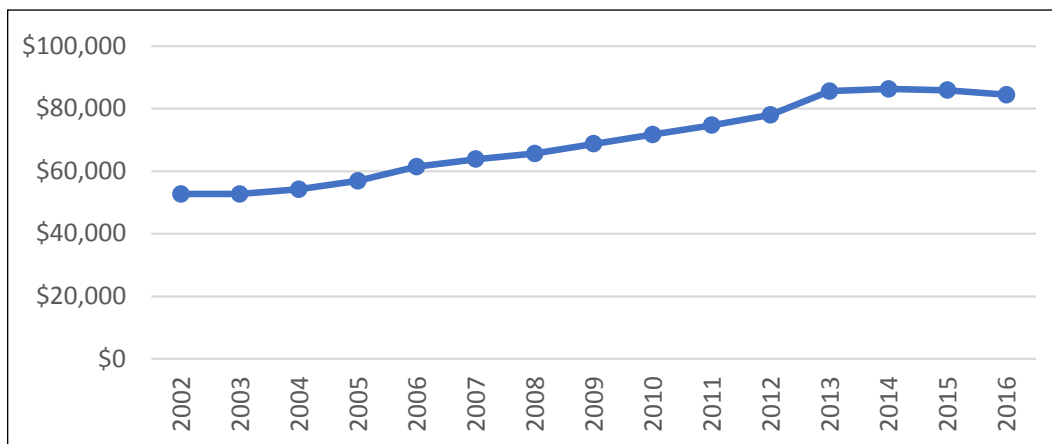
Arlington’s population is among the most highly educated in the country. According to the U.S. Census Bureau 2015 American Community Survey, 93 percent of all household residents age 25 and older were high school graduates, 72.0 percent were college graduates, and 38.0 percent had graduate or professional degrees. Of the Arlington Public School (APS) class of 2015-2016, 91 percent planned to pursue higher education, and the average expenditure per pupil was expected to be \$18,616 in the 2016 fiscal year.

PERSONAL INCOME

The educational achievements of Arlington’s population are reflected in the County’s income statistics as well. In 2016, according to Planning Division estimates, Arlington has a per capita personal income of \$84,400. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2014 was \$109,266. The Planning Division estimates that median household income in 2016 is \$110,900. According to ESRI, Arlington County had an effective buying power of \$9.84 billion in 2015.

The Per Capita Income graph below shows the growth in per capita personal income since 2002. Income figures for 2002 through 2006 are from the U.S. Bureau of Economic Analysis and the figures for 2007 through 2016 are estimated by the Arlington County Planning Division.

PER CAPITA INCOME



Arlington County at a Glance

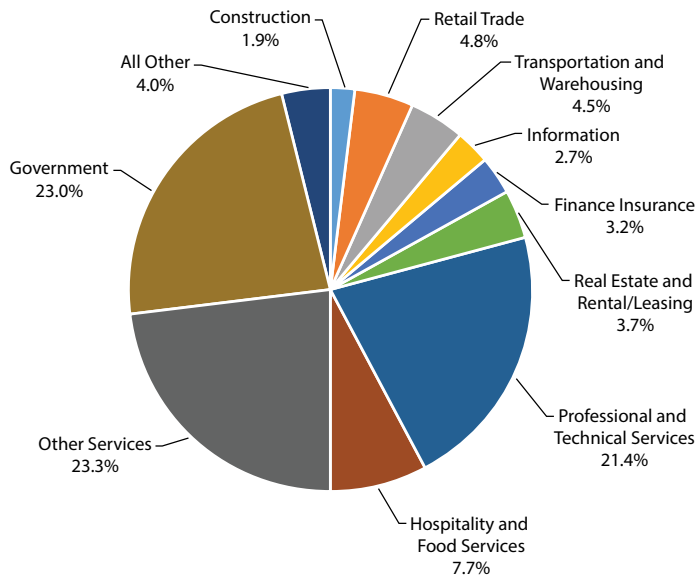
HOUSING

According to Planning Division estimates, there are 112,300 total housing units in Arlington as of January 2016. 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 (64.7 percent or 72,700) of housing units in Arlington are multi-family. There are an estimated 28,400 single-family detached (25.3 percent), and 11,100 single-family attached housing units (9.9 percent) in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2016, over 20,327 new multi-family units have been completed (an increase of 38.8 percent), compared to 816 single family attached units. There has been a net gain of over 732 single family detached units during the same time span. According to the 2014 American Community Survey, Arlington County has an estimated 44.8 percent of renter occupied units and 55.2 percent of owner occupied housing units.

COMMUNITY FACILITIES IN ARLINGTON

• Acres of County Open Space	1,190	• Synthetic Fields	15
• Miles of Bicycle/Jogging Trails	89	• Nature Centers	3
• County Parks	167	• Senior Centers	6
• Tennis and Basketball Courts ¹	79	• Community Centers	14
• Natural Grass Fields	82	• Fire Stations	10
• Libraries	8		

EMPLOYMENT BY INDUSTRY



AT-PLACE EMPLOYMENT

According to Arlington County estimates, the total number of jobs in the County increased by about 4.8 percent between 2000 and 2016. The service sector comprises a significant share of jobs in Arlington. About 21.4 percent of all jobs are in the professional and technical services sector. Another 23.3 percent 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 23.0 percent (58,500 jobs) of the County's January 2016 employment is estimated to be in government. The 2015 unemployment rate in Arlington was 2.9 percent.

Arlington County at a Glance

SECTOR	JOB
Construction	3,900
Retail Trade	10,000
Transportation	9,500
Information	5,600
Finance and insurance	6,800
Real estate and Rental/Leasing	7,800
Professional and technical services	45,100
Hospitality and Food Services	16,200
Other Services	49,200
Government	48,500
All other	8,400
TOTAL	211,000

Source: Employment estimates reflect 4th Quarter 2013 office vacancy rates, which are higher than average due to the impacts of BRAC and sequestration. Due to a change in methodology, estimated 2014 employment is not comparable to previous years. Sector employment is based on Arlington County Planning Division 2013 estimates of data from the U.S. Bureau of Economic Analysis and U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

* Note: Jobs by sector are rounded to the nearest 100th

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.

TOP 10 PRINCIPAL PRIVATE EMPLOYERS

COMPANY	NATURE OF BUSINESS	ARLINGTON EMPLOYEES
1 Deloitte	Consulting Services	5,000-9,999
2 Accenture	Consulting Services	2,500-4,999
3 Virginia Hospital Center	Healthcare	1,500-2,499
4 Marriott International, Inc.	Hotels	1,500-2,499
5 Booz Allen Hamilton	Consulting Services	1,000-1,499
6 Corporate Executive Board	Consulting Services	1,000-1,499
7 Bureau of National Affairs	Information Services	1,000-1,499
8 Lockheed Martin Corp	Air Transportation Equipment/Defense Systems	600-999
9 PAE Government Services	Services	600-999
10 Marymount University	Education	600-999
TOTAL		15,300-27,490

Source: Arlington Economic Development

Arlington County at a Glance

SELECTED SERVICE INDICATORS

	FY 2015 ACTUAL	FY 2016 ESTIMATE	FY 2017 ESTIMATE
General Obligation Bond Rating*	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	10,596	21,000	7,500
Inspections Conducted for Fire Code Enforcement, fire protection system, and hazardous materials inspections	2,380	2,500	2,500
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	45%	45%	45%
Fire/EMS/Public Service Responses	56,643	56,000	56,000
Refuse Collected on County and Contracted Routes (Tons)	36,239	35,500	34,500
Total Curbside Recycling Tonnage Collected	14,271	14,000	14,000
Licensed Child Care Facilities (Family Day Care Homes)	146	150	150
Number of registrations in Parks and Recreation programs	50,447	51,500	52,500
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	5,580	3,500	3,000
Police response time for Priority 1 calls (minutes from dispatch to arrival)	4:58	4:50	4:51

*The County's General Obligation Bond Rating was reaffirmed in April 2016.

Arlington Public Schools Profile

LEGEND

- ▲ High Schools
- Middle Schools
- ◊ Secondary Program
- Elementary Schools
- ★ Other School Sites
- Arlington County



Informational

Arlington Public Schools Profile

Arlington Public Schools represent one of the nation’s most diverse and sophisticated student populations. Our 25,238 students come from around the world and speak more than 99 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

Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2015 APS graduates, 78% took and ACT and/or the SAT. The average combined score on the SAT was 1,680 for Arlington graduates, an increase of 27 points from 2014. APS scores are 147 points higher than the 2015 average score for Virginia students and 190 points higher than the national SAT average. Overall, in the last five years, APS SAT scores increased by 18 points in reading, 16 points in writing, and 18 points in math. APS had a 26% increase in the number of ACT test takers in 2015. Arlington’s average ACT composite score was 25.2, compared to 22.5 for VA graduates and a national composite of 20.4.

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.

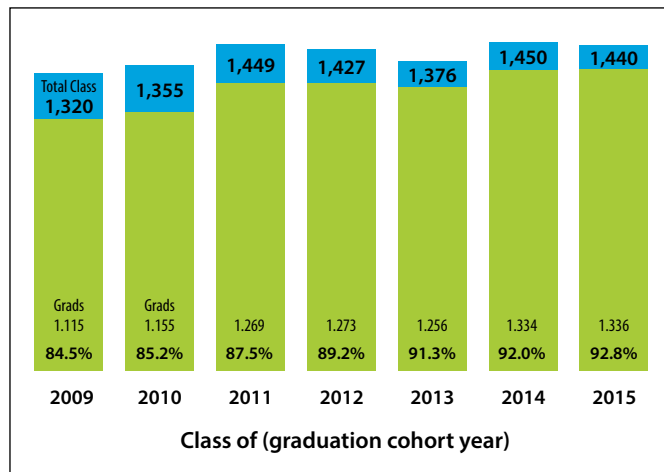
The school system operates twenty-three elementary schools, five middle schools, four high schools, a secondary alternative school, a technical education and career center, a high school continuation program and programs for special education students. The Syphax Education Center, the Thurgood Marshall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

TYPE OF SCHOOL OR PROGRAM	NUMBER
Elementary Schools	23
Middle Schools	5
High Schools	4
Secondary Alternative School (6-12)	1
High School Continuation Program	1
Vocational-Technical (9-12)	1
Special Education Programs	2

Achievement Measures

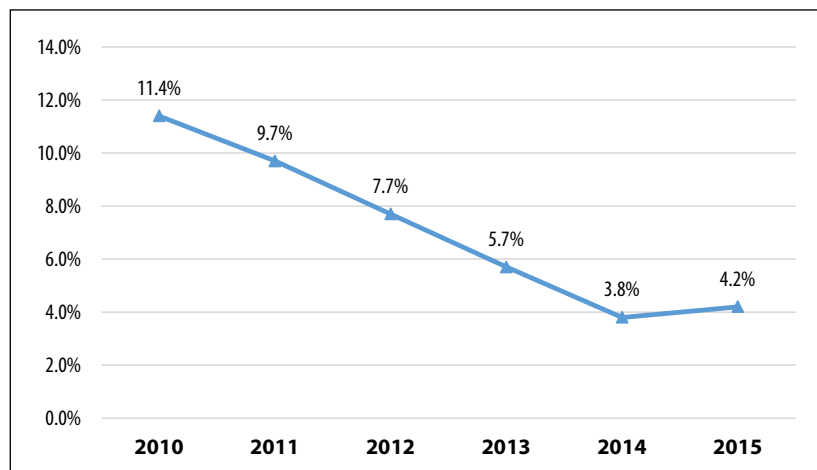
The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. The On-Time Graduation rate is 92.8%.

APS ON-TIME GRADUATION RATE CONTINUES TO RISE



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. The dropout rate for FY 2015 is 4.2%.

APS COHORT DROPOUT RATE



Achievement Measures

While overall student achievement is a division-wide responsibility, other metrics in the Strategic Plan are the responsibility of specific departments and are presented here rather than on the individual department pages.

This scorecard is used to monitor progress on the APS Strategic Goals.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017
GOAL 1: CHALLENGE AND ENGAGE ALL STUDENTS											
ELEMENTARY SCHOOL SOLS—GRADES 3, 4 & 5											
English/Reading	1.1.a. Percentage of students grades 3-5 scoring proficient or above	89.7	90.4	89.8	89.5	79.0	80.9	86.5			90-95
Mathematics	1.1.b. Percentage of students grades 3-5 scoring proficient or above	88.7	91.6	93.1	80.9	81.5	83.3	87.0			90-95
Science	1.1.c. Percentage of students grades 3 and 5 scoring proficient or above	90.1	91.0	91.3	91.5	83.9	82.6	80.9			90-95
History/Social Science	1.1.d. Percentage of students grades 3 and 4 scoring proficient or above	86.7	89.3	89.4	90.0	90.0	90.3	89.8			90-95
MIDDLE SCHOOL SOLS—GRADES 6, 7 & 8											
English/Reading	1.2.a. Percentage of students grades 6-8 scoring proficient or above	88.4	88.6	89.2	87.9	78.1	80.7	84.5			90-95
Mathematics	1.2.b. Percentage of students grades 6-8 scoring proficient or above	80.3	80.1	80.6	75.8	80.4	83.8	88.3			90-95
Science	1.2.c. Percentage of students grades 6-8 scoring proficient or above	89.0	90.8	91.7	93.6	79.5	78.8	82.9			90-95
History/Social Science	1.2.d. Percentage of students grades 6-8 scoring proficient or above	81.3	84.7	86.4	85.1	85.8	85.6	89.9			90-95
HIGH SCHOOL SOLS—END OF COURSE											
English/Reading	1.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test	95.5	92.6	94.3	94.1	89.3	89.1	91.5			90-95
Mathematics	1.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests	87.9	88.3	89.1	82.1	80.8	82.4	86.6			90-95
Science	1.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests	85.5	86.1	87.1	90.7	84.9	87.2	87.6			90-95
History/Social Science	1.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests	89.8	90.3	80.1	81.7	85.9	87.4	86.8			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 1: CONTINUED												
WRITING SOLS—GRADES 5, 8 & 11												
SOL – Writing (Grades 5,8,11)	1.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL	92.9	94.2	93.1	93.0	85.5	84.4	84.5				90-95
ON-TIME GRADUATES (1334)												
AP/IB Enrollment	1.5. Percentage of graduating seniors completing at least one AP/IB course during high school career	61.6	66.8	68.3	71.1	73.6	76.0	78.8				66*
AP/IB Exam Performance	1.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career	47.4	51.9	50.6	51.4	54.2	53.9	58.3				50*
On-time Graduation	1.7. Percentage of students graduating on-time with any diploma (as defined by state)	84.5	85.2	87.6	89.2	91.4	92.0	92.8				95*
Diploma Types	1.8. Percentage of students graduating on-time who earn an advanced studies diploma (includes IB)	61.2	60.4	63.7	63.9	65.4	64.3	68.5				65-70
SAT/ACT Participation	1.9. Percentage of graduating seniors taking SAT or ACT during high school career	66.9	69.4	71.6	73.2	74.0	75.8	75.1				70-75
SAT Performance	1.10. Mean total score (critical reading + mathematics + writing)	1623	1660	1627	1641	1631	1649	1636				1615*
ACT Performance	1.11. Mean composite score	23.2	24.7	23.0	24.7	25.5	25.2	25.8				23*
Dual Enrollment	1.12 Percentage of grade 9-12 students completing at least one dual enrollment course	2.1	4.1	4.9	5.9	5.0	4.8	4.8				6-8

*Benchmark based on Baldrige award-winning districts

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: ELIMINATE THE GAPS												
KINDERGARTEN STUDENTS												
PreK Enrollment	2.0.a. Percentage of kindergarten students previously enrolled in pre-K program by identified subgroups	Asian	85.1	81.1	78.7	78.6	83.4	76.8	88.1			85-90
		Black	82.4	77.6	86.2	86.3	85.6	76.1	85.9			85-90
		Hispanic	83.5	79.1	86.3	83.9	84.9	82.0	81.3			85-90
		White	89.1	88.2	90.1	89.1	92.5	84.5	93.0			85-90
		EconDis	85.5	78.3	84.8	82.6	83.5	81.4	82.6			85-90
		LEP	83.6	78.7	85.1	81.3	83.0	80.1	81.5			85-90
		SWD	88.8	90.4	91.0	93.4	93.1	90.0	95.1			85-90
ALL APS STUDENTS—KINDERGARTEN THROUGH GRADE 12												
Gifted Services	2.0.b. Percentage of students identified for gifted services by identified subgroups (Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services (Economically Disadvantaged, LEP, SWD).	Asian	20.5	20.0	18.6	19.1	21.2	22.1	23.9			0-5 (31.0)
		Black	12.4	12.1	11.4	11.9	12.9	13.4	14.3			0-5 (31.0)
		Hispanic	10.5	10.7	11.9	11.9	12.0	12.1	12.8			0-5 (31.0)
		White	27.2	27.4	27.7	28.1	28.6	29.2	31.0			0-5 (31.0)
		EconDis	9.7	9.2	9.5	9.5	10.1	10.1	10.7			0-5 (29.9)
		LEP	7.2	6.9	7.2	8.4	7.0	5.4	6.5			0-5 (29.4)
		SWD	6.6	7.5	7.7	8.4	8.0	8.7	10.0			0-5 (25.9)
ELEMENTARY SCHOOL SOLS—GRADES 3, 4 & 5												
English/Reading	2.1.a. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	93.4	93.6	90.8	92.0	80.1	86.2	90.9			90-95
		Black	76.5	77.5	81.3	77.8	59.7	64.1	75.2			90-95
		Hispanic	81.9	83.0	79.0	79.5	61.0	61.9	71.0			90-95
		White	96.0	96.1	96.9	96.4	91.7	92.4	95.2			90-95
		EconDis	81.1	81.4	78.2	77.1	55.8	58.8	69.6			90-95
		LEP	84.4	85.1	80.4	80.1	57.6	60.8	69.6			90-95
		SWD	73.3	75.6	71.6	68.9	55.1	54.6	60.9			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
ELEMENTARY SCHOOL SOLS—GRADES 3, 4 & 5												
Mathematics	2.1.b. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	92.8	95.0	95.1	83.1	83.3	89.3	92.1			90-95
		Black	77.2	85.0	84.8	61.9	63.3	69.9	75.5			90-95
		Hispanic	77.4	82.7	86.8	65.4	68.1	69.1	75.0			90-95
		White	95.9	96.6	97.5	91.7	91.4	91.7	93.9			90-95
		EconDis	76.8	83.7	85.1	61.2	62.6	67.4	73.4			90-95
		LEP	80.2	85.5	87.1	67.2	65.6	69.5	74.2			90-95
		SWD	65.6	68.4	73.2	50.5	51.6	51.6	56.8			90-95
Science	2.1.c. Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	Asian	93.0	91.9	91.2	91.7	84.0	87.4	82.8			90-95
		Black	77.7	79.5	81.3	77.0	66.7	60.5	66.7			90-95
		Hispanic	79.2	78.3	82.5	81.5	65.2	61.6	60.3			90-95
		White	97.2	98.1	97.7	98.3	95.5	94.1	93.3			90-95
		EconDis	77.7	77.5	79.2	78.3	61.6	56.5	55.8			90-95
		LEP	81.3	80.3	82.0	82.0	63.4	58.4	53.2			90-95
		SWD	71.2	72.5	74.6	68.8	61.1	51.8	46.6			90-95
History/Social Science	2.1.d. Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	Asian	88.6	92.3	91.9	92.2	92.6	93.9	90.0			90-95
		Black	71.3	77.2	75.5	73.0	77.6	79.1	76.0			90-95
		Hispanic	74.6	76.4	75.5	80.9	80.0	78.0	76.1			90-95
		White	94.5	96.6	97.3	96.9	96.2	96.4	96.5			90-95
		EconDis	70.6	74.6	72.4	76.2	73.9	74.5	74.1			90-95
		LEP	76.3	78.8	77.0	81.4	78.8	77.9	75.5			90-95
		SWD	68.1	67.9	71.3	70.6	69.3	68.2	68.8			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
MIDDLE SCHOOL SOLS—GRADES 6, 7 & 8												
English/Reading	2.2.a. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	89.3	91.1	91.3	90.0	78.1	81.9	88.3			90-95
		Black	78.6	78.6	76.1	78.1	61.4	66.1	69.2			90-95
		Hispanic	76.3	75.2	78.5	74.9	56.6	59.1	67.7			90-95
		White	96.9	97.2	97.8	97.0	93.5	94.8	95.3			90-95
		EconDis	74.3	74.8	75.1	74.2	53.0	56.0	63.4			90-95
		LEP	72.8	73.4	75.3	73.4	43.6	44.1	50.9			90-95
		SWD	58.6	60.6	64.8	61.1	43.2	47.3	53.5			90-95
Mathematics	2.2.b. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	86.7	87.4	84.4	83.3	83.3	86.2	93.8			90-95
		Black	65.9	64.5	58.2	52.3	63.4	68.3	77.2			90-95
		Hispanic	61.6	59.1	65.5	56.6	63.5	69.6	76.8			90-95
		White	92.4	92.7	93.3	91.2	92.8	94.2	95.5			90-95
		EconDis	62.2	60.7	60.3	53.8	61.2	67.1	75.2			90-95
		LEP	60.5	60.2	61.4	57.6	57.8	62.3	69.4			90-95
		SWD	42.4	41.8	48.6	43.0	43.9	51.3	60.2			90-95
Science	2.2.c. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	92.6	88.5	94.8	95.4	73.2	82.4	85.6			90-95
		Black	78.7	86.0	84.8	87.0	60.4	59.3	66.3			90-95
		Hispanic	76.1	80.4	82.5	86.9	61.8	58.5	59.5			90-95
		White	98.8	97.7	97.6	98.7	94.9	95.4	96.9			90-95
		EconDis	73.0	78.9	77.5	84.3	55.6	55.5	57.8			90-95
		LEP	71.1	75.5	77.2	84.3	45.5	37.6	37.3			90-95
		SWD	65.7	72.2	74.4	79.3	50.2	50.6	53.9			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
MIDDLE SCHOOL SOLS—GRADES 6, 7 & 8												
History/Social Science	2.2.d. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	83.0	88.6	88.5	89.9	87.5	89.4	95.0			90-95
		Black	68.8	73.3	72.3	69.5	74.4	72.6	78.7			90-95
		Hispanic	66.0	66.3	71.8	70.5	69.4	67.3	74.3			90-95
		White	91.6	95.3	96.7	96.1	96.6	97.1	98.0			90-95
		EconDis	64.0	66.1	68.2	67.8	66.4	65.4	73.8			90-95
		LEP	62.7	64.0	68.5	69.6	60.8	55.8	59.2			90-95
		SWD	55.5	59.5	63.6	61.5	58.5	61.7	61.4			90-95
HIGH SCHOOL SOLS—END OF COURSE												
English/Reading	2.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test by identified subgroups	Asian	98.7	95.2	95.6	92.9	89.2	86.7	93.1			90-95
		Black	91.2	84.8	89.8	87.8	77.7	74.7	82.8			90-95
		Hispanic	91.0	88.4	89.8	90.3	82.2	82.7	85.0			90-95
		White	98.9	98.2	98.4	99.1	97.9	96.9	98.1			90-95
		EconDis	92.0	87.5	89.4	86.8	79.9	78.2	82.5			90-95
		LEP	90.5	81.4	83.8	85.1	67.5	66.6	73.7			90-95
		SWD	82.1	72.6	82.0	80.9	72.1	68.7	77.3			90-95
Mathematics	2.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	Asian	92.2	92.3	93.9	87.8	86.1	87.8	92.8			90-95
		Black	78.5	80.7	82.5	66.6	67.4	71.7	76.9			90-95
		Hispanic	81.7	82.7	82.8	73.1	70.8	72.4	78.9			90-95
		White	95.4	94.7	95.8	92.0	91.5	91.4	95.0			90-95
		EconDis	82.1	83.3	83.2	74.1	72.4	72.1	78.1			90-95
		LEP	85.3	85.8	85.9	74.6	71.7	70.6	77.1			90-95
		SWD	71.3	71.9	75.2	62.6	55.9	59.1	66.5			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
HIGH SCHOOL SOLS—END OF COURSE												
Science	2.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests by identified subgroups	Asian	85.7	86.3	87.1	91.3	85.5	86.8	89.0			90-95
		Black	74.7	76.0	78.6	82.1	72.7	75.6	78.3			90-95
		Hispanic	74.4	76.3	77.0	82.3	72.7	77.7	78.0			90-95
		White	97.3	97.1	97.4	98.4	96.1	95.9	96.2			90-95
		EconDis	72.0	75.3	75.7	81.9	71.8	76.0	77.7			90-95
		LEP	69.5	70.4	72.2	79.9	64.3	68.4	71.4			90-95
		SWD	69.0	70.1	70.3	75.7	63.1	67.6	68.0			90-95
History/Social Science	2.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests by identified subgroups	Asian	92.2	92.6	77.9	80.9	87.3	87.5	87.4			90-95
		Black	82.0	80.7	62.3	64.1	71.7	78.6	75.8			90-95
		Hispanic	80.7	82.4	67.7	69.9	74.9	76.0	77.9			90-95
		White	98.3	98.9	96.3	96.3	96.3	96.6	96.4			90-95
		EconDis	81.5	80.9	63.7	65.8	72.2	74.7	74.4			90-95
		LEP	79.1	80.5	59.0	64.8	67.5	66.4	68.7			90-95
		SWD	73.5	72.2	59.6	62.0	67.1	72.4	68.1			90-95
WRITING SOLS—GRADES 5, 8 & 11												
SOL – Writing (Grades 5,8,11)	2.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL by identified subgroups	Asian	96.9	95.9	95.4	95.1	88.7	86.9	87.7			90-95
		Black	85.0	87.9	87.8	83.4	69.8	69.5	71.2			90-95
		Hispanic	85.5	89.5	87.2	86.2	72.7	70.5	69.9			90-95
		White	97.9	98.0	97.2	98.0	95.3	94.7	95.5			90-95
		EconDis	84.2	88.0	85.3	83.4	69.4	67.0	66.9			90-95
		LEP	84.7	86.9	84.3	83.6	64.9	60.0	53.1			90-95
		SWD	70.1	76.3	72.9	73.2	57.3	53.5	51.9			90-95

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
ON-TIME GRADUATES												
AP/IB Enrollment	2.5. Percentage of graduating seniors completing at least one AP/IB course during high school career by identified subgroups	Asian	62.3	65.2	69.4	81.3	70.7	72.3	80.6			66*
		Black	38.0	41.3	42.0	52.3	48.6	64.0	56.4			66*
		Hispanic	46.0	48.1	52.5	53.3	62.0	66.7	67.1			66*
		White	78.9	84.9	87.3	87.0	89.7	85.7	91.2			66*
		EconDis	47.0	46.0	49.3	52.2	58.3	60.9	68.3			66*
		LEP	47.3	41.9	44.6	46.9	43.3	37.1	46.2			66*
		SWD	12.8	28.0	28.5	30.5	22.6	34.0	41.5			66*
AP/IB Exam Performance	2.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	Asian	43.0	46.8	48.4	50.0	47.3	42.2	57.3			50*
		Black	20.7	17.4	14.6	20.0	20.7	24.2	23.0			50*
		Hispanic	33.3	35.6	37.7	36.4	40.0	41.2	42.2			50*
		White	65.7	72.7	72.2	72.5	76.2	73.0	77.5			50*
		EconDis	28.8	28.8	29.8	25.8	33.8	29.1	34.6			50*
		LEP	32.0	29.0	29.1	22.9	26.1	15.9	22.4			50*
		SWD	10.1	16.5	15.5	18.8	11.6	12.1	17.4			50*
Overtime Graduation	2.7. Percentage of students graduating on-time with any diploma (as defined by state) by identified subgroups	Asian	90.8	91.9	89.4	91.9	93.6	89.1	94.0			95*
		Black	80.4	85.1	88.5	87.7	87.9	90.4	91.8			95*
		Hispanic	69.1	68.3	73.7	78.6	82.1	83.3	84.3			95*
		White	96.6	96.3	97.4	97.4	98.3	98.7	98.4			95*
		EconDis	78.4	77.9	80.7	83.6	86.2	87.7	92.1			95*
		LEP	54.8	58.3	62.7	66.1	68.1	58.6	67.3			95*
		SWD	82.6	88.6	90.5	91.4	92.5	94.8	94.7			95*

*Benchmark based on Baldrige award-winning districts

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
ON-TIME GRADUATES												
Diploma Types	2.8. Percentage of students graduating on-time who earn an advanced studies diploma (includes IB) by identified subgroups	Asian	61.5	58.4	65.8	76.6	63.9	61.3	67.2			65-70
		Black	35.9	32.7	38.5	33.5	42.3	44.7	46.2			65-70
		Hispanic	44.7	37.6	46.7	48.8	51.9	49.9	50.5			65-70
		White	77.6	81.7	81.4	80.3	81.4	78.9	83.8			65-70
		EconDis	45.2	34.8	45.2	40.9	48.6	39.6	44.7			65-70
		LEP	38.2	24.0	32.5	31.9	24.6	11.9	18.9			65-70
		SWD	18.5	19.6	19.9	17.1	16.5	16.0	22.3			65-70
SAT/ACT Participation	2.9. Percentage of graduating seniors taking SAT or ACT during high school career by identified subgroups	Asian	68.4	75.2	70.7	78.9	74.0	72.3	79.8			70-75
		Black	58.2	64.1	66.0	65.1	61.5	73.0	66.1			70-75
		Hispanic	45.7	39.7	48.6	49.2	53.4	55.0	52.9			70-75
		White	82.3	86.2	88.2	90.6	91.0	89.6	90.0			70-75
		EconDis	52.7	45.3	55.0	55.5	57.1	58.2	60.1			70-75
		LEP	52.0	41.3	40.6	45.1	40.3	33.8	35.9			70-75
		SWD	30.4	40.1	37.2	43.7	32.3	42.2	37.9			70-75
SAT Performance	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups	Asian	1553	1593	1598	1522	1514	1522	1626			1615*
		Black	1352	1310	1316	1330	1373	1365	1341			1615*
		Hispanic	1405	1438	1450	1483	1480	1467	1510			1615*
		White	1778	1815	1790	1804	1766	1813	1741			1615*
		EconDis	1323	1347	1347	1337	1397	1342	1401			1615*
		LEP	1330	1272	1300	1263	1275	1190	1317			1615*
		SWD	1387	1486	1488	1510	1375	1396	1427			1615*

*Benchmark based on Baldrige award-winning districts

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: CONTINUED												
ON-TIME GRADUATES												
ACT Performance	2.11. Mean composite score by identified subgroups	Asian	23.7	26.0	23.3	22.2	24.0	24.1	23.5			23*
		Black	18.4	18.2	18.5	19.0	20.7	19.1	19.7			23*
		Hispanic	18.8	22.0	20.0	22.6	22.6	22.0	23.5			23*
		White	25.5	26.2	25.4	26.4	27.2	27.6	27.6			23*
		EconDis	18.0	20.1	18.5	19.7	20.5	19.8	20.8			23*
		LEP	17.3	18.0	17.6	20.8	20.0	15.9	19.6			23*
		SWD	21.0	19.9	18.6	18.9	20.5	19.3	22.6			23*
Dual Enrollment	2.12 Percentage of grade 9-12 students completing at least one dual enrollment course by identified subgroups	Asian	1.6	4.1	6.5	6.1	5.3	3.5	4.5			6-8
		Black	2.8	3.8	4.6	5.9	3.9	3.7	3.0			6-8
		Hispanic	2.7	3.0	4.7	5.3	4.3	5.7	5.9			6-8
		White	1.5	5.0	4.9	6.3	5.7	4.6	4.7			6-8
		EconDis	2.1	3.1	5.0	5.3	4.0	5.1	4.9			6-8
		LEP	1.3	2.3	2.5	3.9	2.5	2.9	3.1			6-8
		SWD	1.8	3.1	3.8	5.5	3.5	4.3	4.1			6-8

*Benchmark based on Baldrige award-winning districts

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 3: RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF												
Teacher Qualifications (IPAL)	3.1.a. Percentage of teaching staff who are highly qualified as defined by U.S. Dept. of Education	98	99	99	98	99	98	98			97-100	
	3.1.b. Percentage of teaching staff with a master's or doctoral degree	72	73	73	71	80	81	81			70-75	
Staff Diversity Profile	3.2 Staff diversity, that is the percentage of all staff who are Asian, Black, Hispanic, and White	Asian	6.5	6.5	6.5	6.4	6.0	6.0	6.0			***
		Black	19.3	18.7	18.6	18.4	18.6	19.0	19.0			***
		Hispanic	17.4	17.5	17.7	17.6	17.5	18.0	18.0			***
		White	56.0	56.6	56.6	56.8	57.0	56.0	56.0			***
		Other	0.8	0.7	0.7	0.8	0.9	1.0	1.0			***
Staff Satisfaction	3.3 Percentage of professional and support staff who report job satisfaction (CSS and SBS survey items)	n/a	n/a	n/a	84%	86%	84%	83%			85-95*	

*Benchmark based on Baldrige award-winning districts

**Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable

***For information purposes only

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 4: PROVIDE OPTIMAL LEARNING ENVIRONMENTS												
Project Management	4.1.a. Percentage of major construction projects tracking on schedule	100	100	100	100	100	100	100			100	
	4.1.b. Percentage of major construction projects tracking within budget	100	100	100	100	100	100	100			100	
Energy Efficiency	4.2 Energy usage per square foot (site energy intensity=kBtu/ft2) at the elementary, middle and high school levels (includes joint-use middle schools; excludes Washington-Lee which is metered with Ed Center)	Elem.	64	63	69	61	68	69	68			59 (15% reduct)
		Middle	72	73	81	71	77	78	79			69 (15% reduct)
		High	65	62	69	63	68	69	72			59 (15% reduct)
School-based Positions	4.3 Percentage of school-based vs. nonschool-based positions	88.3%	89.4%	90.0%	90.4%	90.6%	90.7%	90.9%			88-92*	
Fiscal Responsibility	4.4 Percentage of parents who report that tax dollars are being well spent on schools (CSS and SBS surveys)	85	n/a	n/a	82	81	85	80			85-90	
Technology Infrastructure that Supports Learning	4.5 Student-to-computer ratio	2.6:1	2.7:1**	2.8:1	2.8:1	2.6:1	2:1	2:1			1:1	
	4.6.a. Percent uptime for identified core services - Network infrastructure services	99.0	99.0	99.0	99.4	99.3	99.8	99.8			95-100	
	4.6.b. Percent uptime for identified core services - Instructional applications	99.2	96.6	99.7	99.9	99.8	99.9	99.9			95-100	
	4.6.c. Percent uptime for identified core services - Communication services	99.8	99.5	99.4	99.8	99.8	99.9	99.9			95-100	
	4.6.d. Percent uptime for identified core services - Enterprise applications	99.6	99.6	99.6	99.9	99.9	99.9	99.9			95-100	

*Benchmark based on Baldrige award-winning districts

**Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 5: MEET THE NEEDS OF THE WHOLE CHILD												
Student Developmental Assets	5.1 Average number of developmental assets reported by students in grades 6, 8, 10 and 12 (Assets Survey)	Grade 6	26	n/a	n/a	27			25			21-30
		Grade 8	20	n/a	n/a	21			21			21-30
		Grade 10	19	n/a	n/a	20			19			21-30
		Grade 12	18	n/a	n/a	20			19			21-30
Student Safety	5.2 Percentage of students and parents who report that student feels safe at school (CSS and SBS surveys)	Students	88	n/a	n/a	80	82	81	81			90-95%
		Parents	96	n/a	n/a	95	93	94	92			90-95
Family Involvement and Communication	5.3 Percentage of parents satisfied with family involvement and communication efforts (CSS and SBS survey items)		85-95%**	n/a	n/a	89%	80%	90%	77%			96*
Partnerships	5.4 Number of strategic partnerships (defined by signed agreement)		123	146	146	159	176	182				240-250
Culturally Competent Practices	5.5 Percentage of students who report that APS demonstrates culturally competent practices (CSS and SBS survey items)		73-82%**	n/a	n/a	75%	79%	76%	77%			80-85
Positive Student Relationships	5.6 Percentage of students who report positive relationships with staff (CSS and SBS survey items)		55-77%**	n/a	n/a	70%	74%	68%	71%			75-80

*Benchmark based on Baldrige award-winning districts

**Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable.

Enrollment

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
ELEMENTARY SCHOOLS						
Abingdon	543	578	627	606	620	14
Arl. Science	576	611	631	662	671	9
Arl. Traditional	497	503	502	502	542	40
Ashlawn	533	567	654	659	705	46
Barcroft	482	490	549	490	492	2
Barrett	559	547	549	534	559	25
Campbell	418	430	414	419	420	1
Carlin Springs	584	584	566	589	603	14
Claremont	676	728	722	727	733	6
Discovery	0	0	0	534	572	38
Drew	618	641	642	659	688	29
Glebe	561	563	613	594	573	-21
Henry	430	459	517	561	602	41
Hoffman Boston	402	406	499	511	576	65
Jamestown	626	614	633	568	569	1
Key	661	681	718	723	745	22
Long Branch	488	526	531	570	594	24
McKinley	559	540	588	610	712	102
Nottingham	659	741	727	443	489	46
Oakridge	670	706	763	781	824	43
Randolph	423	430	482	466	472	6
Reed	20	22	34	39	61	22
Taylor	737	744	784	731	717	-14
Tuckahoe	670	682	700	679	586	-93
Elementary Total	12,392	12,793	13,445	13,657	14,125	468
SECONDARY SCHOOLS						
Gunston	744	797	871	939	1,009	70
Jefferson	786	834	851	865	914	49
Kenmore	762	809	893	885	907	22
Swanson	967	994	998	1,065	1,205	140
Williamsburg	961	1,001	1,071	1,130	1,220	90
H-B Woodlawn	623	635	656	639	679	40
Wakefield	1,430	1,483	1,699	1,787	1,920	133
Washington-Lee	1,980	1,952	2,046	2,258	2,361	103
Yorktown	1,754	1,738	1,777	1,781	1,839	58
Secondary Total	10,007	10,243	10,862	11,349	12,054	705
OTHER PROGRAMS						
Stratford	51	48	48	55	61	6
Arlington Mill	105	161	113	108	101	-7
Langston	58	71	61	69	73	4
Other Programs Total	214	280	222	232	235	3
GRAND TOTAL	22,613	23,316	24,529	25,238	26,414	1,176

Enrollment

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, 2015 was 25,238. The total number of students projected for September 2017 is 26,414.

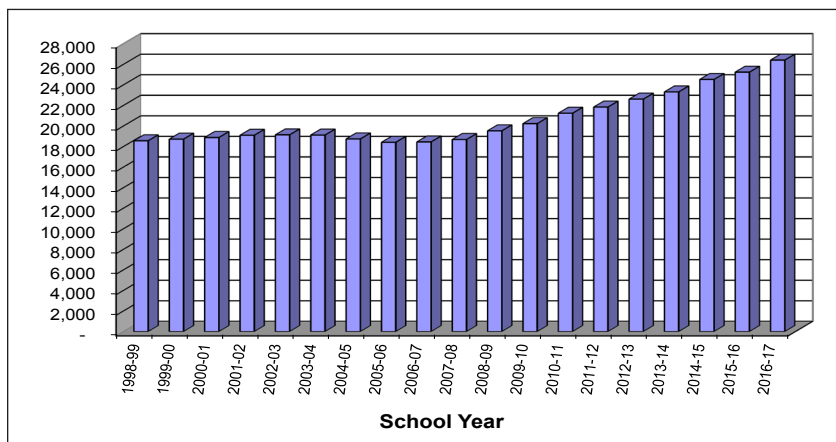
The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and PreK special education students.

Enrollment has grown from 18,451 in FY 2007 to a projected 26,414 in FY 2017 representing a 43.2% increase during that period. For FY 2017, an increase of 1,176 students is expected over the previous (September 30, 2015) membership count. The average annual increase over the past ten years is approximately 3.65%.

SCHOOL YEAR*	STUDENTS	CHANGE	PERCENT CHANGE
1998-99	18,564		
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	22,613	772	3.5%
2013-14	23,316	703	3.1%
2014-15	24,529	1213	5.2%
2015-16	25,238	709	2.9%
2016-17 Projection	26,414	1176	4.7%

*As of September 30

ENROLLMENT TRENDS



Enrollment

STUDENT ENROLLMENT BY SPECIAL POPULATIONS

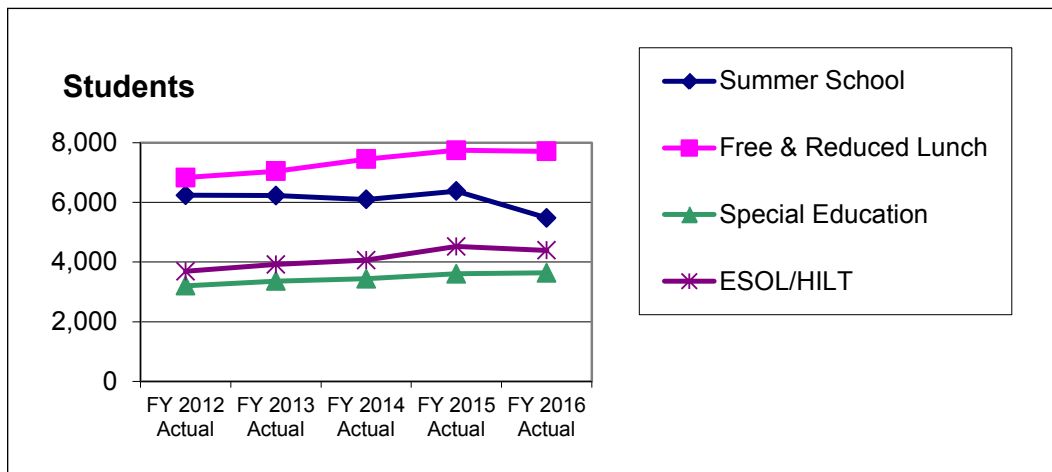
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	5 YEAR	5 YEAR %	FY 2017
STUDENTS	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	INCREASE	INCREASE	PROJECTED
Elementary Preschool*	1,044	1,040	1,040	1,108	1,086	42	4.0%	1,272
Elementary (K-5)	10,924	11,352	11,753	12,337	12,571	1,647	15.1%	12,853
Middle	4,151	4,448	4,659	4,910	5,115	964	23.2%	5,495
High	5,487	5,559	5,584	5,952	6,234	747	13.6%	6,559
Stratford	46	51	48	48	55	9	19.6%	61
Arlington Mill/Langston**	189	163	232	174	177	-12	-6.3%	174
TOTAL	21,841	22,613	23,316	24,529	25,238	3,397	15.6%	26,414
Summer School	6,241	6,229	6,102	6,381	5,479	-762	-12.2%	5,734
Free and Reduced Lunch	6,835	7,049	7,453	7,749	7,712	877	12.8%	n/a
Special Education***	3,204	3,360	3,440	3,605	3,637	433	13.5%	4,132
ESOL/HILT	3,689	3,919	4,064	4,524	4,394	705	19.1%	4,637

* Includes Montessori 3-4-year olds, Virginia Preschool Initiative (VPI) 4-year olds, and PreK 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 2017 does not include dual enrolled students (99 dual enrolled students are projected for FY 2017).

DEMOGRAPHIC TRENDS OF SPECIAL POPULATIONS



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 future enrollment, APS uses three sets of statistics, which include the number of resident live births for Arlington County (for Kindergarten projections only), the three-year history of enrollment change (i.e., cohort transition rate), and the anticipated student yield from “future” housing units. Enrollment projections are a valuable planning tool to help predict the need for new or expanded schools, determine how many teachers are needed each year in each school and grade, and generate budget estimates for the expected number of students.

Resident Live Births

Arlington County resident “live” birth data is obtained from the Virginia Center for Health Statistics. Resident live births are used to anticipate future kindergarten cohorts. APS compares kindergarten enrollment to birth data from five years earlier to project the size of future kindergarten cohorts.

Cohort Transition Ratio

Most districts across the United States use the cohort transition ratio method to project enrollment. This method captures the enrollment patterns of a cohort of students as they transition from grade to grade. It is calculated by dividing the number of students in a particular cohort (i.e., grade) by the number of students from the previous cohort in the previous school year. A cohort transition ratio greater than one means there are more students entering school than enrolled in the previous grade. A cohort transition ratio less than one means there are less students returning to school than in the previous grade. Because grade-specific transition ratios may vary considerably from one year to the next, APS uses a three-year rolling average in its projection methodology. The most recent three-year cohort transition ratio is applied to current and future school enrollments to produce the ten-year projections by grade for each school.

Current Enrollment at APS

On September 30, 2015 total PreK-12 enrollment was 25,238 students. This total includes students from preschool age to those students enrolled in high school continuation programs. The number of students in the PreK cohort is fixed due to seat availability at approximately 1,250 seats.

For the past four years the entering kindergarten cohort averaged 2,000+ students, while the exiting 12th grade cohort averaged approximately 1,500 students. This fact suggests natural growth will occur as long as smaller 12th grade cohorts leaving the system are being replaced by larger Kindergarten cohorts (which are projected for 2,200+ students) entering the system each year from now through 2025.

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.

Enrollment Projections

Student Yield from Future Housing:

The anticipated student yield from “future” housing units is included in the projections by the impacted neighborhood elementary, middle and high school. Projected students from “known” residential developments that have been approved by Arlington County were calculated using the appropriate student generation factor for the housing unit types to be provided in the development.

Student yields from residential developments were phased in as follows:

- Recently completed residential housing units (from October 1st 2014 thru September 30th, 2015) were phased in Year 1 and Year 2 of the projections;
- Residential development projects currently under construction were phased in Year 3, Year 4 and Year 5; and
- Residential development projects that are “Approved by the County but not yet under construction” were phased in Years 6 through 10.

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 2014-2015 school year was 24,213 and the actual enrollment as of September 30, 2014, totaled 24,529, a difference of 316 students (1.3%), distributed across 33 schools. The projection for the 2015-2016 school year was 25,678 and the actual enrollment as of September 30, 2015, totaled 25,238; a difference of -440 students (-1.7%) distributed across 33 schools.

The following table shows the enrollment projections for FY 2017 through FY 2022. The enrollment for elementary schools includes all PreK students in the Virginia Preschool Initiative (VPI) classes, Montessori and PreK Special Education programs. Other Programs include Arlington Community High School, Langston High School Continuation Program, and the Stratford Program.

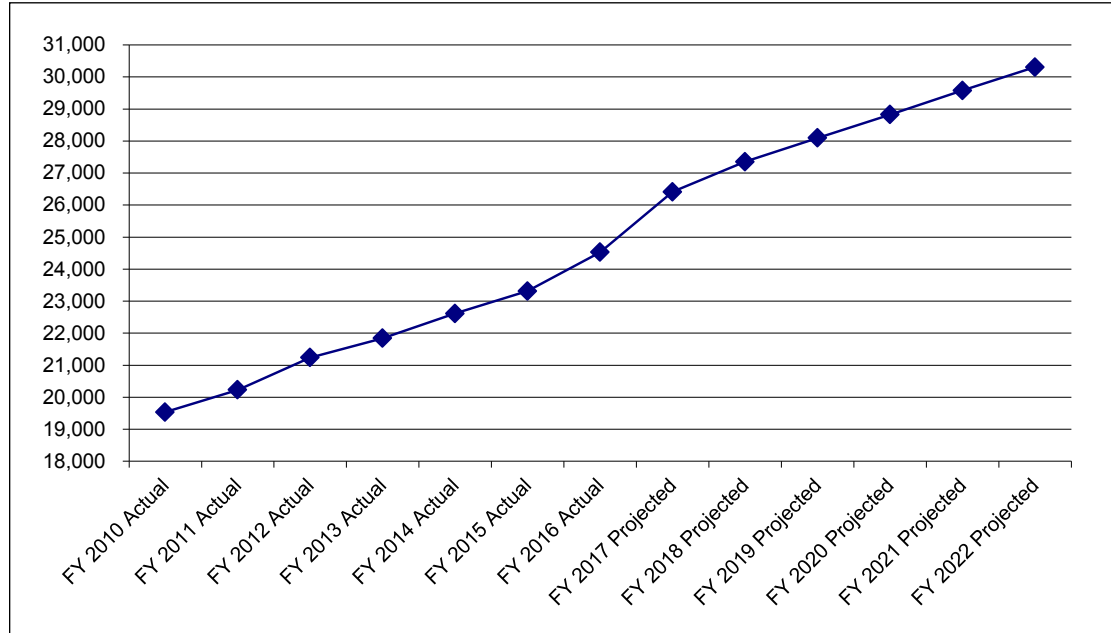
FY 2017 – FY 2022 ENROLLMENT PROJECTIONS

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Elementary Schools	14,125	14,519	14,570	14,714	14,846	15,034
Secondary Schools	12,054	12,601	13,293	13,875	14,497	15,038
Other Programs	235	233	235	235	235	235
TOTAL	26,414	27,353	28,098	28,824	29,578	30,307

Enrollment Projections

The following graph shows actual enrollment as of September 30 of each year for FY 2010 through FY 2016. The enrollment numbers for FY 2017 through FY 2022 are projected.

ENROLLMENT



Personnel Resources

Salaries and benefits make up just over 79% of the total budget. The School Board's Adopted FY 2017 budget includes 4,544.85 positions. Below is a summary of the positions added and reduced. Details can be found on pages 39-98.

For FY 2017, an additional 93.10 positions were added due to the projected increase in enrollment:

- An increase of 17.6 positions at the elementary schools
 - ✦ 13.60 teachers
 - ✦ 2.0 assistants
 - ✦ 0.50 clerical
 - ✦ 1.5 custodians
- An increase of 30.40 positions at the middle schools
 - ✦ 22.90 teachers
 - ✦ 2.50 assistant
 - ✦ 1.00 guidance counselors
 - ✦ 2.00 clerical
 - ✦ 1.00 assistant principal
 - ✦ 1.00 librarian
- An increase of 35.40 positions at the high schools and other school programs
 - ✦ 25.30 teachers
 - ✦ 7.0 assistants
 - ✦ 1.60 guidance counselors
 - ✦ 1.50 clerical
- An increase of 9.70 positions in central instructional support departments

Baseline adjustments result in an increase of 14.43 positions:

- ✦ An increase of 0.50 teacher position at New Directions
- ✦ An increase of 1.00 clerical position in the school board office
- ✦ An increase of 6.00 world language teacher positions in Information Services
- ✦ An increase of a 0.40 attendance specialist position in the office of Student Services
- ✦ An increase of 2.00 assessment analyst positions in Instruction
- ✦ An increase of 1.0 supervisor and 1.0 assistant supervisor positions in the Extended Day office
- ✦ A decrease of 5.1 positions at the elementary schools
- ✦ An increase of 2.00 custodian positions
- ✦ An increase of 5.63 positions in Grant Funds (accounting adjustment made based on current FTE-no budget impact)

Personnel Resources

New investments add 77.80 positions:

- An increase of 29.80 positions in the schools
- An increase of 48.0 positions in departments and programs

One-time funds added in FY 2016 results in a decrease of 12.20 positions in FY 2017:

- A decrease of 6.20 school-based positions in departments and programs
- A decrease of 6.00 assistant positions at the secondary schools (funds added to staff contingency account in FY 2017 to provide assistants as needed)

The additions and reductions listed above, when added to the FY 2016 Adopted Budget position total, result in the FY 2017 School Board's Adopted budget figure of 4,544.85 positions, a net increase of 173.13 positions.

EMPLOYEE GROUP POSITION SUMMARY

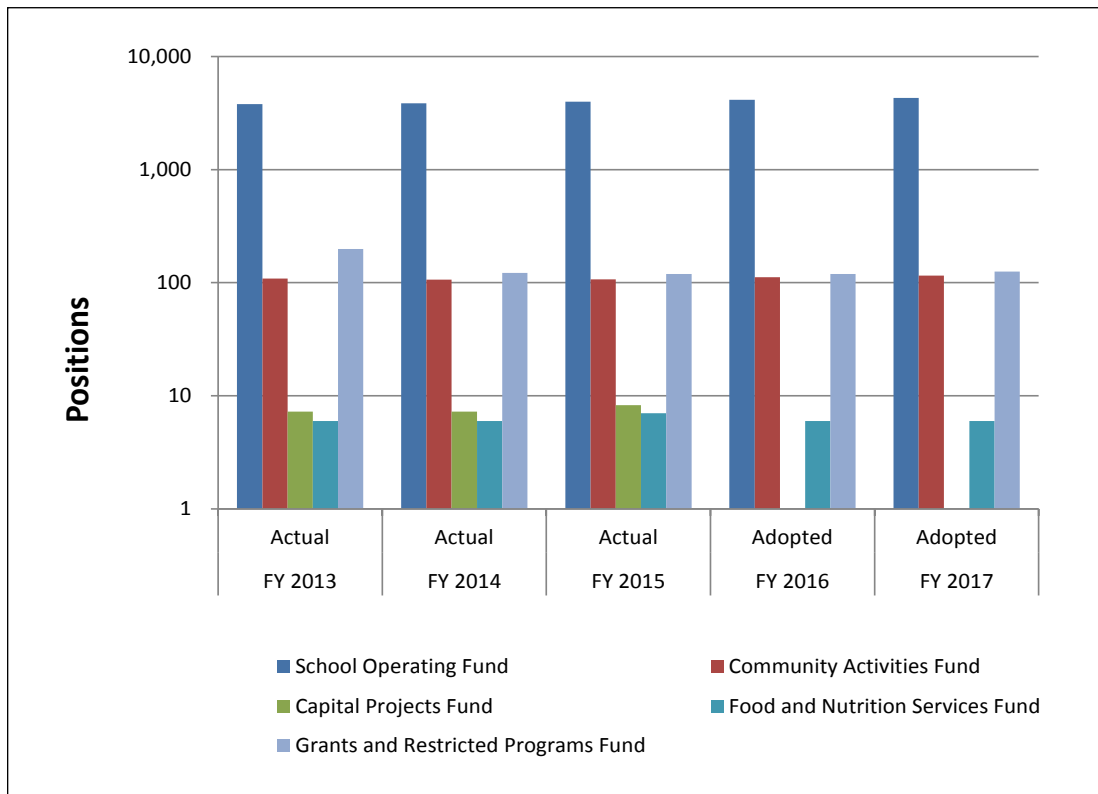
FUND	EMPLOYEE GROUP	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
		ACTUAL**	ACTUAL**	ACTUAL**	ADOPTED	ADOPTED
School Operating	Administrators				223.50	233.50
	Assistants				605.60	611.60
	Bus Drivers and Attendants				188.50	206.50
	Custodial and Maintenance				218.00	220.00
	Support				384.40	408.90
	Teachers				2,513.51	2,617.01
School Operating Total		3,792.33	3,855.55	3,993.24	4,133.51	4,297.51
Community Activities*	Administrators				73.50	75.50
	Assistants				2.00	2.00
	Custodial and Maintenance				24.50	26.00
	Support				10.75	10.75
	Teachers				1.00	1.00
Community Activities Total		108.50	106.50	107.00	111.75	115.25
Capital Projects	Administrators				1.00	1.00
Capital Projects Total		7.25	7.25	8.25	1.00	1.00
Food and Nutrition Services*	Administrators				2.00	2.00
	Support				4.00	4.00
Food and Nutrition Services Total		6.00	6.00	7.00	6.00	6.00
Grants and Restricted Programs***					119.46	125.09
Grants and Restricted Programs Total		198.75	122.26	119.46	119.46	125.09
GRAND TOTAL		4,112.83	4,097.56	4,234.95	4,371.72	4,544.85

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

** Actuals by employee group are not available at this time but these figures will be reported in future budgets.

*** Grant adopted FTEs are not budgeted by employee group.

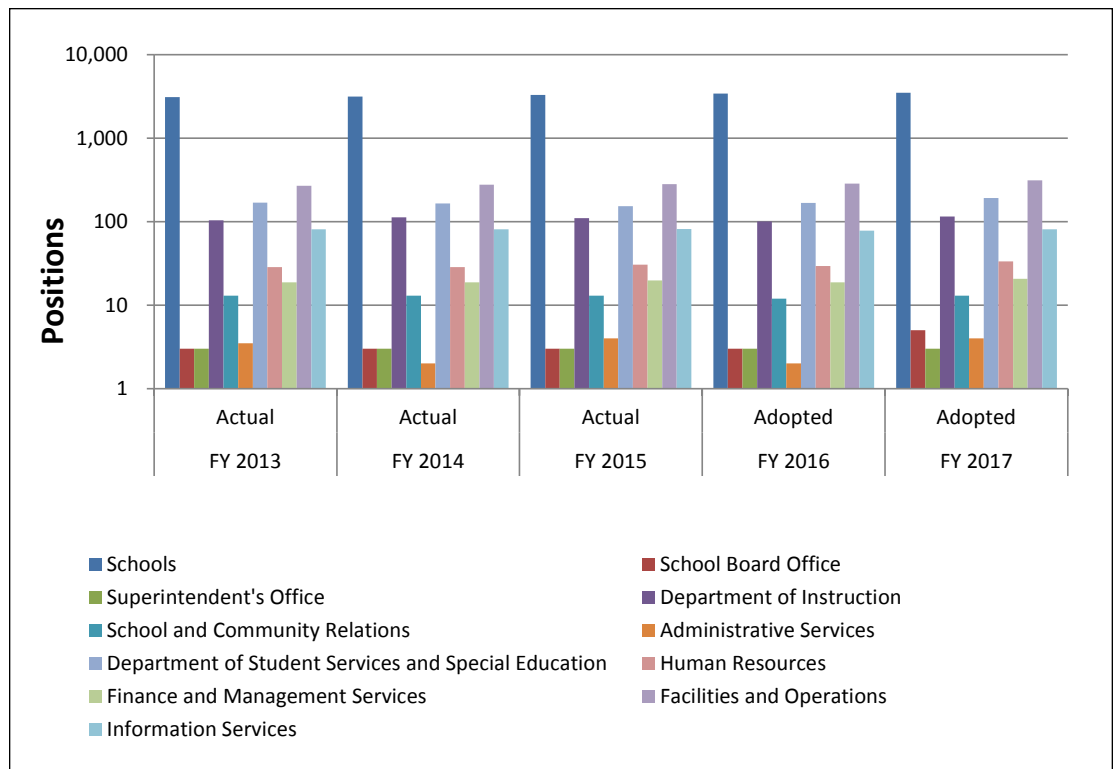
Personnel Resources



Personnel Resources

SCHOOL OPERATING FUND POSITION SUMMARY

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
Schools	3,099.46	3,149.87	3,294.17	3,432.71	3,518.01
School Board Office	3.00	3.00	3.00	3.00	5.00
Superintendent's Office	3.00	3.00	3.00	3.00	3.00
Department of Instruction	103.70	112.50	110.00	100.80	115.10
School and Community Relations	13.00	13.00	13.00	12.00	13.00
Administrative Services	3.50	2.00	4.00	2.00	4.00
Student Services and Special Education	169.40	165.50	153.00	168.20	192.60
Human Resources	28.50	28.50	30.50	29.50	33.50
Finance and Management Services	18.75	18.75	19.75	18.75	20.75
Facilities and Operations	269.25	278.25	281.25	285.25	311.75
Information Services	80.77	81.18	81.57	78.30	80.80
TOTAL	3,792.33	3,855.55	3,993.24	4,133.51	4,297.51



Outstanding Debt and Bond Amortization

BOND AMORTIZATION SCHEDULE

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2016	\$30,173,592	\$15,265,857	\$45,439,449
2017	\$31,543,637	\$15,746,358	\$47,289,995
2018	\$34,274,907	\$17,597,619	\$51,872,526
2019	\$36,567,632	\$19,359,946	\$55,927,578
2020	\$36,416,714	\$20,576,891	\$56,993,605
2021	\$38,268,751	\$21,283,869	\$59,552,619
2022	\$39,089,246	\$22,519,992	\$61,609,239
2023	\$40,080,499	\$22,968,753	\$63,049,252
2024	\$40,327,439	\$21,491,077	\$61,818,516
2025	\$40,685,000	\$20,032,531	\$60,717,531
2026	\$38,440,000	\$18,212,511	\$56,652,511
2027	\$41,007,275	\$16,392,002	\$57,399,277
2028	\$35,947,275	\$14,600,716	\$50,547,991
2029	\$32,352,275	\$13,008,258	\$45,360,533
2030	\$32,352,275	\$11,534,976	\$43,887,251
2031	\$31,137,275	\$10,072,344	\$41,209,619
2032	\$29,602,275	\$8,638,446	\$38,240,721
2033	\$27,377,275	\$7,260,232	\$34,637,507
2034	\$22,205,000	\$6,053,000	\$28,258,000
2035	\$20,385,000	\$4,965,500	\$25,350,500
2036	\$18,885,000	\$3,946,250	\$22,831,250
2037	\$17,225,000	\$3,002,000	\$20,227,000
2038	\$13,775,000	\$2,140,750	\$15,915,750
2039	\$10,755,000	\$1,452,000	\$12,207,000
2040	\$8,155,000	\$914,250	\$9,069,250
2041	\$5,880,000	\$506,500	\$6,386,500
2042	\$3,030,000	\$212,500	\$3,242,500
2043	\$810,000	\$61,000	\$871,000
2044	\$410,000	\$20,500	\$430,500
TOTAL	\$757,158,342	\$319,836,627	\$1,076,994,969

Outstanding Debt and Bond Amortization

Below is a description of the projects funded by bonds since 1996. Outstanding bond issues still being paid date from 2006 and after but many of the previous bond issues were refunded. As a result, it is difficult to know exactly which projects are funded by outstanding bond issues and which have been paid off so we have elected to show them all.

SCHOOL BOARD REFERENDA SINCE 1996

1996	
Principal	1.00
Assistant Principals	2.00
Administrative Assistants	7.00
Classroom Teachers	53.40
Health Ed Specialist	0.40
Guidance Counselors	4.00
Director of Counseling	1.00
Middle School Skills Teachers	2.40
Librarian	1.00
Minority Student Achievement Teacher	0.50
ACT II Teachers	1.00
TOTAL 1996	\$29,120,000

1998	
Arlington Science Focus	\$7,884,400
Ashlawn (Planning)	\$73,000
Barrett (Planning)	\$226,700
Claremont	\$3,167,100
Drew Model School	\$11,450,320
Hoffman-Boston	\$8,925,000
Key Elementary Gym	\$400,000
New Elementary School	\$11,000,000
Elementary Cabling	\$3,922,000
Gunston - Phase II Planning	\$102,000
Gunston - Aux. Gym/Lockers	\$1,713,000
Middle School Crowding	\$408,000
Washington - Lee Track	\$686,800
Salaries	\$746,680
TOTAL 1998	\$50,705,000

2000	
Abingdon	\$664,000
Arlington Traditional	\$268,000
Ashlawn	\$946,000
Barrett	\$3,389,300
Claremont	\$2,920,000
Glebe	\$566,000
Glencarlynn	\$2,902,000
Jamestown	\$243,000
Nottingham	\$525,000
New Elementary	\$4,743,000
Gunston (Phase III)	\$12,891,000
Kenmore Expansion and Renewal	\$983,000
Swanson	\$270,000
Williamsburg - Addition and Media Expansion	\$1,623,000
Wakefield Roof	\$1,112,000
Washington-Lee Track	\$295,000
Yorktown - Addition	\$561,000
Langston	\$4,610,000
Education Center	\$1,818,000
Salaries	\$1,283,200
TOTAL 2000	\$42,612,500

2002	
Arlington Traditional	\$4,981,500
Glebe	\$9,977,600
Jamestown	\$5,179,200
Nottingham	\$8,160,300
Kenmore Expansion and Renewal	\$29,951,100
Swanson	\$5,085,900
Williamsburg - Addition and Media Expansion	\$1,276,000
Washington-Lee	\$1,581,000
Yorktown - Addition	\$9,487,500
Reed	\$1,944,000
Salaries	\$1,371,900
TOTAL 2002	\$78,996,000

Outstanding Debt and Bond Amortization

SCHOOL BOARD REFERENDA SINCE 1996 (CONT.)

2004	
Kenmore Expansion and Renewal	\$1,355,000
Washington-Lee	\$64,599,000
Yorktown - Phase II design	\$2,200,000
Arlington Community - design	\$925,000
Reed - Phase II design	\$8,141,000
Salaries	\$908,000
TOTAL 2004	\$78,128,000

2006	
Career Center	\$2,000,000
Jefferson - design	\$2,435,000
Wakefield - design	\$4,477,000
Yorktown - Phase II partial construction	\$24,800,000
TOTAL 2006	\$33,712,000

2008	
Career Center	\$5,350,000
Jefferson	\$4,184,000
Wakefield	\$31,428,000
Yorktown	\$56,400,000
	\$2,063,000
TOTAL 2008	\$99,425,000

2010	
Connect Arlington	\$2,303,000
HVAC	\$11,602,000
Roofing	\$4,700,000
Wakefield	\$84,285,000
	(\$2,000)
TOTAL 2010	\$102,888,000

2012	
Discovery	\$25,765,169
McKinley	\$10,134,831
HVAC	\$4,360,000
Roofing	\$2,359,000
TOTAL 2012	\$42,619,000

2014	
Abingdon	\$3,400,000
McKinley	\$7,500,000
New Elementary	\$1,000,000
Stratford	\$3,500,000
Washington-Lee Space Conversion	\$5,000,000
Wilson Site	\$5,500,000
HVAC	\$1,000,000
Infrastructure	\$820,000
Roofing	\$2,280,000
TOTAL 2014	\$30,000,000

Outstanding Debt and Bond Amortization

The chart below lists the outstanding bond issues that are still being paid.

OUTSTANDING BOND ISSUES

OUTSTANDING AMOUNT			
ISSUE	INTEREST	PRINCIPAL	TOTAL
2006N	\$196,875	\$2,625,000	\$2,821,875
2006R	\$646,744	\$10,491,849	\$11,138,593
2007	\$41,500	\$830,000	\$871,500
2008	\$383,250	\$5,110,000	\$5,493,250
2009N	\$2,210,183	\$8,989,688	\$11,199,871
2009R	\$610,665	\$5,553,028	\$6,163,693
2009D	\$2,547,181	\$17,251,706	\$19,798,887
2010QSCB	\$155,528	\$2,400,000	\$2,555,528
2010N	\$6,463,550	\$24,560,000	\$31,023,550
2010R	\$4,774,455	\$25,408,254	\$30,182,709
2011AB	\$10,633,562	\$32,052,918	\$42,686,480
2012A	\$16,500,475	\$39,255,000	\$55,755,475
2012C	\$18,696,551	\$45,600,900	\$64,297,451
2013A	\$12,293,700	\$30,705,000	\$42,998,700
2013B	\$5,319,200	\$11,590,000	\$16,909,200
2013C	\$2,120,682	\$32,670,000	\$34,790,682
2014A	\$13,098,900	\$34,640,000	\$47,738,900
2014B	\$9,102,125	\$19,725,000	\$28,827,125
TOTAL	\$105,795,126	\$349,458,343	\$455,253,469



INFORMATIONAL: Supplemental

Fee Schedules

Budgeted Expenditures
by Line Item

Acronym Index

Glossary

FY 2017 Adopted Budget
Planning Factors

Fee Schedules

APS charges tuition or fees for various types of services or products provided. The fee schedules on the next pages are for the 2016-2017 school year.

COMMUNITY USE OF SCHOOL FACILITIES

The Arlington School Board encourages and allows the use of school buildings and grounds by the community for educational, recreational, civic, and cultural activities to the extent possible under the law. The Board believes that school facilities are an important resource in developing and sustaining lifelong learning, in promoting intergovernmental cooperation, and in encouraging citizen participation in community activities.

When space is available at times that do not interfere with Arlington Public Schools' (APS) instructional programs, student activity programs, or ancillary programs sponsored, administered, or supported by APS, including APS Parent Teacher Associations and Arlington County Department of Parks and Recreation (DPR), members of the public may reserve school facilities on a scheduled basis.

The groupings below provide detail on the different users in each group. The calculation of rental, personnel and special fees is based upon the group into which the user is placed, and in some cases, on the type of use of the facility.

Use of space will be allocated in the following priority order:

1. APS instructional use
2. APS student organizations
3. Arlington County government programs and designated program partnerships
4. Non-profit groups that enter into program partnerships with APS in support of the mission of APS
5. Other Group One users on a first come, first served basis
6. All other users on a first come, first served basis

GROUP ONE

- APS student organizations.
- Non-profit groups that enter into program partnerships with APS in support of the mission of APS.
- Arlington County Government programs and designated program partnerships.
- Student groups composed of Arlington County residents with an adult sponsor, sponsored by non-profit groups where the primary purpose of the group is to foster student interest in political, community service, social, recreational, or educational activities as described in the policy implementation manual. If the primary purpose of the function for which the building is being used is to raise funds or produce revenue, then Group Two rental fees apply.
- Arlington County Civic Federation member organizations unless the primary purpose of the function for which the building is being used is to raise funds or produce revenue, in which case Group Two rental fees would apply.

GROUP TWO

- Arlington non-profit groups, to include political events held by such groups. For rental group purposes, an "Arlington" non-profit group is defined as a group whose members include more than 50 percent Arlington residents, or more than 50 percent of the participants being served are Arlington residents.
- Non-profit colleges and universities and other non-profit educational groups.

Fee Schedules

GROUP THREE

- Non-Arlington, non-profit groups, to include political events held by such groups.
- Commercial groups serving the youth of Arlington.

GROUP FOUR

- All other groups and organizations. This group includes, but is not limited to, commercial and private individual or group events.

Fees and charges for the use of school facilities for FY 2017 remain the same as the previous year. The charts below are fees and charges for the use of school facilities for FY 2017.

RENTAL FEES – HOURLY RATES (GROUP 2)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$35	\$46	\$69
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$58	\$69	\$116
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Lee)		\$41	\$52	\$75
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$41	\$52
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$266	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$150
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$29	\$29
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$35	\$69	\$69
	Kenmore and Thomas Jefferson	N/A	\$116	N/A
	Washington-Lee, Yorktown, Wakefield	N/A	N/A	\$116
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$52
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$12	\$12	\$12
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, computer labs, library, etc. that are for a specific purpose	\$17	\$17	\$17
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$29
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	NA	See Swimming Pools Fee Schedules

Note: Above rental fees will be hourly increments only except for *Cleaning Supply/Cleanup Fee*, which are per use of the space.

Fee Schedules

RENTAL FEES – HOURLY RATES (GROUP 3)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$70	\$93	\$139
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$116	\$138	\$231
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Lee)		\$82	\$104	\$150
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$82	\$104
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$532	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$300
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$58	\$58
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$70	\$138	\$138
	Kenmore and Thomas Jefferson	N/A	\$231	N/A
	Washington-Lee, Yorktown, Wakefield	N/A	N/A	\$231
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$104
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$23	\$23	\$23
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$35	\$35	\$35
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$58
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

Fee Schedules

RENTAL FEES – HOURLY RATES (GROUP 4)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$139	\$185	\$277
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$231	\$277	\$462
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Lee)		\$162	\$208	\$300
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$162	\$208
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$1,063	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$601
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$115	\$115
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$139	\$277	\$277
	Kenmore and Thomas Jefferson	N/A	\$462	N/A
	Washington-Lee, Yorktown, Wakefield	N/A	N/A	\$462
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$208
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$46	\$46	\$46
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$69	\$69	\$69
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$115
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

Fee Schedules

PERSONNEL SERVICE FEES

CATEGORY	FEES CHARGED PER HOUR
Custodian*	\$40
Cafeteria staff Manager**	\$36
Police Security	\$60
Facility Event Coordinator (large events)	\$41
House Manager (for Theater use only)	\$41
Maintenance technician (electrical set up)	\$44
Audio/visual equipment technician	\$44
Assistant audio/visual equipment technician	\$36
Planetarium operator	\$32
ITC/Teacher	\$32
Student technician	\$ 9

* Payment for custodial support occurs whenever an event occurs outside of the normal building hours. Regular custodial hours are between the hours of 6:30 a.m. and 10:30 p.m., Monday through Friday except holidays. Custodial support that occurs outside of the above listed hours will be charged a four hour minimum for services. If an event requires additional custodial support than can be provided with existing staff on duty, then users will be charged for the additional custodial support at this custodial rate.

**For any kitchen rental, an APS cafeteria staff manager must be present.

SPECIAL FEES/EQUIPMENT CHARGES

CATEGORY	FEES CHARGED PER HOUR
Self-contained Sound system – indoor (one microphone)*	\$10 per hour
Portable sound system*	\$10 per hour
Additional microphones*	\$10 per hour
Spotlights*	\$22 per hour
Stage lights*	\$10 per hour
Audio/visual equipment (TV/DVD, overhead, slide projector)*	\$15 per use
Projector (ceiling mounted or portable)*	\$50 per use
Timing/Scoring System*	\$50 per use
Piano	
Upright	\$50 per use
Grand	\$75 per use
Risers	\$20 per section/use
Acoustical Shell**	\$25 per shell/use
Portable stage	\$30 per 4'x8' section

Only APS personnel can move and setup APS equipment. Fees will be charged at the rates listed above for these services.

* Users requesting this equipment will be required to use APS trained individuals to operate the equipment.

** Only APS personnel can move and setup acoustical shells.

Fee Schedules

ARLINGTON AQUATICS CENTERS FEES

The goal of the Aquatics Program is to provide instructional and recreational aquatic opportunities to residents of all ages by supporting a variety of activities that promote healthy water-friendly lifestyles, confidence, and comfort. Arlington Public Schools (APS) is responsible for the school's instructional program and for the management and operations of the three facilities. The Department of Parks and Recreation (DPR) provides community-based instructional, fitness and competitive programs. DPR is responsible for community programs including pre-school, youth and adult learn to swim programs, water exercise classes, the Arlington Aquatic Club (AAC), the county sponsored USA Swim Team, and the Arlington Master Swim Team. The school swimming instructional program uses the pools during the school days. The pools are open to the community year-round during early morning, mid-day, evening and weekends.

Aquatic Fees for FY 2017 remain the same as the previous year.

COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2016

ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES	MEMBERSHIPS		
	Single Swim	10 Swims	3-Mos	6-Mos	12-Mos
Children (Infant-17)	\$2.50	\$21.25	\$51.00	\$91.00	\$156.00
Adults (18-61)	6.00	51.00	122.50	218.00	374.50
Seniors (62+)	3.85	32.75	78.50	140.00	240.25
Students (w/College ID)	5.50	46.75	112.25	200.00	343.00
Shower (No Pool Access)	3.50	29.75			
Drop In Aerobics (Adult)	11.00				
Drop In Aerobics (Senior)	8.75				
Drop In Masters Practice	12.00				
			MEMBERSHIPS PACKAGES		
			3-Mos	6-Mos	12-Mos
Adults (2)			\$220.50	\$392.00	\$674.00
Adult and Senior			180.75	322.00	553.00
Senior (2)			141.25	252.00	432.50
NON ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES	MEMBERSHIPS		
	Single Swim	10 Swims	3-Mos	6-Mos	12-Mos
Children (Infant-17)	\$5.00	\$42.50	\$108.00	\$234.00	\$468.00
Adults (18-61)	8.00	68.00	173.00	375.00	645.00
Seniors (62+)	8.00	68.00	173.00	375.00	645.00
Students (w/ College ID)	7.75	65.75	168.00	363.00	575.00
Shower (No Pool Access)	5.00	50.00			
Drop In Aerobics (Adult)	14.50				
Drop In Aerobics (Senior)	12.00				
Drop in Masters Practice	16.50				
BIRTHDAY PARTIES AND GROUP ADMISSION FEES	ARLINGTON RESIDENT		NON-ARLINGTON RESIDENT		
Party Room-Two Hour Minimum	\$150.00		\$195.00		
Group Admission (1-10)	27.50		45.00		
Group Admission (11-15)	40.00		67.00		
Group Admission (16-20)	65.00		100.00		
Group Admission (21-25)	85.00		127.50		

Fee Schedules

COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2016

RENTAL FEES		
RENTAL POOL SPACE AREA	NON-PROFIT	FOR-PROFIT
Full Facility (all lanes, diving well and instructional pool)	\$270.00	\$275.00
Competition Pool B (8-lanes)	\$200.00	\$205.00
Competition Pool X (10-lanes - W-L Only)	\$225.00	\$230.00
Competition Pool A (6-lanes)	\$150.00	\$155.00
Instructional Pool (Only)	\$150.00	\$155.00
8-Lanes w/Instructional Pool	\$225.00	\$230.00
6-Lanes w/Instructional Pool	\$185.00	\$190.00
Competition Pool D (3-Lanes) - Public Swim Only	\$75.00	\$80.00
Competition Pool E (4-Lanes) - Public Swim Only	\$95.00	\$100.00
Diving Well (2 Boards)	\$75.00	\$80.00
Single Lane (Community Swim Only)	\$25.00	\$30.00
Wet Classroom (No AV Equipment)	\$75.00	\$97.50
Wet Classroom (W/AV Equipment)	\$95.00	\$145.00
Partial Instructional Pool (1/3) - Public Swim Only	\$14.00	\$15.00
SWIM MEET AND TOURNAMENT RENTAL		
POOL SPACE AREA	NON-PROFIT	FOR-PROFIT
Facility Rental (Full Facility w/out Wet Classroom)	\$270.00	\$275.00
Facility Rental (Full Facility w/ Wet Classroom)	\$299.00	\$310.00
Set Up Fee (per day)	\$100.00	\$115.00
Clean up Fee (per session)	\$75.00	\$85.00
Colorado Timing System Rental (per session)	\$50.00	\$75.00
Colorado Operator (per hour)	\$25.00	\$35.00
Seating Capacity	Wakefield	215
	Washington Lee	166
	Yorktown	252

Fee Schedules

SCHOOL BREAKFAST AND LUNCH PRICES

The Office of Food and Nutrition Services provides a variety of nutritious choices for breakfast and lunch every day. Our menus are planned by a registered Dietitian in accordance with the Dietary Guidelines for Americans. The school lunch program is operated under the federally funded National School Lunch program and administered by the USDA and the Virginia Department of Education.

School breakfast and lunch prices for elementary, secondary and adult increase by five cents in FY 2017.

CATEGORY	FY 2016		FY 2017 ADOPTED	
	BREAKFAST	LUNCH	BREAKFAST	LUNCH
Elementary	\$1.55	\$2.75	\$1.60	\$2.80
Secondary	\$1.55	\$2.85	\$1.60	\$2.90
Reduced	\$0	\$0.40	\$0	\$0.40
Adult	\$2.50	\$3.50	\$2.55	\$3.55
Milk	\$0.75	\$0.75	\$0.75	\$0.75

Fee Schedules

MONTESSORI TUITION

Arlington Public Schools offers a Montessori program in order to provide students with choices in their instructional programs to meet their academic goals. Two-thirds of the positions in each Montessori class are reserved for children who meet the following criteria:

- The adjusted family income is at or less than the amount specified in the Appendix to Policy Implementation Procedure 20-3 Program Differentiation.
- Speak little or no English.

Tuition for the Montessori classes is on a sliding scale as outlined below. There is no charge for preschool classes for four-year-olds whose parents' income qualifies them for the Free/Reduced Lunch program.

ADJUSTED INCOME	FY 2016 FEES	FY 2017 FEES	% INCREASE
Income to \$24,000	741	771	4.0%
\$24,001 - \$27,000	1,010	1,050	4.0%
\$27,001 - \$30,000	1,310	1,363	4.0%
\$30,001 - \$33,000	1,737	1,807	4.0%
\$33,001 - \$37,000	2,217	2,305	4.0%
\$37,001 - \$41,000	2,847	2,961	4.0%
\$41,001 - \$46,000	3,556	3,699	4.0%
\$46,001 - \$51,000	4,345	4,518	4.0%
\$51,001 - \$57,000	5,212	5,421	4.0%
\$57,001 - \$62,000	6,290	6,542	4.0%
\$62,001 - \$67,000	7,463	7,761	4.0%
\$67,001 - \$72,000	8,734	9,084	4.0%
\$72,001 - \$77,000	9,354	9,728	4.0%
\$77,001 - \$82,000	10,018	10,419	4.0%
\$82,001 - \$87,360	10,065	10,468	4.0%
\$87,360 - \$90,000	10,065	10,468	4.0%
\$90,001 - \$96,000	10,113	10,517	4.0%
\$96,001 - \$110,000	10,161	10,568	4.0%
\$110,001 - \$125,000	10,408	10,876	4.5%
\$125,001 - \$150,000	10,660	11,192	5.0%
\$150,001 - \$175,000	10,916	11,516	5.5%
\$175,000 - \$200,000	11,177	11,847	6.0%
\$200,001 and up	11,443	12,187	6.5%

Note: \$87,360 represents 80% of the median income for a family of four in Arlington County. Two-thirds of the slots in each Montessori class are reserved for children whose parents' income is at or less than 80% of the median family income.

Fee Schedules

SUMMER SCHOOL FEES AND CAREER CENTER ENRICHMENT FEES

Arlington Public Schools provides summer learning opportunities for elementary, middle, and high school students. The fees for FY 2017 outlined below were approved by the School Board in December, 2015.

	FY 2016		FY 2017	
	FULL COST*	REDUCED COST*	FULL COST*	REDUCED COST*
ELEMENTARY ENRICHMENT				
Global Village	\$560	\$102	\$560	\$102
Summer Laureate	\$560	\$102	\$560	\$102
SECONDARY ENRICHMENT				
Middle School Enrichment-National and World Affairs	N/A	N/A	\$347	\$77
New Work for Credit	\$225	\$69	\$225	\$69
Driver's Education	\$1181	\$164	\$1,571	\$199
CAREER CENTER ENRICHMENT				
Saturday classes	\$227	\$23	\$227	\$23
9 day Summer Session	\$466	\$47	\$466	\$47
10 day Summer Session	\$518	\$52	\$518	\$52
OUTDOOR LAB	\$594	Contact Science Office at 703-228-6166	\$594	Contact Science Office at 703-228-6166
SUMMER SCHOOL				
Non-Enrichment Classes	\$100	\$56	\$100	\$56

* Includes registration fee

Fee Schedules

EXTENDED DAY FEES

The Extended Day Program provides a safe, enriching and fun environment before and after school each day for about 3,500 children. Offering age appropriate and Developmental Asset-building activities, over 375 child care professionals work in 23 elementary schools, five middle schools and the Stratford Program to meet the individual needs of each child and the expectations of every family. Refer to the Extended Day section on page 481 for more information.

Upon request to the Director of Extended Day, additional financial assistance may be available. Please contact the Extended Day Central Office (703-228-6069) for more information.

In addition to the participation fees listed below and on the following pages, there is a non-refundable registration fee of \$40 for the first child and \$30 for each additional sibling.

Extended Day fees for FY 2017 remain the same as the previous year with the exception of Extended Day Summer School fees.

2016-2017 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

8:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$2.00	\$2.00	\$9.00	\$7.00
\$8,001 - \$12,000	\$4.00	\$3.00	\$19.00	\$14.00
\$12,001 - \$16,000	\$9.00	\$7.00	\$37.00	\$28.00
\$16,001 - \$20,000	\$18.00	\$14.00	\$75.00	\$56.00
\$20,001 - \$26,000	\$27.00	\$20.00	\$112.00	\$84.00
\$26,001 - \$32,000	\$36.00	\$27.00	\$149.00	\$112.00
\$32,001 - \$38,000	\$45.00	\$34.00	\$186.00	\$140.00
\$38,001 - \$46,000	\$54.00	\$41.00	\$224.00	\$168.00
\$46,001 - \$55,000	\$72.00	\$54.00	\$298.00	\$224.00
\$55,001 - \$65,000	\$85.00	\$64.00	\$354.00	\$266.00
\$65,001 and Above	\$90.00	\$90.00	\$373.00	\$373.00

Fee Schedules

2016-2017 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

8:25 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$3.00	\$2.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$7.00	\$5.00	\$16.00	\$12.00
\$12,001 - \$16,000	\$14.00	\$11.00	\$33.00	\$25.00
\$16,001 - \$20,000	\$28.00	\$21.00	\$65.00	\$49.00
\$20,001 - \$26,000	\$41.00	\$31.00	\$98.00	\$74.00
\$26,001 - \$32,000	\$55.00	\$41.00	\$131.00	\$98.00
\$32,001 - \$38,000	\$69.00	\$52.00	\$163.00	\$122.00
\$38,001 - \$46,000	\$83.00	\$62.00	\$196.00	\$147.00
\$46,001 - \$55,000	\$110.00	\$83.00	\$261.00	\$196.00
\$55,001 - \$65,000	\$131.00	\$98.00	\$310.00	\$233.00
\$65,001 and Above	\$138.00	\$138.00	\$327.00	\$327.00

Fee Schedules

2016-2017 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

9:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$7.00	\$5.00
\$8,001 - \$12,000	\$9.00	\$7.00	\$14.00	\$11.00
\$12,001 - \$16,000	\$19.00	\$14.00	\$28.00	\$21.00
\$16,001 - \$20,000	\$37.00	\$28.00	\$56.00	\$42.00
\$20,001 - \$26,000	\$56.00	\$42.00	\$83.00	\$62.00
\$26,001 - \$32,000	\$75.00	\$56.00	\$111.00	\$83.00
\$32,001 - \$38,000	\$94.00	\$71.00	\$139.00	\$104.00
\$38,001 - \$46,000	\$112.00	\$84.00	\$167.00	\$125.00
\$46,001 - \$55,000	\$150.00	\$113.00	\$222.00	\$167.00
\$55,001 - \$65,000	\$178.00	\$134.00	\$264.00	\$198.00
\$65,001 and Above	\$187.00	\$187.00	\$278.00	\$278.00

Fee Schedules

2016-2017 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

MIDDLE SCHOOL CHECK-IN

ANNUAL INCOME BRACKET	AFTER SCHOOL CHECK-IN	
	1ST CHILD	ADD'L CHILD
less than \$8,000	\$9.00	\$7.00
\$8,001 - \$12,000	\$18.00	\$14.00
\$12,001 - \$16,000	\$37.00	\$28.00
\$16,001 - \$20,000	\$73.00	\$55.00
\$20,001 - \$26,000	\$110.00	\$83.00
\$26,001 - \$32,000	\$146.00	\$110.00
\$32,001 - \$38,000	\$183.00	\$137.00
\$38,001 - \$46,000	\$219.00	\$164.00
\$46,001 - \$55,000	\$293.00	\$220.00
\$55,001 - \$65,000	\$347.00	\$260.00
\$65,001 and Above	\$366.00	\$366.00

Fee Schedules

STRATFORD

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$9.00	\$7.00
\$8,001 - \$12,000	\$9.00	\$7.00	\$18.00	\$14.00
\$12,001 - \$16,000	\$19.00	\$14.00	\$37.00	\$28.00
\$16,001 - \$20,000	\$37.00	\$28.00	\$73.00	\$55.00
\$20,001 - \$26,000	\$56.00	\$42.00	\$110.00	\$83.00
\$26,001 - \$32,000	\$75.00	\$56.00	\$146.00	\$110.00
\$32,001 - \$38,000	\$94.00	\$71.00	\$183.00	\$137.00
\$38,001 - \$46,000	\$112.00	\$84.00	\$219.00	\$164.00
\$46,001 - \$55,000	\$150.00	\$113.00	\$293.00	\$220.00
\$55,001 - \$65,000	\$178.00	\$134.00	\$347.00	\$260.00
\$65,001 and Above	\$187.00	\$187.00	\$366.00	\$366.00

Fee Schedules

SPECIAL SESSIONS—10 DAY

BARCROFT

ANNUAL INCOME BRACKET	INTERSESSION BEFORE SCHOOL		INTERSESSION AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
Below \$8,000	\$3.00	\$2.00	\$4.00	\$3.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$7.00	\$5.00
\$12,001 - \$16,000	\$10.00	\$8.00	\$15.00	\$11.00
\$16,001 - \$20,000	\$21.00	\$16.00	\$31.00	\$23.00
\$20,001 - \$26,000	\$31.00	\$23.00	\$46.00	\$35.00
\$26,001 - \$32,000	\$41.00	\$31.00	\$62.00	\$47.00
\$32,001 - \$38,000	\$52.00	\$39.00	\$77.00	\$58.00
\$38,001 - \$46,000	\$62.00	\$47.00	\$93.00	\$70.00
\$46,001 - \$55,000	\$82.00	\$62.00	\$123.00	\$92.00
\$55,001 - \$65,000	\$99.00	\$74.00	\$146.00	\$110.00
\$65,001 and above	\$104.00	\$104.00	\$153.00	\$153.00

SPECIAL SESSIONS—9 DAY

ANNUAL INCOME BRACKET	INTERSESSION BEFORE SCHOOL		INTERSESSION AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
Below \$8,000	\$2.00	\$2.00	\$3.00	\$3.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$7.00	\$5.00
\$12,001 - \$16,000	\$9.00	\$7.00	\$13.00	\$11.00
\$16,001 - \$20,000	\$19.00	\$14.00	\$28.00	\$23.00
\$20,001 - \$26,000	\$28.00	\$21.00	\$41.00	\$35.00
\$26,001 - \$32,000	\$37.00	\$28.00	\$56.00	\$47.00
\$32,001 - \$38,000	\$46.00	\$35.00	\$69.00	\$58.00
\$38,001 - \$46,000	\$56.00	\$42.00	\$83.00	\$70.00
\$46,001 - \$55,000	\$74.00	\$56.00	\$110.00	\$92.00
\$55,001 - \$65,000	\$89.00	\$67.00	\$132.00	\$110.00
\$65,001 and above	\$93.00	\$93.00	\$138.00	\$138.00

Fee Schedules

2016-2017 SCHOOL YEAR—EXTENDED DAY FEES

APS EMPLOYEE EARLY RELEASE ONLY OPTIONS

ANNUAL INCOME BRACKET	ELEMENTARY ONE DAY ONLY MONTHLY		FLES EARLY RELEASE ONE ANNUAL PAYMENT	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$4.00	\$3.00	\$7.00	\$6.00
\$8,001 - \$12,000	\$6.00	\$5.00	\$12.00	\$9.00
\$12,001 - \$16,000	\$11.00	\$9.00	\$23.00	\$18.00
\$16,001 - \$20,000	\$22.00	\$17.00	\$46.00	\$35.00
\$20,001 - \$26,000	\$32.00	\$24.00	\$68.00	\$51.00
\$26,001 - \$32,000	\$44.00	\$33.00	\$91.00	\$69.00
\$32,001 - \$38,000	\$54.00	\$41.00	\$114.00	\$86.00
\$38,001 - \$46,000	\$65.00	\$49.00	\$136.00	\$102.00
\$46,001 - \$55,000	\$87.00	\$66.00	\$182.00	\$137.00
\$55,001 - \$65,000	\$102.00	\$77.00	\$216.00	\$162.00
\$65,001 and Above	\$102.00	\$102.00	\$216.00	\$162.00

Fee Schedules

SUMMER 2016 EXTENDED DAY FEES

2016 SUMMER SITE:	ATS			TUCKAHOE (MATH CAMP)		
INCOME BRACKET	3 WKS: 9:30 AM–1:30 PM			3 WKS: 9:00 AM–1:00 PM		
	BEFORE	AFTER	BOTH	BEFORE	AFTER	BOTH
Below \$8,000	\$4.00	\$6.00	\$10.00	\$3.00	\$7.00	\$10.00
\$8,001 - \$12,000	\$7.00	\$12.00	\$19.00	\$6.00	\$13.00	\$19.00
\$12,001 - \$16,000	\$13.00	\$24.00	\$37.00	\$11.00	\$26.00	\$37.00
\$16,001 - \$20,000	\$26.00	\$47.00	\$73.00	\$21.00	\$52.00	\$73.00
\$20,001 - \$26,000	\$39.00	\$70.00	\$109.00	\$31.00	\$78.00	\$109.00
\$26,001 - \$32,000	\$52.00	\$93.00	\$145.00	\$42.00	\$104.00	\$146.00
\$32,001 - \$38,000	\$65.00	\$116.00	\$181.00	\$52.00	\$129.00	\$181.00
\$38,001 - \$46,000	\$78.00	\$140.00	\$218.00	\$62.00	\$155.00	\$217.00
\$46,001 - \$55,000	\$104.00	\$186.00	\$290.00	\$83.00	\$207.00	\$290.00
\$55,001 - \$65,000	\$123.00	\$221.00	\$344.00	\$98.00	\$246.00	\$344.00
\$65,001 and above	\$129.00	\$244.00	\$373.00	\$103.00	\$258.00	\$361.00

Fee Schedules

SUMMER 2016 EXTENDED DAY FEES

2016 SUMMER SITE:	BARRETT, SCIENCE FOCUS			CLAREMONT, HENRY, KEY, OAKRIDGE, TUCKAHOE			CAMPBELL, RANDOLPH		
INCOME BRACKET	5 WKS: 8:30 AM–11:30 AM			5 WKS: 9:00 AM–12:00 PM			5 WKS: 8:00 AM–11:00 AM		
	BEFORE	AFTER	BOTH	BEFORE	AFTER	BOTH	BEFORE	AFTER	BOTH
Below \$8,000	\$4.00	\$14.00	\$18.00	\$5.00	\$13.00	\$18.00	\$3.00	\$16.00	\$19.00
\$8,001 - \$12,000	\$7.00	\$28.00	\$35.00	\$9.00	\$26.00	\$35.00	\$5.00	\$31.00	\$36.00
\$12,001 - \$16,000	\$13.00	\$56.00	\$69.00	\$18.00	\$52.00	\$70.00	\$9.00	\$61.00	\$70.00
\$16,001 - \$20,000	\$26.00	\$112.00	\$138.00	\$35.00	\$103.00	\$138.00	\$18.00	\$121.00	\$139.00
\$20,001 - \$26,000	\$39.00	\$168.00	\$207.00	\$52.00	\$155.00	\$207.00	\$26.00	\$181.00	\$207.00
\$26,001 - \$32,000	\$52.00	\$224.00	\$276.00	\$69.00	\$206.00	\$275.00	\$35.00	\$241.00	\$276.00
\$32,001 - \$38,000	\$65.00	\$279.00	\$344.00	\$86.00	\$258.00	\$344.00	\$43.00	\$301.00	\$344.00
\$38,001 - \$46,000	\$78.00	\$335.00	\$413.00	\$103.00	\$309.00	\$412.00	\$52.00	\$361.00	\$413.00
\$46,001 - \$55,000	\$104.00	\$447.00	\$551.00	\$138.00	\$412.00	\$550.00	\$69.00	\$481.00	\$550.00
\$55,001 - \$65,000	\$123.00	\$531.00	\$654.00	\$163.00	\$489.00	\$652.00	\$82.00	\$571.00	\$653.00
\$65,001 and above	\$129.00	\$558.00	\$687.00	\$172.00	\$515.00	\$687.00	\$86.00	\$601.00	\$687.00

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Salaries	40414	Staff Contingency Fund	\$3,144,105
		40429	Compensation Contingency	\$2,570,000
		40508	Staff Contingency-Advanced Classes	\$723,613
		41200	Salaries School Board Members	\$127,001
		41201	Salaries Legislative Liaison	\$32,008
		41203	Salaries Superintendent	\$195,000
		41204	Salaries Academic Stipend	\$1,369,580
		41205	Salaries Professional Staff	\$1,280,275
		41206	Salaries Department Chairs Stipends	\$51,436
		41207	Salaries Coaching-Athletic	\$1,277,616
		41208	Salaries Coordinators	\$3,653,140
		41211	Salaries School / Family Counselor	\$40,910
		41215	Salaries Supt Travel Allotment	\$7,344
		41216	Salaries Associate/Assistant Superintendent	\$1,331,325
		41219	Salaries Guidance Counselors	\$7,541,332
		41221	Salaries Teachers-Elective/Core Supplement	\$410,431
		41222	Salaries Itinerant Teacher	\$19,915,247
		41227	Salaries Homebound Teachers Hourly	\$173,199
		41228	Salaries Librarians	\$3,353,846
		41229	Salaries Safety Patrol Sponsors	\$67,252
		41230	Salaries Teachers Hourly	\$1,171,625
		41231	Salaries Principals	\$5,158,217
		41232	Salaries Assistant Principals	\$6,025,120
		41234	Salaries In School Alternative Program	\$205,582
		41235	Salaries Psychologists	\$3,058,574
		41236	Salaries Science Contact Teaching	\$17,655
		41237	Salaries School Resource Assistants	\$3,518,772
		41241	Salaries Extended Contract	\$111,650
		41243	Salaries Analyst	\$2,012,654
		41244	Salaries Specialists	\$4,014,487
		41246	Salaries Teacher Vocational Assessment	\$105,959
		41247	Salaries Substitute Teachers Personal Leave	\$2,797,798
		41249	Salaries Substitute Teachers Other Leave	\$21,420
		41250	Salaries Summer School T-Scale	\$2,543,616
41254	Salaries Teachers	\$157,238,518		
41260	Salaries Career Education	\$2,179,588		
41265	Salaries Separation Pay	\$2,500,000		
41267	Salaries Visiting Tchr/Social Wrkr	\$1,956,572		
41268	Salaries Interns	\$100,000		
41270	Salaries Student Activities Director	\$399,154		
41272	Salaries Team Leader	\$144,290		
41273	Salaries Athletic Trainer	\$127,233		
41281	Salaries Occupational Therapists	\$2,417,087		

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Salaries	41282	Salaries Pre-K Coordinator	\$130,615
		41283	Salaries Interpreter	\$77,900
		41284	Salaries Asst Dir Student Activities	\$125,509
		41285	Salaries Assessment Director	\$143,309
		41288	Salaries Technology Coordinator	\$3,444,379
		41289	Salaries Resources Teacher	\$6,086,589
		41293	Salaries Teacher Mentors	\$335,354
		41295	Salaries Substitute Professional Leave	\$8,000
		41296	Salaries Substitute Administrators	\$29,988
		41297	Salaries Summer School Administrative	\$119,043
		41298	Salaries Staff Hourly	\$314,345
		41299	Salary Lapse and Turnover	(\$3,612,500)
		41309	Salaries Clerical and Secretarial	\$3,444,181
		41310	Salaries Clerical School Substitute	\$65,951
		41311	Salaries Clerical and Secretarial Parttime	\$251,485
		41314	Salaries Bus Attendants	\$1,374,924
		41316	Salaries Custodians-Regular	\$9,248,048
		41317	Salaries Overtime	\$1,420,125
		41318	Salaries Director	\$3,466,625
		41319	Salaries Assistant Director	\$574,907
		41320	Drivers-Lead	\$390,424
		41321	Salaries Clerical Non-School Substitute	\$2,175
		41322	Salaries Drivers-Regular	\$4,637,562
		41323	Drivers-Swing	\$222,032
		41324	Salaries Educational Secretaries	\$5,734,520
		41325	Salaries Management Staff	\$172,030
		41329	Salaries Temporary Employment	\$80,453
		41332	Salaries Job Placement Specialist	\$242,336
		41333	Salaries Translators Hourly	\$108,032
		41337	Salaries Instructional Secretaries	\$2,185,497
		41346	Salaries Stipends	\$304,114
		41348	Salaries Lunchroom Attendants	\$542,187
		41349	Salaries Maintenance-Regular	\$3,904,697
		41351	Salaries Managers	\$422,985
		41356	Salaries Supervisors	\$3,468,540
		41360	Salaries School Based Testing	\$40,018
		41363	Salaries Part-Time and Temporary Work	\$283,610
		41364	Salaries Principals Aides	\$1,319,448
		41365	Salaries Program Specialists	\$442,914
		41368	Salaries Security Monitors	\$67,662
41370	Salaries Staff-General	\$4,336,185		
41375	Salaries Aides	\$17,781,277		
41376	Salaries Tutors Hourly	\$3,572		

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Salaries	41377	Salaries Aides Hourly	\$460,132	
		41378	Salaries Technicians	\$751,742	
		41379	Salaries Technicians Hourly	\$28,814	
		41380	Salaries Training Program	\$145,489	
		41383	Salaries Field Trip Differential	\$297	
		41386	Salaries P/T Rep/Main Technicians	\$156,060	
		41390	Salaries Substitute Instructional Aides Personal Leave	\$20,595	
		41391	Salaries Early Retirement Cost	\$100,000	
		41392	Salaries Athletic Trainer Stipend	\$47,319	
		41396	Salaries Television Producer/Writer	\$303,605	
		41398	Salaries Dispatcher	\$184,791	
		43447	School Initiative	\$50,000	
	Salaries Total				\$321,080,122
	Employee Benefits		42408	Superintendent Retirement	\$70,570
			42409	Parental Leave	\$500,000
			42415	Employer FICA Costs	\$24,926,864
			42416	Employer Contribution-VRS M Scale	\$742,109
			42417	Employer Contribution-County Retirement	\$465,907
			42419	Employer Contribution-VRS Retirement	\$38,098,151
			42420	Employer Contribution-Health Premiums	\$31,215,033
			42421	Employer Contribution-County Life	\$29,008
			42422	Employer Contribution-VRS Life Insurance	\$3,571,654
			42423	County Retirement Payable	\$115,960
			42425	Dental Plan	\$1,134,361
			42426	Benefits-Reserve	\$122,000
			42428	VRS - Retiree Health Care Credit (RHCC)	\$3,081,827
			42429	Employer Contribution-VRS Hybrid Plan	\$3,593,014
			42434	Workers Compensation	\$1,500,000
			42436	Employer 401(A) Matching Contribution	\$830,201
			42438	Unemployment Compensation Insurance	\$110,000
			42440	Insurance Premiums-Income Protection	\$1,178,590
			42449	Employee Assistance	\$164,500
			42494	Flexible Benefits Plan	\$40,000
	Employee Benefits Total				\$111,489,749
	Staff Development		41210	Salaries Curriculum Work	\$83,657
			41220	Salaries Inservice Professional	\$459,071
			42427	Wellness Program Costs	\$4,394
			42450	Scholarship A-Scale	\$30,300
			42469	Scholarships-M-Scale	\$5,700
			42470	Scholarships-T-Scale	\$148,869
			42488	Scholarships-E Scale	\$9,690
			42491	Scholarships G-Scale	\$4,750
		42492	Scholarships-P Scale	\$1,900	
		43430	Professional Inservice	\$462,594	
		43453	Membership Fees	\$42,313	
		43456	NSB Certification	\$68,799	
		43498	Contract Course	\$28,310	

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Staff Development	45430	Inservice Costs-Professional Personnel	\$180,103	
		45431	Inservice Costs-Supporting Personnel	\$42,050	
		45432	Inservice Costs-Administrative	\$153,600	
		45465	Professional Meetings	\$12,504	
		45467	Recruitment Costs	\$154,750	
		45468	Registration Fees	\$1,000	
		45471	Service Awards	\$24,920	
		45474	School-based Professional Staff Development	\$269,389	
		45478	Travel-Professional	\$135,145	
		45535	Superintendent's Seminar	\$15,000	
		Staff Development Total			\$2,338,808
		Contractual Services	43404	Legislative Expenses	\$2,850
			43406	Jefferson Science/Technology Costs	\$912,705
			43437	Hearing Officer/Contract Services	\$250,000
			43439	Insurance Premiums-Fire and Extended Coverage	\$378,000
			43444	Liability Insurance	\$174,263
			43445	Tuition Deaf/Blind	\$21,264
			43446	Insurance Premiums-Vehicle Liability	\$105,000
			43449	Evaluation Costs	\$540,000
			43451	Legal Fees	\$293,750
			43455	Arbitration Costs	\$5,850
			43482	Tuition Expense	\$162,886
			43544	Contract Services	\$6,312,957
			43550	Translation Services	\$10,000
			43564	Computer Equipment Maintenance	\$195,658
			43565	Consultant Fees	\$358,055
			43566	Software Licensing	\$938,500
			43567	Software Maintenance	\$201,340
			43568	County Computer Usage Charge	\$90,097
			43569	Data Warehouse	\$80,000
			43570	Educational Television Channels	\$6,650
			43586	Professional Services	\$609,725
			43601	Air Quality Assessment	\$45,000
	43607		Asbestos Air Monitoring	\$45,000	
	43634	Mowing Services	\$98,426		
	43657	Pest Control	\$55,225		
	43663	Refuse Service	\$269,949		
	43682	Water Treatment	\$61,200		
	43699	Copy Machines	\$880,307		
	43792	Taxi Service	\$1,000		
	43874	Equipment Repairs-Business/Marketing	\$500		

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Contractual Services	43875	Equipment Maintenance	\$618,982	
		43878	Equipment Repairs-Elevators	\$107,425	
		43885	Equipment Repairs	\$92,448	
		43890	Building Security System	\$74,699	
		43892	Equipment Repairs-Cafeteria	\$320,000	
		45472	Transportation	\$225,725	
		45557	Disposal of Hazardous Materials	\$6,500	
		45573	Equipment Rental-Postage Meter	\$6,000	
		45581	Officials Fees-Athletic Events	\$116,244	
		45585	Postage	\$231,221	
		45624	Electricity	\$4,622,522	
		45630	Heating Fuel	\$972,089	
		45642	Recycling	\$110,850	
		45643	Lease Agreement	\$2,709,994	
		45653	Leased Space Building Costs	\$133,229	
		45669	Cellular Phone Service	\$123,000	
		45674	Telephone Service	\$756,830	
		45675	Telephone Service (Security Monitor)	\$35,000	
		45680	Water	\$649,503	
		45689	Phone Lines/Energy Conservation	\$7,300	
		46538	Online Services	\$518,756	
		46668	Shades and Blinds Maintenance	\$25,000	
		46896	Television Equipment Repairs	\$18,050	
		48626	Cabling	\$25,054	
		48650	Locker Replacement	\$24,345	
		48836	Circuits and Internet	\$221,040	
	Contractual Services Total				\$25,857,963
		Materials and Supplies	43602	Air-Conditioning Repairs-Materials	\$304,835
			43667	Roof Repairs	\$15,500
			43887	Equipment Repairs-Public Address Systems	\$100,000
			45536	Fair Costs	\$15,070
			45540	Arts Education Festival	\$9,785
			46401	Supplies, General	\$53,000
			46501	Books and Periodicals	\$5,939
			46503	Films, Slides, Tapes, etc.	\$134,779
			46505	Hand Tools (Industrial Arts)	\$18,218
	46506		Instructional Materials	\$576,054	
	46507	Library Books and Materials	\$656,947		
	46509	Maps, Globes, and Charts	\$51,358		
	46510	Summer School Supplies	\$57,000		
	46513	Reference Materials	\$5,548		
	46514	Supplies-Arts Education	\$2,935		
	46515	Supplies-Business and Marketing	\$1,014		

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Materials and Supplies	46516	School Supplies	\$1,730,719
		46517	Computer Software	\$566,463
		46519	Supplies-General	\$52,379
		46520	Supplies-Work and Family Studies	\$36,694
		46521	Supplies-Technology Education	\$93,147
		46522	Supplies-Library	\$31,660
		46524	College/Career Resource Materials	\$1,485
		46525	Supplies-Office	\$139,830
		46526	Supplies-Paper	\$29,422
		46530	Supplies-Science	\$4,820
		46532	Testing Materials	\$1,224,699
		46533	Supply and Textbook Reserve	\$1,392,458
		46534	Supplemental Supplies	\$102,385
		46537	Computer Forms and Accessories	\$91,743
		46556	Periodical Holdings	\$284
		46603	Air Filters	\$80,000
		46612	Carpentry Materials	\$8,227
		46613	Cleaning Supplies	\$658,467
		46621	Electrical Materials and Repairs	\$60,000
		46633	Glazing Materials	\$15,000
		46635	Grounds Upkeep (General)	\$60,000
		46637	Hand Tools	\$5,000
		46638	Hardware	\$15,623
		46639	Heating Materials	\$149,879
		46647	Locks and Keys	\$20,000
		46651	Lumber	\$15,720
		46655	Painting Materials	\$10,000
		46658	Plumbing Materials	\$50,000
		46678	Uniform Costs	\$226,384
		46690	General Maintenance	\$15,650
		46724	Snack Items	\$1,582
		46725	Meals and Snacks	\$5,050
	46766	Bus Repairs and Parts	\$92,768	
46778	Gasoline and Motor Fuel	\$1,272,200		
46797	Vehicle Repairs and Parts	\$85,000		
48608	Building Repairs and Maintenance	\$183,250		
48609	Carpentry and Casework	\$62,000		
48610	Electrical Upgrades	\$66,500		
48611	ADA Upgrades	\$60,000		
Materials and Supplies Total				\$10,724,470
	Equipment	46528	Computer Equipment/Software	\$1,295,630
		46692	Generators	\$120,000
		46817	Assistive Technology	\$200,000
		48676	Telephone Equipment	\$8,000

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Equipment	48800	Additional Equipment	\$116,551	
		48801	Technical/Health/Ag Education Equip	\$27,552	
		48804	Additional Buses	\$200,000	
		48808	Additional Classroom Equipment	\$691,000	
		48809	Additional Television Equipment	\$182,000	
		48810	Additional Computer Equipment	\$46,500	
		48814	Additional Furniture	\$372,360	
		48821	E-Rate Technology Equipment	(\$150,000)	
		48822	Additional Miscellaneous Equipment	\$552,356	
		48835	Inst Techn/Hrdwr/Sftwr	\$674,665	
		48840	Replacement Equipment	\$381,402	
		48842	Replacement Audio-Visual Equipment	\$231,565	
		48843	Replacement Support Vehicles	\$292,756	
		48844	Replacement Buses	\$1,406,095	
		48846	Replacement Computer Equipment - Admin	\$28,000	
		48847	Replacement Computer Equipment	\$12,496	
		48848	Replacement Classroom Furniture	\$159,718	
		48849	Replacement Network Equipment	\$474,819	
		48852	Replacement Furniture	\$83,938	
		48860	Replacement Miscellaneous Equipment	\$20,070	
	48890	Security Systems	\$106,250		
	Equipment Total				\$7,533,723
		Other Operating Costs	40403	Budget Reserve	\$9,500
			40404	OPEB Reserve	\$2,933,078
			40405	Enrollment Adjustment Reserve	\$100,000
			40463	Superintendent Reserve	\$49,534
			43400	State Governors School	\$30,000
			43401	Special Events	\$20,225
			43402	Agenda Notices	\$665
			43407	Budget Document Preparation	\$7,395
			43409	Survey Costs	\$100,000
			43412	Commencement Costs	\$28,690
			43413	County Board Shared Costs	(\$464,149)
	43433		Program Costs	\$2,392,525	
	43435		Overhead Costs	(\$638,982)	
	43442		Summer Laureate Program Costs	\$4,275	
	43527		Credit Card Fee	\$150,000	
	43587		Printing and Duplicating Costs	\$256,941	
	43588		Publications	\$45,427	
	43589		Forms	\$16,000	
	45454	Miscellaneous Expenses	\$100,805		
	45466	Student Activities	\$52,575		
	45477	Travel-Local	\$113,939		
	45485	Food/Catering	\$1,400		
	45486	Northern Virginia Debate and Drama Fee	\$2,139		
	45489	Virginia High School League Members	\$17,114		

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT		
School Operating	Other Operating Costs	45497	Americans with Disabilities Act Costs	\$20,440		
		45512	Credit Card Chargeback	\$300		
		45541	Gate Receipts/Athletic Expenses	\$90,517		
		45582	Drug Testing	\$25,220		
		45583	Medical Evaluations and Physical Exams	\$25,529		
		45584	Police Record Transcripts	\$66,500		
		45696	NCLB Contingency	\$250,000		
		46476	Transportation Demand Mgmt Pilot	\$222,640		
		46518	Student Information System	\$698,950		
		48599	Program Improvements Additional Cost	\$36,565		
		49991	County Board Costs	(\$56,348)		
		49993	County Board Costs	(\$115,234)		
	49995	County Board Costs	(\$109,723)			
Other Operating Costs Total				\$6,484,452		
SCHOOL OPERATING TOTAL				\$485,509,287		
Community Activities	Salaries	40429	Compensation Contingency	\$275,000		
		41202	Salaries Supervision Hourly	\$27,429		
		41205	Salaries Professional Staff	\$112,288		
		41208	Salaries Coordinators	\$265,872		
		41230	Salaries Teachers Hourly	\$7,140		
		41237	Salaries School Resource Assistants	\$151,113		
		41244	Salaries Specialists	\$254,101		
		41247	Salaries Substitute Teachers Personal Leave	\$843,266		
		41253	Salaries Instructors	\$421,492		
		41299	Salary Lapse and Turnover	(\$217,849)		
		41309	Salaries Clerical and Secretarial	\$396,824		
		41315	Salaries Custodian-Reimbursable	\$2,825		
		41316	Salaries Custodians-Regular	\$1,515,431		
		41317	Salaries Overtime	\$27,546		
		41318	Salaries Director	\$133,234		
		41334	Salaries Asst Supervisors	\$726,268		
		41349	Salaries Maintenance-Regular	\$230,748		
		41351	Salaries Managers	\$184,754		
		41356	Salaries Supervisors	\$1,326,378		
		41363	Salaries Part-Time and Temporary Work	\$1,313		
		41365	Salaries Program Specialists	\$61,014		
		41372	Salaries Summer Work	\$384,650		
		41377	Salaries Aides Hourly	\$3,302,829		
		Salaries Total				\$10,433,666
			Employee Benefits	42415	Employer FICA Costs	\$772,383
				42416	Employer Contribution-VRS M Scale	\$55,319
		42417		Employer Contribution-County Retirement	\$124,642	
	42419	Employer Contribution-VRS Retirement		\$535,353		
	42420	Employer Contribution-Health Premiums		\$758,316		
	42421	Employer Contribution-County Life		\$7,759		
	42422	Employer Contribution-VRS Life Insurance	\$58,475			

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Community Activities	Employee Benefits	42423	County Retirement Payable	\$32,923	
		42425	Dental Plan	\$29,396	
		42428	VRS - Retiree Health Care Credit (RHCC)	\$44,041	
		42436	Employer 401(A) Matching Contribution	\$12,781	
		42440	Insurance Premiums-Income Protection	\$27,862	
	Employee Benefits Total				\$2,459,250
	Staff Development	41220	Salaries Inservice Professional	\$268	
		41242	Salaries Staff Development Hourly	\$41,081	
		42470	Scholarships-T-Scale	\$8,000	
		45430	Inservice Costs-Professional Personnel	\$10,550	
		45478	Travel-Professional	\$4,000	
	Staff Development Total				\$63,899
	Contractual Services	43473	Advertising Expense	\$500	
		43544	Contract Services	\$46,733	
		43565	Consultant Fees	\$500	
		43875	Equipment Maintenance	\$50,000	
		43885	Equipment Repairs	\$40,570	
		45472	Transportation	\$22,500	
		45585	Postage	\$9,575	
		45624	Electricity	\$1,144,248	
		45630	Heating Fuel	\$238,804	
		45674	Telephone Service	\$103,330	
		45680	Water	\$243,350	
		48620	Swimming Pool Repairs	\$5,000	
	Contractual Services Total				\$1,905,110
	Materials and Supplies	46503	Films, Slides, Tapes, etc.	\$2,000	
		46516	School Supplies	\$2,898	
		46519	Supplies-General	\$215,340	
		46525	Supplies-Office	\$9,862	
		46533	Supply and Textbook Reserve	\$2,000	
		46613	Cleaning Supplies	\$62,876	
		46678	Uniform Costs	\$6,638	
		46725	Meals and Snacks	\$747,607	
		48608	Building Repairs and Maintenance	\$232,140	
		48673	Stage Drapes, Lights, etc.	\$4,951	
	Materials and Supplies Total				\$1,286,312
	Equipment	48800	Additional Equipment	\$2,000	
		48822	Additional Miscellaneous Equipment	\$73,500	
		48855	Replacement Multi-Occupational Equip	\$1,380	
		48860	Replacement Miscellaneous Equipment	\$1,650	
	Equipment Total				\$78,530
	Other Operating Costs	40403	Budget Reserve	\$248,983	
		43413	County Board Shared Costs	(\$277,911)	
		43433	Program Costs	\$112,238	
		43435	Overhead Costs	\$294,675	

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
Community Activities	Other Operating Costs	43527	Credit Card Fee	\$500
		43587	Printing and Duplicating Costs	\$6,750
		45466	Student Activities	\$85,155
		45477	Travel-Local	\$1,750
	Other Operating Costs Total			\$472,140
COMMUNITY ACTIVITIES TOTAL				\$16,698,907
Capital Projects	Salaries	41370	Salaries Staff-General	\$102,827
	Salaries Total			\$102,827
	Employee Benefits	42415	Employer FICA Costs	\$7,626
		42419	Employer Contribution-VRS Retirement	\$15,074
		42420	Employer Contribution-Health Premiums	\$5,832
		42422	Employer Contribution-VRS Life Insurance	\$1,347
		42425	Dental Plan	\$180
		42428	VRS - Retiree Health Care Credit (RHCC)	\$1,090
		42436	Employer 401(A) Matching Contribution	\$411
	42440	Insurance Premiums-Income Protection	\$391	
	Employee Benefits Total			\$31,951
	Contractual Services	43565	Consultant Fees	\$74,000
		43601	Air Quality Assessment	\$59,000
		43892	Equipment Repairs-Cafeteria	\$160,000
		46618	Concrete Repairs	\$56,000
		46668	Shades and Blinds Maintenance	\$30,000
		48600	Relocatables	\$2,332,662
		48650	Locker Replacement	\$126,000
		48659	Signage	\$35,000
		48665	Roof Restoration	\$101,000
	48688	Building Systems Renewal	\$972,000	
	Contractual Services Total			\$3,945,662
	Materials and Supplies	46635	Grounds Upkeep (General)	\$693,000
46655		Painting Materials	\$115,365	
46658		Plumbing Materials	\$109,000	
48608		Building Repairs and Maintenance	\$250,000	
48611		ADA Upgrades	\$62,000	
48673		Stage Drapes, Lights, etc.	\$50,000	
Materials and Supplies Total			\$1,279,365	
Equipment	48863	Flooring	\$225,000	
	48868	Replacement Standardized Equipment	\$200,000	
	48890	Security Systems	\$175,000	
	48897	Playground Equipment and Repairs	\$452,000	
Equipment Total			\$1,052,000	
Other Operating Costs	40403	Budget Reserve	\$26,690	
Other Operating Costs Total			\$26,690	
CAPITAL PROJECTS TOTAL				\$6,438,495
Food and Nutrition Services	Salaries	41208	Salaries Coordinators	\$86,132
		41303	Salaries Cafeteria Substitutes	\$442,856
		41304	Salaries Cafeteria Managers	\$967,301
		41305	Salaries Cafeteria Cooks	\$146,774
		41306	Salaries Cafeteria Helpers	\$570,650

Informational | Supplemental

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Food and Nutrition Services	Salaries	41317	Salaries Overtime	\$111,779	
		41318	Salaries Director	\$129,986	
		41370	Salaries Staff-General	\$308,056	
		41372	Salaries Summer Work	\$15,000	
	Salaries Total				\$2,778,534
	Employee Benefits		42415	Employer FICA Costs	\$210,149
			42416	Employer Contribution-VRS M Scale	\$64,563
			42417	Employer Contribution-County Retirement	\$93,666
			42419	Employer Contribution-VRS Retirement	\$76,844
			42420	Employer Contribution-Health Premiums	\$389,074
			42421	Employer Contribution-County Life	\$5,831
			42422	Employer Contribution-VRS Life Insurance	\$21,420
			42425	Dental Plan	\$14,529
			42428	VRS - Retiree Health Care Credit (RHCC)	\$5,557
			42429	Employer Contribution-VRS Hybrid Plan	\$4,608
			42436	Employer 401(A) Matching Contribution	\$8,420
			42439	VLDP - Virginia Local Disability Program	\$250
	42440	Insurance Premiums-Income Protection	\$8,957		
	Employee Benefits Total				\$903,868
	Staff Development		43430	Professional Inservice	\$1,200
			43453	Membership Fees	\$200
			45430	Inservice Costs-Professional Personnel	\$1,500
			45465	Professional Meetings	\$250
			45468	Registration Fees	\$250
			45478	Travel-Professional	\$2,000
			45484	Meals-Professional Travel	\$500
	Staff Development Total				\$5,900
	Contractual Services		43885	Equipment Repairs	\$750
			45585	Postage	\$800
			45669	Cellular Phone Service	\$2,000
	Contractual Services Total				\$3,550
	Materials and Supplies		46519	Supplies-General	\$500
46525			Supplies-Office	\$8,000	
46526			Supplies-Paper	\$1,000	
46678			Uniform Costs	\$5,000	
46705			Dairy Products (Milk-Cheese-Eggs-Juice)	\$475,000	
46715			Grocery Items	\$3,200,000	
46735			Meat, Fish, Poultry	\$75,000	
46746			Produce (Fresh)	\$370,000	
46749	USDA Govt Donated Commodities	\$417,000			
Materials and Supplies Total				\$4,551,500	

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
Materials and Supplies	Equipment	46528	Computer Equipment/Software	\$38,000
	Equipment Total			\$38,000
	Other Operating Costs	40403	Budget Reserve	\$161,078
		43587	Printing and Duplicating Costs	\$8,000
		45477	Travel-Local	\$1,000
		45485	Food/Catering	\$10,000
Other Operating Costs Total			\$180,078	
FOOD AND NUTRITION SERVICES TOTAL				\$8,461,430
Grants and Restricted Programs	Other Operating Costs	45454	Miscellaneous Expenses	\$14,088,496
	Other Operating Costs Total			\$14,088,496
GRANTS AND RESTRICTED PROGRAMS TOTAL				\$14,088,496
Comprehensive Services	Contractual Services	43654	Comprehensive Services Act Expenses	\$3,550,000
		45472	Transportation	\$450,000
	Contractual Services Total			\$4,000,000
COMPREHENSIVE SERVICES TOTAL				\$4,000,000
Debt Service	Contractual Services	49459	Principal School Bonds	\$31,543,636
		49460	Interest School Bonds	\$15,201,608
	Contractual Services Total			\$46,745,244
DEBT SERVICE TOTAL				\$46,745,244
GRAND TOTAL				\$581,941,859

Acronym Index

ACG	Arlington County Government
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
ATSS	Arlington Tiered System of Support
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
DSSSE	Department of Student Services and Special Education
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

Acronym Index

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
--------------------	---

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
LSRC	Language Services Registration Center

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

Acronym Index

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
SCR	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
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

A

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.

American College Test (ACT) — A test that may be taken by high school students as part of the college admission process.

Glossary

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.

Arlington Tiered System of Support (ATSS) — A framework and philosophy that provides resources and supports to help every student reach success in academics and behavior. It begins with systemic change at the division, school and classroom level that utilizes evidence-based, system-wide practices to provide a quick response to academic and behavioral needs. These practices include frequent progress monitoring that enable educators to make sound, data-based instructional decisions for students.

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.

B

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.

Budget — Financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

Glossary

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.

C

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.

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.

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.

Glossary

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.

D

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.

E

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, Human Resources, School and Community Relations, Student Services and Special Education.

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.

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.

Glossary

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.

Executive Leadership Team (ELT) — The superintendent’s top administrators (assistant superintendents of administrative services, information services, instruction, facilities, finance, personnel, student services, and school and community relations).

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.

F

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.

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).

Glossary

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.

G

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.

H

High School — A school for students in grades 9 through 12.

High School Continuation Program — Located at two sites, Arlington Community 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.

I

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.

Glossary

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.

K

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.

L

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.

M

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.

Glossary

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.

N

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.

O

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.

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.

P

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 Syphax 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.

Glossary

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 Syphax Education Center.

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.

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.

R

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 Syphax 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.

Glossary

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.

S

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.

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.

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.

Glossary

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 Education Center — Building located at 2110 Washington Boulevard that houses several APS offices such as the Department of Instruction, REEP, Extended Day Program, Food and Nutrition Services, and Print Shop.

T

Teachers' Council on Instruction (TCI) — An advisory group made up of teachers that advise the administration and School Board on instructional issues.

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 as the New Directions high school program and the Employee Assistance Program (EAP).

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.

Glossary

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.

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.

U

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.

V

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 PreK 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.

W

Washington Area Boards of Education (WABE) Guide — A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.



DEPARTMENT OF
FINANCE AND
MANAGEMENT
SERVICES

Fiscal Year
2017

Adopted Budget
**Planning
Factors**



ARLINGTON
PUBLIC
SCHOOLS

Effective July 1, 2016

ELEMENTARY SCHOOL STAFFING

STAFFING		CRITERIA			ACCOUNT	
Administration ¹	1.0 Principal	Per school			212000-41231	
	1.0 Assistant Principal	Per school			212000-41232	
Counseling	Minimum of 1.0 counselor at each elementary school and an additional 0.2 per 90 students, or major portion thereof, over 450, based on K-5 students				213000-41219	
Library	1.0 Librarian + 1.0 Assistant	1 – 749 students			214000-41288	
	1.0 Librarian + 1.5 Assistant	750 – 999 student			214000-41375	
Clerical	PRINCIPAL'S ASST. 212000-41364	EDUCATIONAL 212000-41324	INSTRUCTIONAL 212000-41337	TOTAL	PER ENROLLMENT	
	0.5	1.5	0.5	2.5	1-299	
	0.5	1.5	1.0	3.0	300-399	
	0.5	1.5	1.0	3.0	400-499	
	1.0	1.5	1.0	3.5	500-599	
	1.0	1.5	1.5	4.0	600-699	
	1.0	1.5	2.0	4.5	700-799	
	1.5	1.5	2.0	5.0	800-899	
1.5	1.5	2.5	5.5	900-999		
Instruction ²	A		B		201000-41254	
	FORMULA	# of students divided by planning factor	# of students divided by recommended maximum class size			
	GRADE 1	# of students divided by 20	# of students divided by 24			
	GRADE 2	# of students divided by 22	# of students divided by 26			
	GRADE 3	# of students divided by 22	# of students divided by 26			
	GRADE 4	# of students divided by 23	# of students divided by 27			
	GRADE 5	# of students divided by 23	# of students divided by 27			
	FORMULA:					
	<ol style="list-style-type: none"> Calculate each grade according to above planning factor in COLUMN A to result in a raw number for each grade level. Sum the raw number for each grade level from COLUMN A. Round up the total to the nearest whole number. Calculate each grade according to the recommended maximum class size in COLUMN B and round up each raw number at each grade level to the nearest whole number. Sum the rounded number for each grade level from COLUMN B to get the total. <p>If the total in COLUMN B is less than the total in COLUMN A, the final classroom teacher allocation is COLUMN B. Otherwise, the final classroom teacher allocation is the total from COLUMN A.</p>					
	Drew Model School is staffed separately based on Montessori vs Model students.					
DREW ELEMENTARY MONTESSORI:						
<ul style="list-style-type: none"> Staffing for the program is calculated separately from the graded program. Grades 1-3 (Lower Elementary Montessori) Sum the students in Grades 1-3, level the classes, provide a 1.0 teacher per the recommended maximum class size of 25 students. Grades 4-5 (Upper Elementary Montessori) Sum the students in Grades 4-5, level the classes, provide a 1.0 teacher per the recommended maximum class size of 27 students. Grades 1-5 1.0 Assistant per Montessori Elementary class 						
ARLINGTON TRADITIONAL SCHOOL:						
<ul style="list-style-type: none"> Grade 1-3 1.0 Teacher/24 students Grade 4-5 1.0 Teacher/24 students 						
208300-41254 208300-41375						
201000-41254						

1. Based on total school enrollment including K-5, Montessori 3-, 4- and 5-year old students, PreK and full-time special education students.

2. The number of students used for the classroom teacher allocation at the elementary level includes special education self-contained students.

ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
PreK Program	1.0 Teacher + 1.0 Assistant	1 – 16 students	207200-41254
Kindergarten Full-day Program	1.0 Teacher	1 – 23 students	206000-41254
	2.0 Teachers	24 – 46 students	
	3.0 Teachers	47 – 69 students	
	4.0 Teachers	70 – 92 students	
	5.0 Teachers	93 – 115 students	
	6.0 Teachers	116 – 138 students	
	ASSISTANT The kindergarten assistant staffing is allocated by leveling out the classes with no classes greater than 23 students. An assistant is allocated for any class with 16 students or more. Maximum class size of 24 (to include special education self-contained students) ³ Arlington Traditional School kindergarten is staffed at 24 students per class.		
Minimum of 1.0 teacher assistant assigned to each Montessori class. Montessori classes will be staffed on the combined enrollment for 3, 4 and 5-year-olds at 23 students per class.			208200-411254 (Mont 5) 208200-411375 (Mont 5) 208100-411254 (Mont 3/4) 208100-411254 (Mont 3/4)
Foreign Language (Spanish) in the Elementary School (FLES)	0.5 Teacher	1 – 100 K-5 students	201000-41254
	1.0 Teacher	101 – 200 K-5 students	
	1.5 Teacher	201 – 300 K-5 students	
	2.0 Teacher	301 – 400 K-5 students	
	2.5 Teacher	401 – 500 K-5 students	
	3.0 Teacher	501 – 600 K-5 students	
	3.5 Teacher	601 – 700 K-5 students	
Art and Music (applied to schools with the FLES program)	1.0 Teacher	1 – 350 PreK-5 students	201011-41222 (Art) 201012-41222 (Music)
	1.4 Teachers	351 – 450 PreK-5 students	
	1.6 Teachers	451 – 500 PreK-5 students	
	2.0 Teachers	501 – 600 PreK-5 students	
	2.4 Teachers	601 – 700 PreK-5 students	
	2.6 Teachers	701 – 750 PreK-5 students	
	3.0 Teachers	751 – 850 PreK-5 students	
	3.4 Teachers	851 – 950 PreK-5 students	
	3.6 Teachers	951 – 1000 PreK-5 students	
	ADDITIONAL: 0.2 Teacher for schools with 4 – 7.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, ESOL/HILT) 0.4 art/music for schools with 8 – 11.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, ESOL/HILT) 0.6 art/music for schools with 12 – 15.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, ESOL/HILT)		
Art and Music ⁴ (applied to schools without the FLES program)	FORMULA: <ul style="list-style-type: none"> Classroom Teachers, Kindergarten Teachers, Immersion Teachers, Montessori 5-year old Teachers, and Montessori Elementary Teachers, Montessori 3-4 year-old Teachers, VPI Teachers 2 Teacher constant 60% of ESOL/HILT Teachers 1 if K-3 Initiative is 22 or 23/school OR +2 if K-3 Initiative is 20 or 21/school 25% of Special Education Teachers (including PreK Special Education Teachers) Sum of above divided by 23 students Apply strict mathematical rounding, using raw numbers, to the nearest 0.4, 0.6, or 1.0 with the exception that no school receives less than 1.0.		201011-41222 (Art) 201012-41222 (Music)
	11.80 Instrumental Music Teachers	System-wide	

3. When kindergarten enrollment exceeds the maximum class size at any time at or after the seventh day count of enrollment, the Superintendent may wait for up to one month to determine the stability of the increased enrollment before adding additional staff. See School Board Policy 35-2.1 for additional information.

4. The staffing formula for art and music teachers (for schools without the FLES program) is based on the number of classes served rather than on the number of students served.

ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
Physical Education	1.0 Teacher	1 – 350 students	201092-41222
	1.4 Teachers	351 – 450 students	
	1.6 Teachers	451 – 500 students	
	2.0 Teachers	501 – 600 students	
	2.4 Teachers	601 – 700 students	
	2.6 Teachers	701 – 750 students	
	3.0 Teachers	751 – 850 students	
	3.4 Teachers	851 – 950 students	
	3.6 Teachers	951 – 1000 students	
	0.2 Teacher	Per school w/PreK special education program	
Math Coach	0.5 Math Coach at each elementary school		201041-41254
Reading Skills	1.0 Teacher	1 – 499 students	201020-41254
	1.5 Teachers	500 – 999 students	
	An additional 0.5 reading skills teacher is given for those schools that have free and reduced lunch percentage greater than 60%.		
ESOL/HILT Data Coordination Assessment Staff	0.2 Teacher	100 – 199 Limited English Proficient students	202000-41254
	0.4 Teacher	200 – 299 Limited English Proficient students	
	0.6 Teacher	300 – 399 Limited English Proficient students	
	0.8 Teacher	400 – 499 Limited English Proficient students	
	1.0 Teacher	500 – 599 Limited English Proficient students	
Bilingual Family Resource Assistants	0.2 Assistant	50 – 99 second language learners	201000-41237
	0.5 Assistant	100 – 200 second language learners	
	1.0 Assistant	201 – 400 second language learners	
	1.5 Assistants	401 – 600 second language learners	
	2.0 Assistants	601 – 800 second language learners	
	2.5 Assistants	801 – 1000 second language learners	

ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
ESOL/HILT	Itinerant Teacher*	1 – 15 ESOL students	202000-41254
	0.5 Teacher	16 – 47 ESOL students	
	1.0 Teacher	48 – 79 ESOL students	
	1.5 Teachers	80 – 111 ESOL students	
	2.0 Teachers	112 – 143 ESOL students	
	2.5 Teachers	144 – 175 ESOL students	
	3.0 Teachers	176 – 207 ESOL students	
	3.5 Teachers	208 – 239 ESOL students	
	4.0 Teachers	240 – 271 ESOL students	
	* A school will not receive an itinerant teacher allocation when the total number of ESOL and HILT students is fewer than 10.		
ESOL/HILT	0.5 Teacher	1 – 15 HILT students	202000-41375
	0.5 Teacher + 0.5 Assistant	16 – 24 HILT students	
	1.0 Teacher + 0.5 Assistant	25 – 40 HILT students	
	1.0 Teacher + 1.0 Assistant	41 – 49 HILT students	
	1.5 Teachers + 1.0 Assistant	50 – 64 HILT students	
	1.5 Teachers + 1.5 Assistants	65 – 73 HILT students	
	2.0 Teachers + 1.5 Assistants	74 – 88 HILT students	
	2.0 Teachers + 2.0 Assistants	89 – 97 HILT students	
	2.5 Teachers + 2.0 Assistants	98 – 102 HILT students	
	2.5 Teachers + 2.5 Assistants	103 – 111 HILT students	
	3.0 Teachers + 2.5 Assistants	112 – 126 HILT students	
	3.0 Teachers + 3.0 Assistants	127 – 135 HILT students	
	3.5 Teachers + 3.0 Assistants	136 – 150 HILT students	
Teachers' Assistants	2.0 Teachers' Assistants	Per 1.0 teacher as a trade-off, not to exceed 10 percent of the teachers in the school	
Resource Teacher for the Gifted ⁵	1.0 Teacher	Per school	204000-41222
Lunchroom Attendants	\$9,249	1 – 300 students (3.5 hrs per day)	201000-41348
	\$11,892	301 – 600 students (4.5 hrs per day)	
	\$14,535	601 – 900 students (5.5 hrs per day)	
	\$17,177	901 – 1000 students (6.5 hrs per day)	
	\$2,643	Additional amount for each school with a breakfast program (1 hr per day)	

5. The planning factor for resource teachers for the gifted is changed to allocate 1.0 position per elementary school.

ELEMENTARY SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per elementary student, including all PreK students	201000-46516 207200-46516 208100-46506 208200-46506
Laundry and Cleaning	\$98.90	Per elementary school for laundry and cleaning	201000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	201000-46534
Art Supplies	\$9.10	Per elementary student, including all PreK students	201011-46516
Maps and Globes	\$1.95	Per elementary student, including all PreK students	201000-46509
Gifted Supplies	\$1.00	Per elementary K-5 student	204000-46506
Textbooks	\$25.75	Per elementary general education, PreK Montessori and special education student	201000-46533 208100-46533
Instructional Technology Hardware/Software	\$22.80	Per elementary student, including all PreK students	216000-48835
Computer Supplies	\$2.30	Per elementary student, including all PreK students	216000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$159.35	Per elementary school	201092-48840
	\$1.35	Per elementary student, including all PreK students	201092-48840
Science Equipment	\$3.15	Per elementary student, including all PreK students	201030-48840
Library Books/Materials	\$22.70	Per elementary student, including all PreK students	214000-46507
Staff Development	\$10.05	Per elementary student, including all PreK students	201000-41230 201000-45474
Audio-Visual Equipment	\$8.20	Per elementary student, including all PreK students- additional and/or replacement equipment	216000-48842
Postage	\$2.60	Per elementary student, including all PreK students	212000-45585
Furniture and Equipment	\$7.55	Per elementary student, including all PreK students	201000-48814 208100-48814 208200-48814

MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Administration	1.0 Principal	Per school	312000-41231
	1.0 Assistant Principal	For 500-699 students, 2.0 assistant principals for 700-999 students, and 3.0 assistant principals for 1,000 students or more	312000-41232
	1.0 Assistant Principal	HB Woodlawn (middle school)	512000-41232
(No school will be allocated more than 3 or less than 1 assistant principal. A 1.0 Resource Assistant will be allocated per 250 students over 1,500.)		312000-41237	
Library	1.0 Librarian	Per 1 – 999 middle school students	314000-41228
	2.0 Librarians	Per 1000 + middle school students	
Counseling	1.0 Director of Counseling Services	Per middle school, except HB Woodlawn	313000-41318
	0.2 Counselor	Per 50 students (6-8) or major portion thereof (26 or more round up)	313000-41219
Instruction	1.0 Regular Classroom Teacher ⁶	Per 23.4 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. ((Gen ed students/23.4)/5*7)+((Spec ed students/23.4)/5*1)=teachers	301000-41254 501000-41254
	1.0 Reading Teacher	Per 6th grade team at each middle school	301000-41254
	0.5 Reading Teacher	For middle school at HB Woodlawn Program	501000-41254
	1.0 HILT/HILTEX Teacher	Per 23.4 HILT/HILTEX students with an adjustment to extrapolate 5 teacher periods to 7 student periods. ((HILT/HILTEX students/23.4)/5*7)= teachers	302000-41254 502000-41254
HILT/HILTEX Supplement	0.5 Teacher	1 – 49 HILT students	301000-41254
	1.0 Teacher	50 – 99 HILT students	
	1.5 Teachers	100 – 149 HILT students	
	2.0 Teachers	150 – 199 HILT students	301000-41254
	0.5 Teacher	25 – 99 HILT/EX students	
	1.0 Teacher	100 – 199 HILT/EX students	
Bilingual Resource Assistants	1.5 Teachers	200 – 299 HILT/EX students	302000-41237
	0.2 Assistant	50 – 99 second language learners	
	0.5 Assistant	100 – 200 second language learners	
	1.0 Assistant	201 – 400 second language learners	
	1.5 Assistants	401 – 600 second language learners	
	2.0 Assistants	601 – 800 second language learners	
HILT/HILTEX Resource Teachers for Dually-Identified Students (HILT/HILTEX students with IEP's)	2.5 Assistants	801 – 1000 second language learners	802000-41254
	0.5 Teacher	1 – 12 dually-identified students	
	1.0 Teacher	13 – 24 dually-identified students	
	1.5 Teachers	25 – 36 dually-identified students	
	2.0 Teachers	37 – 48 dually-identified students	
	2.5 Teachers	49 – 60 dually-identified students	
	3.0 Teachers	61 – 72 dually-identified students	
	3.5 Teachers	73 – 84 dually-identified students	
4.0 Teachers	85 – 96 dually-identified students		
Activities Program	1.0 Activities Coordinator	Per middle school	301000-41208
	0.5 Activities Coordinator	For middle school at HB Woodlawn Program	501000-41208
Gifted	1.0 Resource Teacher for the Gifted	Per middle school	304000-41222
Math	1.0 Math Teacher	Per middle school	301040-41254

6. HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.

MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA							ACCOUNT
Minority Student Achievement	0.5 Teacher	Per middle school							305000-41254
ACT II	1.0 Teacher	Per middle school							301000-41223
Basic Skills	Basic Skills Improvement Program Teacher							301080-41254	
	1.0 Teacher	1 – 374 students							
	2.0 Teachers	375 + students							
	An additional 0.4 teacher position is given for those schools that have 25-40% Free and Reduced Lunch An additional 0.8 teacher position is given for those schools that have 41% or more Free and Reduced Lunch								
Clerical	ATTENDANCE 312000-41324	GUIDANCE 313000-41324	INSTRUCTIONAL 312000-41337	ENROLLMENT FOR ATTENDANCE, GUIDANCE, AND INSTRUCTIONAL CLERICAL	LIBRARY 314000-41324	ENROLLMENT FOR LIBRARY CLERICAL	EDUCATIONAL 312000-41324	ENROLLMENT FOR EDUCATIONAL CLERICAL	512000-41324
	0.5	1.0	1.0	1 – 499	0.5	1 – 375	1.5	1 – 799	
	0.5	1.0	1.5	500 – 574	1.0	376 +	2.0	800 – 899	
	0.5	1.0	1.5	575 – 649			2.5	900 – 999	
	1.0	1.0	1.5	650 – 724			3.0	1000 – 1099	
	1.0	1.0	1.5	725 – 799			3.5	1100 – 1199	
	1.0	1.0	1.5	800 – 874			4.0	1200 – 1299	
	1.0	1.0	1.5	875 – 949			4.5	1300 – 1399	
	1.0	1.0	1.5	950+			5.0	1400 – 1499	
The H-B Woodlawn Middle School program is allocated 1.0 educational clerical. Trade-off of teachers for instructional clerical is not permitted.									
Health	0.4 Health Education Specialist				Per middle school				301091-41254
	0.2 Health Education Specialist				For middle school at HB Woodlawn Program				501091-41254
Testing Coordinators/Specialists	0.5 Testing Coordinator/Specialist per middle school							301000-41244	
Lunchroom Attendants					\$3,987	Funds per middle school (1.5 hours per day)			301000-41348
					\$2,658	Additional amount for each school with a breakfast program (1 hour per day)			

MIDDLE SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$52.90	Per middle school general education student	301000-46516
Laundry and Cleaning	\$238.25	Per middle school for laundry and cleaning	301000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	301000-46534
Textbooks	\$27.05	Per middle school general education student	301000-46533
Instructional Technology Hardware/Software	\$22.80	Per middle school student	316000-48835
Computer Supplies	\$2.30	Per middle school student	316000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$321.60	Per middle school	301092-48840
	\$1.80	Per middle school student	
Science Equipment	\$6.40	Per middle school student enrolled in science	301030-48840
Skills Materials	\$452.85	Per middle school skills teacher	301080-46506
Hand Tools – Industrial Arts	\$4.25	Per technical education student in enrollment the prior September	310000-46505
Library Books/Materials	\$22.70	Per middle school student	314000-46507
Staff Development	\$10.05	Per middle school student	301000-41230
Audio Visual Equipment	\$8.20	Per middle school student - for additional and/or replacement Equipment	316000-48842
Furniture and Equipment	\$7.55	Per middle school student	301000-48814
Library Supplies	\$1.40	Per middle school student	314000-46522
Maps and Globes	\$1.95	Per middle school student	301000-46509
Gifted Supplies	\$1.00	Per middle school student	304000-46506
Postage	\$5.25	Per middle school student	312000-45585
Athletic Uniforms	\$1.90	Per middle school student	315000-46678
Athletic Equipment	\$0.90	Per middle school student	315000-48800

HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT	
Administration	1.0 Principal	Per senior high school	412000/ 512000-41231	
	1.0 Assistant Principal	Per 450 students or major portion thereof, up to 1,499 (225 or more, round up). An additional 0.50 Assistant Principal is provided at 1,500 students and again at 2,000 students.	412000-41232	
	1.0 Assistant Principal	HB Woodlawn (high school)	512000-41232	
		(No school will be allocated more than 4 or less than 1 assistant principal. A 1.0 resource assistant will be allocated per 250 students over 1,500.)	412000-41237	
Counseling	1.0 Director of Counseling Services	Per senior high school, excluding H-B Woodlawn	413000-41318	
	0.2 Counselor (1 period)	Per 50 senior high students or major portion thereof (26 or more, round up)	413000/ 513000-41219	
	0.2 Counselor	Per 500 senior high students or major portion thereof (251 or more, round up) for transition services	413000/ 513000-41219	
	1.0 Job Placement Specialist	Per senior high school, excluding H-B Woodlawn	401000-41332	
Library	2.0 Librarians	Per senior high school	414000-41228	
	1.0 Librarian	For H-B Woodlawn grade 6 – 12 program	514000-41228	
Activities Program	1.0 Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41270	
	0.5 Asst. Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41284	
	0.7 Athletic Trainer	Per senior high school, excluding H-B Woodlawn	415000-41273	
Gifted	1.0 Resource Teacher for the Gifted	Per High School and H-B Woodlawn Program	404000/ 504000-41222	
Health	0.6 Health Education Specialist	Per High School	401091-41254	
	0.2 Health Education Specialist	For High School at H-B Woodlawn Program	501091-41254	
Instruction	1.0 Regular Classroom Teacher ⁷	Per 25.4 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. $((\text{Gen ed. students}/25.4)/5*7) + ((\text{Spec ed. students}/25.4)/5*1) = \text{teachers}$	401000-41254	
	1.0 HILT/HILTEX Teacher	Per 25.4 HILT/HILTEX students with an adjustment to extrapolate 5 teacher periods to 7 student periods.	402000-41254 502000-41254	
		$(\text{HILT/HILTEX students}/25.4)/5*7 = \text{teachers}$		
	Before applying the planning factor to the regular high schools, the enrollment figure is reduced at each school to partially offset students taking courses at the Career Center (Wakefield, 6 percent; Washington Lee, 5 percent; Yorktown, 4 percent). This reduction does not affect staffing at the Career Center. The Career Center is staffed based upon enrollment projections and the planning factor formula below.			401000-41254
	1.0 Classroom Teacher	Per 18.8 full time equivalent Career Center students	601000-41260	
	0.4 Teacher	Per 3 periods of teaching in vocational office training program or marketing and merchandising for work coordination (2 periods) (to include Classroom on the Mall)	401000-41254	
	0.2 HILT or HILT/EX Teacher	Per 100 students or major portion thereof for coordination time.		

7. HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.

HIGH SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
HILT/HILTEX Supplement	0.5 Teacher	1 - 149 HILT students	401000-41254
	1.0 Teacher	150 - 299 HILT students	
	0.5 Teacher	25 - 199 HILT/EX students	
	1.0 Teacher	200 - 374 HILT/EX students	
HILT Transition	1.0 Teacher at Wakefield High School		401000-41254
	0.8 Teacher at Washington-Lee High School		
	0.2 Teacher at Yorktown High School		
Bilingual Resource Assistants	0.2 Assistant	50 – 99 second language learners	402000-41237
	0.5 Assistant	100 – 200 second language learners	
	1.0 Assistant	201 – 00 second language learners	
	1.5 Assistants	401 – 600 second language learners	
	2.0 Assistants	601 – 800 second language learners	
	2.5 Assistants	801 – 1000 second language learners	
HILT/HILTEX Resource Teachers for Dually-Identified Students (HILT/HILTEX students with IEP's)	0.5 Teacher	1 – 12 dually-identified students	802000-41254
	1.0 Teacher	13 – 24 dually-identified students	
	1.5 Teacher	25 – 36 dually-identified students	
	2.0 Teacher	37 – 48 dually-identified students	
	2.5 Teacher	49 – 60 dually-identified students	
	3.0 Teacher	61 – 72 dually-identified students	
	3.5 Teacher	73 – 84 dually-identified students	
	4.0 Teacher	85 – 96 dually-identified students	
Transition Program	1.0 Teacher Coordinator	Per school with Transition Program	601100-41254
	1.0 Assistant	Per school with Transition Program	601100-41375
	0.6 Teacher	Per school with Transition Program for Reading, Math, and P.E. support	601100-41254
Minority Student Achievement	1.0 Teacher at Wakefield High School		405000-41254
	1.0 Teacher at Washington-Lee High School		
	0.5 Teacher at Yorktown High School		
	0.2 Teacher at H-B Woodlawn Program		
Department Chair	0.2 Department Chair (1 period)	Per high school class for coordination in senior high school for English, Math, Science, Social Studies, Foreign Language	401000-41254
	\$416 High School Dept. Chairs	1 – 2.9 FTE*	401000-41206
	\$832 High School Dept. Chairs	3 – 4.9 FTE	501000-41206
	\$1,040 High School Dept. Chairs	5 – 8.9 FTE	
	\$1,248 High School Dept. Chairs	9 – 12.9 FTE	
	\$1,458 High School Dept. Chairs	13+ FTE	
	*Number of full time equivalent staff in departments of senior high schools and senior high school staff at H-B Woodlawn		

HIGH SCHOOL STAFFING

STAFFING	CRITERIA							ACCOUNT	
SOL Core Supplement	1.0 Teacher		0 - 100 FRL students					401000-41254 501000-41254	
	1.5 Teachers		101 - 200 FRL students						
	2.0 Teachers		201 - 300 FRL students						
	2.5 Teachers		301 - 400 FRL students						
	3.0 Teachers		401 - 500 FRL students						
	3.5 Teachers		501 - 600 FRL students						
	4.0 Teachers		601 - 700 FRL students						
	Additional teacher positions are given to those schools that have the following Free and Reduced Lunch percentages:								
	0.5 Teachers		40% - 49% FRL						
	1.0 Teachers		50% - 59% FRL						
	1.5 Teachers		60% - 69% FRL						
	2.0 Teachers		70% - 79% FRL						
	2.5 Teachers		80% - 89% FRL						
	3.0 Teachers		90% - 99% FRL						
	3.5 Teachers		100% FRL						
Clerical	ATTENDANCE 412000-41324	ENROLLMENT FOR ATTENDANCE CLERICAL	GUIDANCE 413000-41324	ENROLLMENT FOR GUIDANCE CLERICAL	EDUCATIONAL 412000-41324	INSTRUCTIONAL 412000-41337	LIBRARY 414000-41324	ALLOCATION FOR EDUCATIONAL, INSTRUCTIONAL, AND LIBRARY CLERICAL	
	1.0	1 – 999	2.5	1 – 500	4.0	4.0	1.0	Per school	
	1.0	1000 – 1124	3.0	1000 – 1299					
	1.0	1254 – 1249	3.5	1300 – 1599					
	1.0	1250 – 1374	4.0	1600 – 1899					
	1.5	1375 – 1499	4.5	1900 – 2199					
	1.5	1500 – 1624	5.0	2200 – 2499					
	1.5	1625 – 1749	5.5	2500 – 2799					
	2.0	1750 – 1874							
	2.0	1875 – 1999							
	2.0	2000 – 2124							
<ul style="list-style-type: none"> The H-B Woodlawn program is allocated clerical staff as follows: 1.0 library, 1.0 instructional, 1.0 counseling services and 2.4 educational. The Career Center program is allocated clerical staff as follows: 1.0 instructional and 4.0 educational. Education secretaries for senior high to include treasurer, principal's secretary, and general secretaries. Trade-off of teachers for instructional secretaries is not permitted. 									
Testing Coordinators/ Specialists	1.0 Testing Coordinator/Specialist per high school							401000-41244	
	0.5 Testing Coordinator/Specialist at H-B Woodlawn Program							501000-41244	
Lunchroom Attendant	\$10,342	Funds per each senior high school (4 hours per day)						401000-41348	
	\$3,943	Funds for H-B Woodlawn and the Career Center (1.5 hours per day)						501000-41348	
	\$29,260	Funds per senior high school supervisor of senior lunch privilege, excluding H-B Woodlawn						601000-41348	
	\$2,585	Additional amount for each school with a breakfast program. (1 hour per day)							

HIGH SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per general education senior high student	401000/501000/ 601000-46516
Laundry and Cleaning	\$238.25	Per senior high school for laundry and cleaning	401000/501000/ 601000-46516
Laundry and Cleaning	\$762.25	For Career Center for laundry and cleaning	601000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	401000/501000/ 601000-46534
Work and Family Studies Supplies	\$23.85	Per work and family studies student in enrollment the prior September at the high schools and in the Teenage Parenting Program	410100-46520
Technical Education Supplies	\$12.90	Per technical education student in enrollment the prior September	410000-46521
Hand Tools – Industrial Arts	\$4.95	Per technical education student in enrollment the prior September	410000-46505
Textbooks	\$34.25	Per senior high general education student	401000/501000-46533
Instructional Technology Hardware/Software	\$27.35	Per senior high student	416000/516000-48835
Computer Supplies	\$2.30	Per senior high student	416000/516000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$478.80	Per senior high school	401092/501092-48840
	\$1.80	Per senior high student	
		\$221.00 For H-B Woodlawn	
		\$1.90 For H-B Woodlawn student	
Science Equipment	\$8.20	Per senior high student enrolled in science	401030/501000/ 601000-48840
Library Books/Materials	\$22.70	Per senior high student	414000/514000-46507
Staff Development	\$10.05	Per senior high student	401000/501000- 41230, 45474
Audio-Visual Equipment	\$8.20	Per senior high student - for additional and/or replacement equipment	416000/516000-48842
Furniture and Equipment	\$7.55	Per high school student	401000/501000-48814
Library Supplies	\$2.30	Per high school student	414000/514000-46522
Maps and Globes	\$1.95	Per high school student	401000/501000/ 601000-46509
Gifted Supplies	\$1.00	Per high school student	404000/504000-46506
Postage	\$8.65	Per high school student	412000/512000/ 612000-45585
Student Publications	\$10.45	Per high school student	401000/501000-43587
Clerical Hourly	\$15.19	Per high school student and \$15.19 per free and reduced lunch student	401000-41311 501000-41311
Athletic Uniforms	\$11.40	Per high school student	415000-46678
Athletic Equipment	\$18.25	Per high school student	415000-48800

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA		ACCOUNT
Elementary and Secondary Resource Program Staffing	0.5 Teacher	1 – 12 identified students with IEPs	203400/303400/ 403400/503400-41289
	1.0 Teacher	13 – 24 identified students with IEPs	
	1.5 Teachers	25 – 36 identified students with IEPs	
	2.0 Teachers	37 – 48 identified students with IEPs	
	2.5 Teachers	49 – 60 identified students with IEPs	
	3.0 Teachers	61 – 72 identified students with IEPs	
	3.5 Teachers	73 – 84 identified students with IEPs	
	4.0 Teachers	85 – 96 identified students with IEPs	
	4.5 Teachers	97 – 108 identified students with IEPs	
	5.0 Teachers	109 – 120 identified students with IEPs	
	5.5 Teachers	121 – 132 identified students with IEPs	
	6.0 Teachers	133 – 144 identified students with IEPs	
Elementary and Secondary Self-Contained Program Staffing	CATEGORY I For these areas of disability: Hearing Impairment/Deaf, Learning Disabled, Emotionally Disturbed, Speech and Language Impairment, Orthopedically Impaired, Developmental Delay, Intellectual Disability 1-2, and Other Health Impairment. Programs are staffed collectively within category.		203000/303000/403000/ 503000/603000-41254 203000/303000/403000/ 503000/603000-41375
	Elementary		
	1.0 Teacher	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	Secondary		
	1.0 Teacher + 0.5 Assistant	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	CATEGORY II For these areas of disability: Intellectual Disability 3, Autism, Traumatic Brain Injury, Blind/Visual Impairment, Multi-disabled. Programs are staffed collectively within category.		
	1.0 Teacher	1 – 4 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	5 – 6 identified students with IEPs	

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA	ACCOUNT
Countywide Programs	Elementary Functional Life Skills (FLS): The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	203110-41254 203110-41375
	Multi-Intervention Program for Students with Autism (MIP-A): The Multi-Intervention Program for Students with Autism Spectrum Disorder is designed to meet the needs of certain students with Autism Spectrum Disorder. The goal of the program is to improve communication, on-task behavior, independent life skills, and the ability to relate to others. The program uses a variety of strategies within a highly structured setting to prepare students to transition to less restrictive settings. The program uses applied behavior analysis practices, such as Discrete Trial Training, as well other approaches such as Picture Exchange Communication System (PECS).	203120-41254 303120-41254 403120-41254 203120-41375 303120-41375 403120-41375
	Deaf and Hard of Hearing (DHH): The Deaf and Hard of Hearing Program is designed for students of all ages who are deaf or hard-of-hearing, including students with a cochlear implant or other assistive devices. All students in this program require a language rich experience that provides them with the support and instruction to become independent in the typical hearing environment.	203130-41254 303130-41254 203130-41375 303130-41375
	Communications: The Communications Program is an intensive program for students whose language deficits significantly interfere with academic achievement and social interactions. The program uses a total communication approach with access to assistive technology. Students in this program are taught by a special educator with support from a speech pathologist and teacher assistant. Services are provided primarily in a self-contained setting with opportunities for integration based on individual student needs.	203140-41254 303140-41254 203140-41375 303140-41375
	Preschool Autism Class (PAC): The Preschool Autism Class is designed to meet the needs of certain students with Autism Spectrum Disorder. The goal of the program is to improve communication, on-task behavior, independent life skills, and the ability to relate to others. The program uses applied behavioral analysis as its primary methodology in addition to other strategies within a highly structured setting to prepare students to transition to less restrictive settings.	203150-41254 203150-41375
	1.0 Teacher + 1.0 Assistant	1 – 4 identified students with IEPs
	1.0 Teacher + 2.0 Assistants	5 – 6 identified students with IEPs
	Secondary Functional Life Skills (FLS): The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	303110-41254 303110-41375
	1.0 Teacher + 1.0 Assistant	1 – 7 identified students with IEPs
	1.0 Teacher + 2.0 Assistants	8 – 10 identified students with IEPs
	Secondary School Program for Students with Autism⁸: This program is designed to provide specialized instruction to middle and high school students who have a special education eligibility classification to Autism and requires a program that focuses on the development of social skills, executive functioning, and a challenging academic experience. Students integrate into general education classes per services on the IEP and are instructed on grade-level SOL curriculum. Students receive assistant support in designated classes as needed with a goal of fostering independence.	303160-41254 303160-41254 403160-41254 403160-41375 503160-41254 503160-41375
	1.0 Teacher + 1.0 Assistant	1 – 10 identified students with IEPs
	Interlude: Interlude is a therapeutic special education program for students whose emotional problems and behaviors interfere with academic achievement and interpersonal relationships and who need therapy to be academically successful.	203200-41254 203200-41327 303200-41254 303200-41327 403200-41254 403200-41327
	1.0 Teacher + 1.0 Assistant	1 – 10 identified students with IEPs
	Psychologist	0.50 Psychologist per each Interlude class

8. The planning factor for the secondary school program for students with autism is changed to allocate 1.0 assistant for 1-10 identified students with IEPs. Funds are added to the staff contingency account to provide additional assistants as needed.

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA		ACCOUNT
For these areas of disability: PreK, Non-Categorical K-2 (Transition)	1.0 Teacher + 1.0 Assistant	1 - 8 identified students with IEPs	203300-41375
PreK Special Education Assistants	9.5 PreK Special Education Assistants	Systemwide	203300-41375
Community-Based PreK Program	*1.0 Teacher	1-12 identified students with IEPs	105140-41282
School Social Workers/ Visiting Teachers and School Psychologists ⁹	1.0 School Social Worker/Visiting Teacher	Per 775 students systemwide (K-12)	105200-41267
	1.0 School Psychologist	Per 775 students systemwide (K-12) plus 2.6 for PreK screenings	105210-41235
Special Education Coordinators and Itinerant Staff	11.0 Coordinators	Systemwide	105100-41208
	1.0 Speech Pathologist	Per 55 speech/language students with IEPs	105110-41222
	1.0 Vision Specialist	Per 13 visually impaired and/or legally blind students	105120-41222
	2.0 Vision Assistants	Systemwide	105120-41375
	1.0 Hearing Specialist	Per 24 hearing impaired students	105130-41222
	1.0 Occupational Therapists	Per 40 students assigned OT through IEPs	105150-41281
	3.0 Autism Specialists (funded by Operating Funds and Grant Funds)	Systemwide	105100-41254
	*1.0 Preschool Coordinator	Systemwide	105140-41282
* Both positions may be held by one person			
Secondary School Special Education Department	0.2 Teacher (1 period) per school. To be assigned for coordination activities directly impacting mainstreaming and regular class placement of identified disabled students.		303400-41289 403400-41289 503400-41289

9. The planning factor ratio for school psychologists and social workers is changed in FY 2017 to 1.0 FTE per 775 students and will be phased in over a three-year period.

STUDENT SERVICES AND SPECIAL EDUCATION MATERIALS

MATERIALS	CRITERIA		ACCOUNT
Instructional Supplies	\$11.85	Per part time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$56.05	Per full time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$10.80	Per part time and full time elementary special education student	203000-46516
Textbooks	\$8.60	Per part time middle and high school special education student	403000-46533 503000-46533
	\$27.65	Per full time middle and high school special education student	303000-46533 403000-46533 503000-46533 303200-46533 403200-46533
Interlude Supplies	\$56.05	Per full time middle and high school special education student	303200-46516 403200-46516

CENTRALLY BUDGETED PLANNING FACTORS MATERIALS/OTHER RESOURCES

RESOURCE	CRITERIA		ACCOUNT
Classroom Furniture Equipment	\$2.75	Per student	107110-48848
Music Equipment	\$1.80	Per student - for additional and/or replacement	801010-48840

ENGLISH LANGUAGE LEARNERS–ESOL/HILT¹⁰

STAFFING	CRITERIA	ACCOUNT
Counselors	1.0 Counselor per 43 Level 5 students	802000-41219

CUSTODIAL ALLOCATION FORMULA

STAFFING	CRITERIA	ACCOUNT
Custodians	FORMULA: <ul style="list-style-type: none"> + Gross building square footage + Relocatable square footage + Community-use-of-building factor (in form of sq. ft.) Sum of above divided by 21,000 sq.ft. per custodian Round to nearest 0.5 position 	108220-41316

10. A new planning factor is added in FY 2017 for academic support for level 5 English language learners and will be phased in over a three-year period.

