

# School Board's ADOPTED BUDGET



FISCAL YEAR  
**2018**



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**ARLINGTON  
PUBLIC  
SCHOOLS**

1426 N. Quincy St.  
Arlington, VA  
22207





ARLINGTON PUBLIC SCHOOLS  
Arlington, Virginia

School Board's  
**ADOPTED BUDGET**

FISCAL YEAR  
**2018**

**School Board**

Reid Goldstein

Dr. Barbara Kanninen

James Lander

Tannia Talento

Nancy Van Doren

**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, 2016. This was the fourteenth 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.



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**Arlington Public Schools**

**Virginia**

For the Fiscal Year Beginning

**July 1, 2016**

Executive Director



# 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, 2016. This is the eighth 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 2016-2017.

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



A handwritten signature in cursive script, reading 'Brenda Burkett', positioned above a horizontal line.

Brenda R. Burkett, CPA, CSBA, SFO  
President

A handwritten signature in cursive script, reading 'John D. Musso', positioned above a horizontal line.

John D. Musso, CAE, RSBA  
Executive Director



# Acknowledgements

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 2018 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

**LESLIE PETERSON**

*Assistant Superintendent, Finance & Management Services*

**TAMEKA LOVETT-MILLER**

*Budget Director*

**Jorge Velazquez**, Budget Analyst

**Alvera Wilson**, Financial Analyst

**DAVID BLORSTAD**

*Finance Director*

**Blair DeLorge**, Analyst

**Michael Freda**, Analyst

**Mextli Guerrero**, Analyst

**Kathy Jaffke**, Analyst

**Maria Voultides**, Analyst

**Endia G. Holmes**, Executive Administrative Specialist

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

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# **INTRODUCTORY:**

## *Executive Summary*

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Performance Highlights

The APS Strategic Plan

Budget Development Process  
and Calendar

Budget Direction, Budget

Standards and Guiding Principles

Building the FY 2018 Budget

All Funds Summary

Cost Per Pupil

Budget Forecast

# Administration

## SCHOOL BOARD MEMBERS

NANCY VAN DOREN

*Chair*

DR. BARBARA KANNINEN

*Vice Chair*

REID GOLDSTEIN

*Member*

JAMES LANDER

*Member*

TANNIA TALENTO

*Member*

## EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

*Superintendent*

DR. TARA NATTRASS

*Assistant Superintendent for Instruction*

DR. BRENDA L. WILKS

*Assistant Superintendent for Student Services and Special Education*

DR. KRISTI MURPHY

*Assistant Superintendent for Human Resources*

LESLIE PETERSON

*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, 2017

Dear Mr. Fissette,

On behalf of the Arlington School Board, I am pleased to transmit the Arlington Public Schools Adopted Budget for FY 2018. The budget totals \$613,554,404, which represents a 5.4 percent increase over the FY 2017 School Board Adopted Budget. This budget continues our focus on the whole child and ensures the success of all students. Our community places a high value on providing Arlington's children with exceptional schools and the School Board appreciates the County Board's continued commitment to and investment in APS.

This year's budget development process began with a significant funding deficit that ranged from \$22 to \$28 million, largely driven by student enrollment growth, compensation increases, and an increase in the Virginia Retirement System contribution rate. In keeping with our successful collaborative environment, we welcomed input on the best approaches to close this gap from Arlington staff, families, students, and residents. This input was received through a variety of activities including: the joint County/APS budget forum, a series of community forums, key stakeholder meetings, live-streamed budget work sessions, sounding board meetings, and engagement and feedback from our advisory councils.

Equally important was our collaboration with the County Board. Throughout the budget process, we met regularly to review forecasts, exchange concerns, and provide updates on the status of the APS budget. We identified multiple efficiencies and strategically used one-time funding to reduce the budget deficit, ultimately reducing the gap to \$11.2 million.

Through continued support from and effective collaboration with the County, APS received additional funding to successfully close the gap. With this additional County revenue, APS is able to:

- fully fund student enrollment growth needs;
- continue to invest in the initiatives begun in the FY 2017 budget to support the whole child and 21st century learning opportunities. These initiatives include increasing the number of psychologists, social workers, technicians, bus drivers, and bus attendants;
- provide eligible employees with a step increase and begin a three-year phase-in to bring the compensation for certain employee positions to market rate; and
- fund the mandated contribution rate increase for the Virginia Retirement System.

Our adopted budget continues to reflect close alignment with the School Board's Strategic Plan and the goal of success for all students.

The School Board understands the County Board's need to balance many priorities in order to best serve all Arlington residents. We are very appreciative of and grateful for the difficult decision made by the County to increase the tax rate to ensure sufficient funding for our growing enrollment. With enrollment increasing at unprecedented rates and new buildings coming into the system over the next few years, we know we will face similar challenges in the coming years and difficult choices will have to be made in future budgets. However, we believe the collaboration that has taken place this year has placed us on a path of continued success and we are confident we will continue to meet the needs of our community, our schools, and most importantly, our students.

We look forward to working closely with you in the development of the FY 2019 budget.

Sincerely,



Nancy Van Doren  
School Board Chair, FY 2016-17

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



**Nancy Van Doren** was appointed to the School Board on September 12, 2014 and currently serves as 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, chaired the Arlington Special Education Advisory Committee, and 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 (ACI), the County Council of PTAs, and the ADHD Task Force. 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.

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 Zetkusic, a Foreign Service Officer. During those years, Nancy and her family lived in Serbia, Sweden and Switzerland.

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. In addition, 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.

For the last decade, Nancy and her family have lived in Arlington's Ashton Heights neighborhood. Nancy and her husband have four children: Matt, Patsy and Katie are graduates of Washington-Lee High School and attending the University of Virginia, McDaniel College and George Washington University, respectively, and Anne will be a sophomore at W-L in the Fall.





## School Board Profiles: DR. BARBARA KANNINEN (VICE-CHAIR)



*Dr. Barbara Kanninen* joined the Arlington School Board on January 1, 2015 and currently serves as Vice-Chair. She is a Ph.D. environmental economist, children's book author, and school and community leader who 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.

On the School Board, Barbara has served as liaison to the South Arlington Working Group, Whole Child Working Group, Arlington Partnership for Children, Youth, and Families, and Student Advisory Board. She knows that every child is more than a test score and is committed to expanding opportunities for all students to develop their critical thinking, creative, technical, and job skills. She will continue to 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. 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 author of a forthcoming children's picture book, *Circle Rolls*, as well as *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 sons, Fred and Markus, who were both K-12 Arlington Public Schools students. Fred now studies civil engineering at Penn State. Markus is a senior at Yorktown High School and also attends the Career Center.

## School Board Profiles: REID GOLDSTEIN



*Reid Goldstein* has lived in Arlington for over 30 years. 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. His older daughter, a graduate of Washington-Lee High School (2008) and Virginia Commonwealth University (2012), currently teaches pre-school. His younger daughter, attended H-B Woodlawn (2011) and also graduated from VCU (2016).

Reid 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, Reid received the APS "Honored Citizen" award.



## 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.



## School Board Profiles: **TANNIA TALENTO**



**Tannia Talento** has been an active member of the community who has volunteered at the schools and served on many committees, most recently on the Facilities Study Committee and the Career Center Parent Advisory Committee. Her enthusiastic energy and passion for Arlington Public Schools will be an asset to the Board.

Tannia Talento and her husband are a blended family with five children, three APS graduates who are currently in college and two who attend Washington-Lee High School.



## 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 2018 Adopted budget totals \$613.6 million, an increase of \$31.6 million or 5.4% compared with the FY 2017 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 91.4% of total School Operating Fund positions in FY 2017, according to Washington Area Boards of Education (WABE) data, a decrease from 91.8% in FY 2016.

Funding has been provided for:

- An additional 47.8 positions plus materials and supplies for enrollment growth
- A step increase for eligible employees and salary scale adjustments for positions identified in the compensation study as being under market
- Increased debt service based on the Spring 2017 bond sale
- Approximately \$15.0 million in local, state and federal grants

In order to address the budget shortfall in FY 2018, savings and efficiencies found include:

- Adjusting the salary base for current and on board employees
- Reviewing current departmental budgets to realign funding in order to continue current service levels or reduce programs that are no longer functioning as intended
- Reducing the technology budget by \$1.8 million
- Reducing the Other Post-Employment Benefits (OPEB) contribution based on actuarial valuation
- Reducing a vacant School Board Office Administrative Assistant position.

New investments were kept to a minimum in the FY 2018 budget and address the School Board's budget direction. They total \$2.4 million and 24.0 positions, and include:

- Increasing paraprofessional support for elementary interlude classes
- Adding HVAC technicians and HVAC contracting services to maintain the complicated HVAC systems throughout the division
- Increasing the number of full-time bus drivers and bus attendants
- An Integrated Project Planning team to assist with growing enrollment and boundary changes
- A Transportation Planner to support comprehensive multi-modal transportation planning

Funding has also been provided to continue the growth initiatives begun in the FY 2017 budget, which total \$6.0 million and 49.0 positions, and include:

- Expanding Arlington Tech at the Career Center
- Central Registration
- Student and instructional support in order to provide specific, targeted support to students and instructional staff
- Safety and security needs for school buildings
- Infrastructure and support needed in order to provide central support to students and staff

# Budget at a Glance

## REVENUE HIGHLIGHTS

County revenue increases by \$24.3 million in FY 2018. This results from a combination of \$13.7 million from the School's share of increased local tax revenues and \$10.5 million in additional County revenue.

Beginning balance, or carry-forward, remains at \$3.5 million, the same amount as in the FY 2017 Adopted Budget.

Funding reserves increases \$0.6 million or 3.8% due to the difference in the reserve funds included in the FY 2017 budget and the reserve funds included in the FY 2018 budget.

State revenue increases \$3.9 million or 5.6%, primarily due to increased enrollment and sales tax.

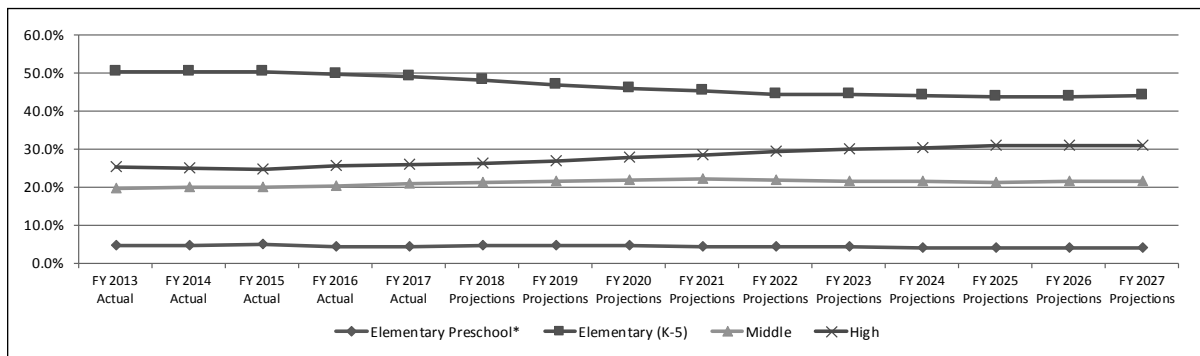
Federal revenue increases \$1.5 million or 11.4%, primarily due to an increase in Title I funding in the Grants and Restricted Programs fund and anticipated increases in funding for Food and Nutrition Services from the National School Lunch Program.

Local revenue from fees, charges, and grants is expected to increase by \$1.4 million or 7.4% for FY 2018 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.

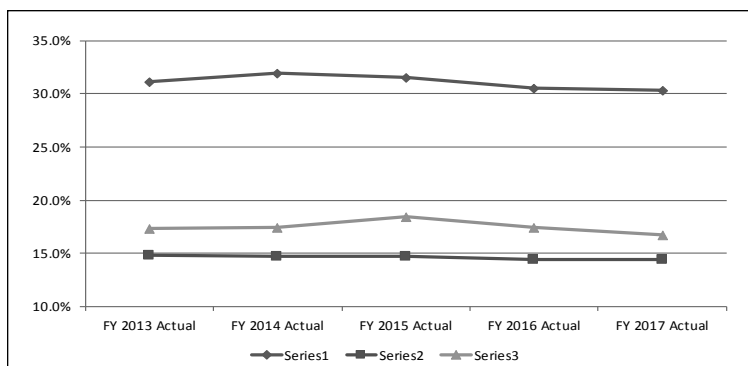
## ENROLLMENT HIGHLIGHTS

Enrollment is expected to increase 1,124 students from September 2016 to September 2017 for a total enrollment of 27,276.

## ENROLLMENT TRENDS



## SPECIAL NEEDS ENROLLMENT TRENDS



# Arlington Public Schools Overview

## STUDENTS AND SCHOOLS

Arlington Public Schools represents one of the nation's most diverse and sophisticated student populations. Our 26,152 PreK-12 students come from around the world and speak more than 104 languages. We operate more than 30 schools and programs, including 23 elementary schools, 5 middle schools, and 4 high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern of 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 7,741 students or 42 percent and is projected to increase 1,124 students or 4.3 percent in FY 2018. From FY 2017 to FY 2023, enrollment is projected to increase 17.8 percent or 4,647 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 the 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) 2018 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 2018 adopted budget, General Fund tax revenues are forecast to increase by 4.2 percent. This gain is driven primarily by overall real estate assessment increases of 3.0 percent and the adopted 1.5 cent increase in the real estate tax rate. Other taxes combined are forecast to increase 4.6 percent in FY 2018. Personal property tax (including business tangible tax) is expected to increase 3.0 percent overall. This tax stream is increasing in the business tangibles segment (up 2.5 percent) based on recent actual receipts. Vehicle personal property receipts are increasing 3.3 percent in FY 2018. Sales tax is up 4.5 percent and meals tax is up 3.6 percent reflecting recent actuals in FY 2017 while transient occupancy tax is up 1.8 percent reflecting current daily rates and occupancy rates as well as the anticipated opening of a new hotel. Business, Professional and Occupational License Tax (BPOL) is projected to increase 11.0 percent.

The FY 2018 adopted budget reflects a CY 2017 real estate tax rate of \$1.006, which includes the base rate of \$0.993 and the county-wide wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth and the adopted 1.5 cent tax rate increase, the average homeowner will pay \$228 more in real estate taxes in CY 2017 than in CY 2016, an increase of 3.8 percent.



# Performance Highlights

## ACHIEVEMENT MEASURES

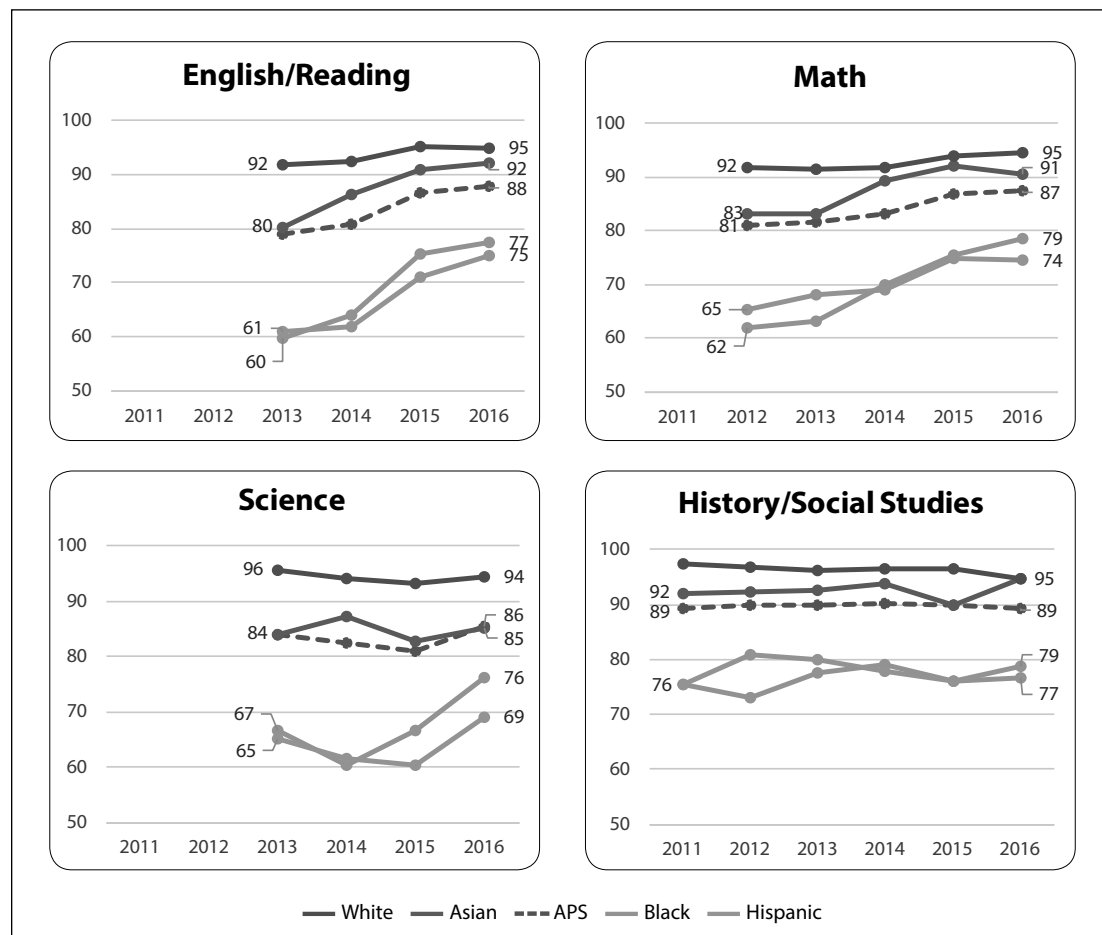
### APS Recognitions

- Niche.com 2017 ranked Arlington Public Schools as the top school division in the Commonwealth of Virginia for two consecutive years. Nationally, APS was also ranked 59th best school division in the United States. APS is one of only two Virginia school divisions in the top 100 across the nation. A high ranking indicates that the district contains great schools with exceptional teachers, sufficient resources, and a diverse set of high-achieving students.
- All APS schools are fully accredited by the Virginia Department of Education (VDOE) for the 2016-2017 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

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

*Beginning with years when new subject standards were assessed*



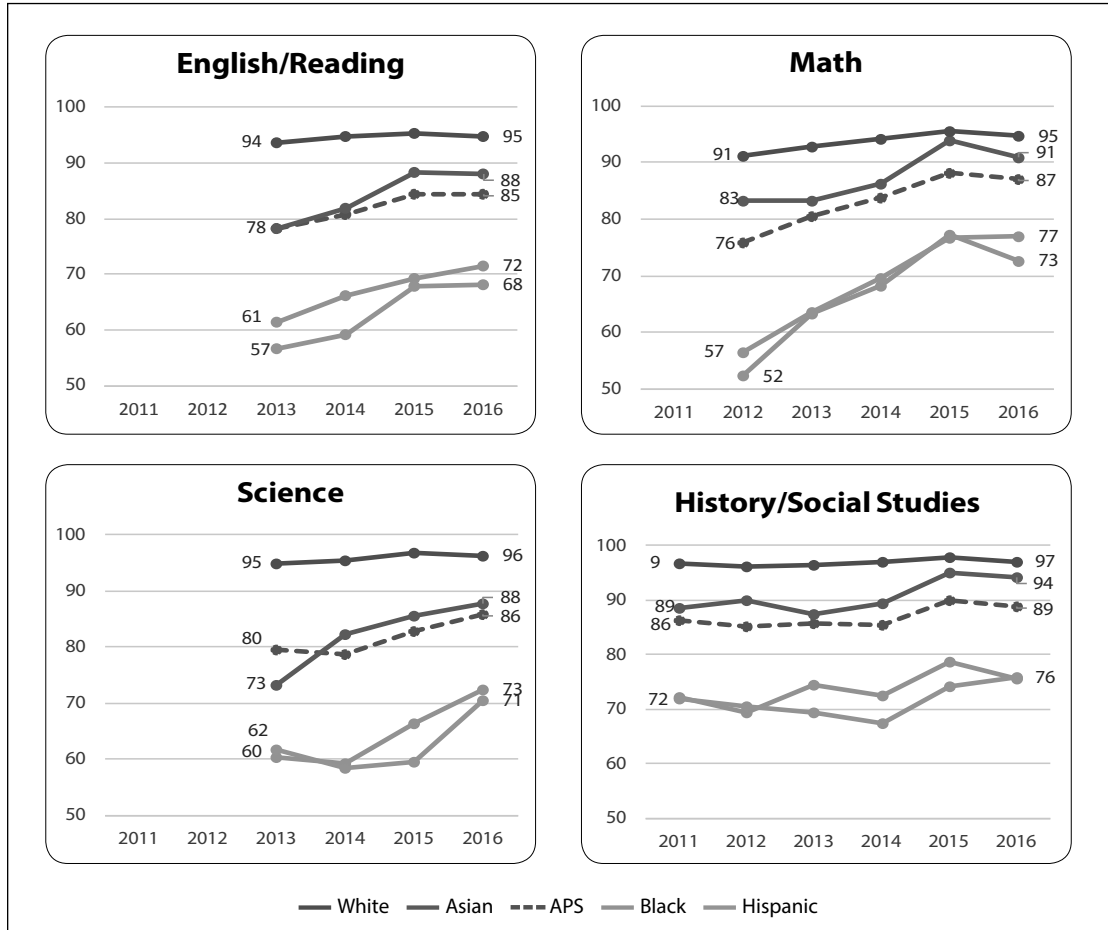
*Note: The Virginia General Assembly eliminated the Grade 3 Science and Grade 3 History and Social Science SOL assessments. 2015 passing rates for Science and Social Studies exclude the Grade 3 Science and Grade 3 History and Social Science SOL assessments.*

# Performance Highlights

## Standards of Learning

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

*Beginning with years when new subject standards were assessed*



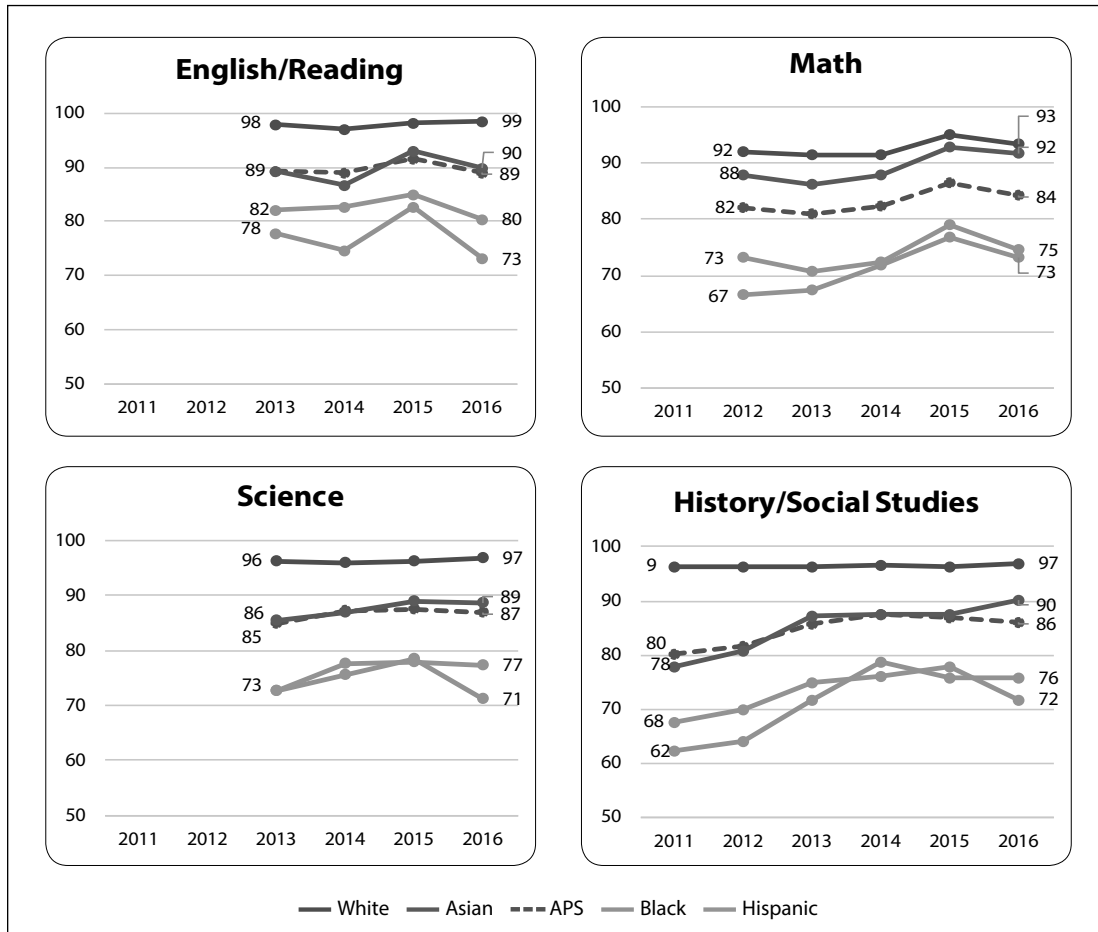
*Note: The Virginia General Assembly eliminated the United States History I and II assessments given to students in grades 6 and 7. 2015 passing rates for Social Studies is limited to Grade 8 World Geography.*

# Performance Highlights

## Standards of Learning

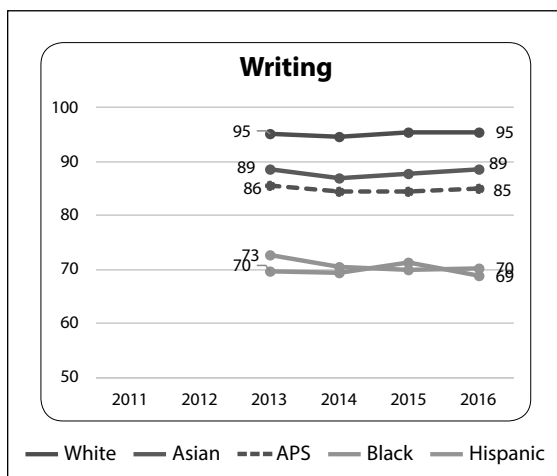
### HIGH SCHOOL EOC SOL PASSING RATES, GRADES 9, 10, 11 & 12

*Beginning with years when new subject standards were assessed*



## Standards of Learning Key

### WRITING SOL PASSING RATES, GRADES 5, 8 & 11



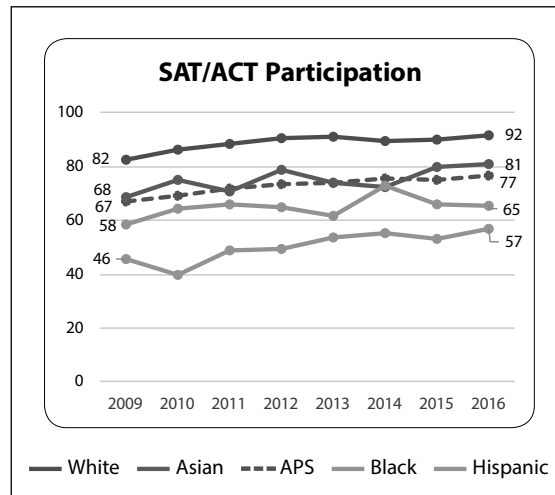
*Note: The Virginia General Assembly eliminated the Grade 5 Writing SOL. The 2015 passing rates include Grade 8 and High School End-of-Course writing assessments.*

# Performance Highlights

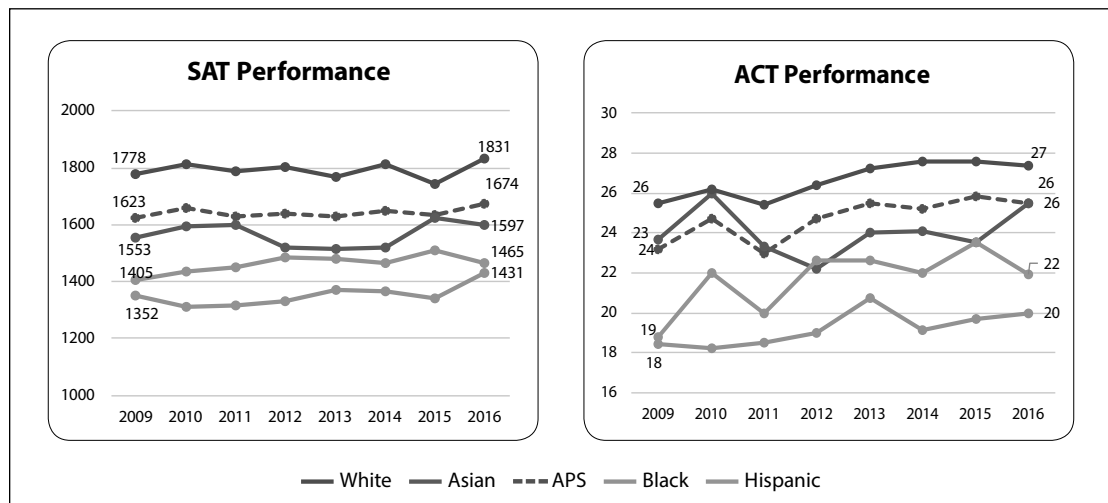
## ACT and SAT

- Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2016 APS graduates, 77% took the ACT and/or the SAT.
- The average combined score on the SAT was 1,661 for Arlington graduates, APS scores are 126 points higher than the average score for Virginia students and 177 points higher than the national SAT average. Overall, in the last five years, APS SAT scores increased by 10 points in reading, 4 points in writing, and 7 points in math.
- Compared to the previous year, APS had a 7% increase in the number of ACT test takers in 2016. Arlington's average ACT composite score was 25.4, compared to 23.1 for VA graduates and a national composite of 20.8.

PERCENT OF GRADUATES PARTICIPATING IN SAT OR ACT



SAT AND ACT PERFORMANCE AMONG PARTICIPATING GRADUATES



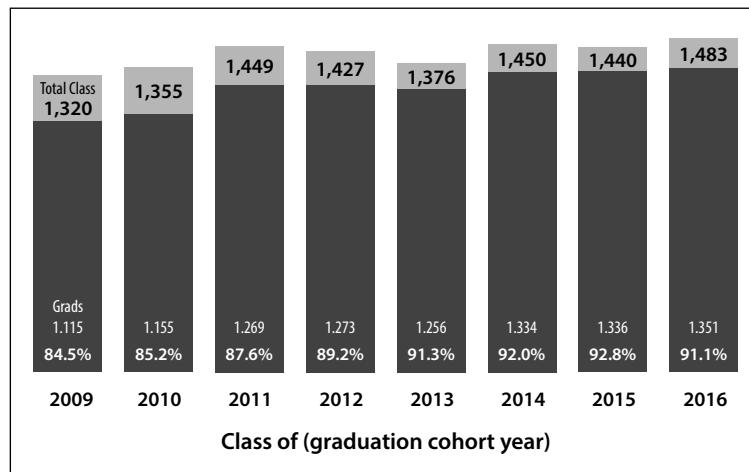
# Performance Highlights

## 2016 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.

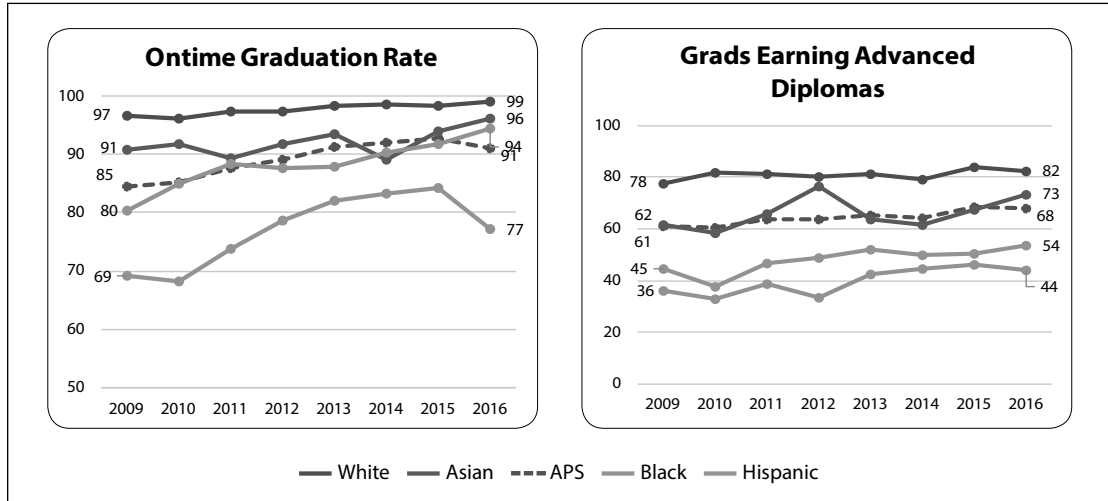
- Graduation rate for the three comprehensive high schools at 97.0%
- On-time graduation rate is 91.1%. (The on-time graduation rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.)
- Among graduates
  - ✦ 68% received an advanced or International Baccalaureate diploma
  - ✦ 93% 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, 59% earned at least one qualifying score during their high school career.

**APS ON-TIME GRADUATION RATE**

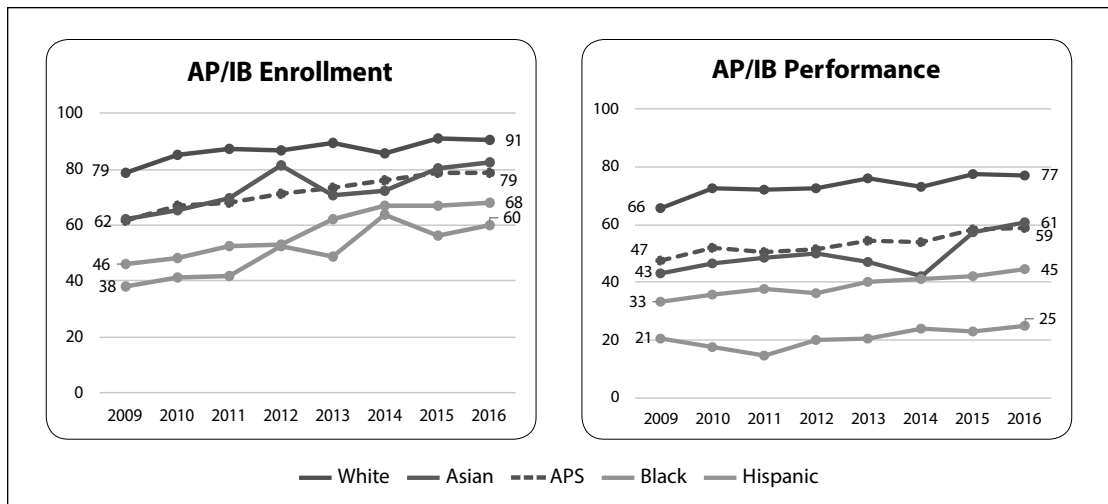


# Performance Highlights

## ON-TIME GRADUATE RATE AMONG COHORT AND PERCENTAGE OF GRADUATES EARNING AN ADVANCED DIPLOMAS



## PERCENT OF GRADES ENROLLED IN AN AP/IB COURSE AND PERCENT EARNING PASSING SCORE AMONG ENROLLED



# Performance Highlights

- Arlington voters approved a \$138,830,000 school bond on November 8, 2016. Approximately 79.5 percent of voters supported the bond, which will be dedicated to addressing growing capacity needs throughout Arlington County.
- Since 1988, Arlington voters have authorized the sale of bonds for school construction totaling \$899,141,500. Earlier CIPs included HVAC, window and roof replacements, and playground resurfacing as well as “facility alterations”. Facility alteration 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. This included funding the renewal and/or expansions at twenty schools, the replacement or reconstruction of six school, renovation of two administrative site, construction of two entirely new schools, funds for reconstruction of Washington-Lee, Yorktown and Wakefield High Schools, improvements to Jefferson Middle School and the Career Center, HVAC, infrastructure and roofing improvements, installation of fiber cable in support of the APS technology system and sports field improvements at Washington-Lee and Wakefield.
- The APS Department of School and Community Relations:
  - ✦ Received 5 Awards of Excellence from the Chesapeake Chapter of the National School Public Relations Association (CHESPRA) for the Superintendent’s Winter and Thanksgiving messages, #digitalAPS–Exploring Instructional Frontiers–Jefferson’s Tech Girls, and for the Black History Month and Digital Learning Day campaigns.
  - ✦ Received 5 merit award from the 2016 CHESPRA Communications Contest for the 2015-16 APS Handbook, Create Your Path Video, APS Snapshots: Taylor Students Learn the Ukulele, APS Green Scene: Arlington Community High School’s Butterfly Garden, and the Citizen Community Newsletter.
  - ✦ Received two honorable mention awards from the 2016 CHESPRA contest for the 2015-16 Staff Calendar and 2015-16 Annual Report.
  - ✦ Earned 14 awards in the National School Public Relations Association’s (NSPRA) 2016 Publications and Electronic Media Contest. The awards program recognizes outstanding education publications and electronic media programs. Entries were submitted in a number of categories, including video, newsletters, brochures, budget and PSAs.
- The Virginia Department of Education (VDOE) and Virginia Community College System honored three Arlington Public Schools career and technical education (CTE) programs and partnerships. The awards were given to the Arlington Career Center Parent, Business, and Community Advisory Committee, Culpepper Gardens nominated by APS and to the APS Television, Production and Media Technology Program.
- Governor Terry McAuliffe and the State Board of Education announced that 10 Arlington schools have earned 2015 Virginia Index of Performance (VIP) awards. The awards were created by the Board of Education in 2016 to promote and recognize advanced learning and achievement.
- The Washington Post “Challenge Index” 2016 ranking of U.S. high schools ranked all four Arlington high schools in the top 100 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. Washington-Lee (4), H-B Woodlawn (7), Yorktown High School (11) and Wakefield High School (82).

# Performance Highlights

- The Association of School Business Officials International (ASBO) has awarded Arlington Public Schools its Meritorious Budget Award (MBA) for excellence in budget presentation. The award is given only to school districts that have met or exceeded the Meritorious Budget Award criteria. This is the seventh year that APS has received this recognition.
- The Government Finance Officers Association (GFOA) has awarded Arlington Public Schools the Distinguished Budget Presentation Award for publishing a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device. This is the fourteenth year that APS has received this recognition.

## 2016 CSS Survey Responses

### *School Climate*

- 78% of students agreed or strongly agreed that they feel safe at school.
- 71% of students agreed or strongly agreed that they feel supported by the adults in their school.

### *Grades for APS*

- Arlington Public Schools (“APS”) earns high marks across-the-board, ratings of “A – outstanding” or “B – very good” were high among all groups:
  - ✦ 93% of parents,
  - ✦ 86% of staff members, and
  - ✦ 80% of community members
- 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 poll, 57% of parents 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, 84% of parents and 70% of community members agree that their “tax dollars are being well-spent” by the school system.

### **School Recognitions**

- The Educational Theatre Association recognizes schools whose theatre programs exemplify and promote high standards of quality in educational theatre. This year, Yorktown joined two other schools across the nation to receive the recognition.
- Wakefield High School has been named the 2015 School of the Year by the Embassy of Spain. This award winner is selected by the Spanish Ministry of Education and the Spanish Embassy in the US to recognize exceptional Spanish language programs among the schools in the US and Canada that are part of the International Spanish Academy (ISA) network.
- Wakefield High School was awarded Gold Certification in the Leadership in Energy and Environmental Design (LEED) program by the US Green Building Council.
- Washington-Lee High School Geographic Information System earned the National Grand Prize in the Visualize Your Water High School Citizen Science Challenge sponsored by the U.S. Geological Survey and the Environmental Protection Agency.



# Performance Highlights

- Yorktown Theater, under the direction of Carol Cadby, received the Educational Theatre Association's Outstanding School Award for the 2015-16 school year. The award is given annually to a maximum of 12 high schools with theatre programs that exemplify and promote high standards in educational theatre.
- Patrick Henry Elementary School was named as a Title I Distinguished School by the Virginia Department of Education in the 2015-2016 school year. Henry was one of 46 schools to receive the designation. Henry was recognized for meeting all state and federal accountability requirements for two consecutive years and achieving SOL pass rates at the 60th percentile or higher for reading and mathematics.

## Staff Recognitions

- Barcroft's Elementary School lead teacher Kristin Shymoniak was recognized as an outstanding education leader by AASA, The School Superintendents Association. Shymoniak is one of seven finalists for the organization's 2017 Women in School Leadership Awards.
- The University of New Orleans Press announced that Yorktown High School teacher Melanie McCabe is the winner of the 2016 UNO Publishing Lab Prize. McCabe's *His Other Life: Searching for My Father, His First Wife, and Tennessee Williams* is a smart, deeply felt exploration of family secrets.
- Governor Terry McAuliffe announced that Superintendent Dr. Patrick Murphy would serve on the Standards of Learning (SOL) Innovation Committee. The new members of the SOL Innovation Committee will build on the work of the inaugural group by pursuing additional reforms. Membership on the committee was determined following an exhaustive review of stakeholder recommendations and applications. The citizen members of the SOL Innovation Committee were selected by Virginia Secretary of Education Anne Holton.
- The Virginia Association for the Gifted named Glebe Elementary School teacher Stephanie McIntyre the 2016 Outstanding Teacher of the Gifted for Region IV East. The annual award recognizes and highlights the accomplishments of talented educators who provide services to gifted students in the Commonwealth.
- Washington-Lee High School Spanish teacher Lilliana Maldonado-Mendez was named one of two recipients of the Victoria D. de Sanchez 2016 Teacher of the Year Award. The award was created as a partnership between the Hispanic Youth Foundation of Northern Virginia and Marymount University and recognizes an exemplary Hispanic teacher who strives to improve the lives of children and their communities through education.

## Student recognitions

- Three APS high school students were accepted into the All-Virginia Jazz Ensemble. This prestigious ensemble is available to approximately 40 students around the state who are accepted into one of the two ensembles.
- Six APS high school seniors were selected as members or alternates into the 2016 Virginia Music Educators Association (VMEA) Senior Honor Choir. The choir is open only to the top 125 singers from around Virginia, and is the highest honor a choir student can attain during his or her high school career. Auditions were open to seniors enrolled in choral programs at their respective schools.

## Performance Highlights

- Three APS high school students were accepted into the Northern Virginia All-Regional Orchestra. The orchestra is one of four regional orchestras in the state where approximately 110 strings wind and percussion players are accepted via a rigorous audition. The top players of each instrumental section are then eligible to audition for the All Virginia Band and Orchestra.
- A team of students from the Arlington Career Center has won the fifth annual student video challenge sponsored by the Virginia School Boards Association (VSBA), taking home the top prize for the fourth year in a row.
- Wakefield High School senior Evie Priestman has been given the Equality Award from the Arlington Gay and Lesbian Alliance (AGLA). The award is presented to individuals who have demonstrated a record of improving lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) equality. AGLA is a strong beacon for equality. It is an inclusive nonpartisan organization open to all LGBTQ people and straight allies.
- Yorktown High School junior Ryan Mark was one of 16 global finalists to compete in the Google Science Fair in September 2016. The Google Science Fair is an online science competition, open to students between the ages of 13 and 18 from around the world.
- The National Merit Scholarship Program announced that 17 APS students are semifinalists in the 62nd 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.
- Arlington Career Center student Pablo Wilson was awarded the First Place Gold Medal in Medical Math at the annual National Leadership and Skills Conference and SkillsUSA Championships. Additionally, Daniela Londono, Brian McTyre, Alex Pageotte and Fernando Rocha were awarded the Second Place Silver Medal in the Broadcast News Contest.
- Thomas Jefferson Middle School seventh grader Katherine Lanman has been awarded the International Baccalaureate (IB) Student Excellence Award from the IB Mid-Atlantic Association. Lanman was selected from among applicants in grades 6 through 10 from Delaware, Pennsylvania, Washington D.C., Maryland and Virginia.
- High School senior Camille Xue earned a scholarship from National Merit Scholarships Corporation (NMSC) financed by colleges or universities. Xue earned a National Merit Franklin W. Olin College of Engineering Scholarship.
- Forty-four percent of the students in Arlington's Virtual@APS German Program have been recognized for their performance on the American Association of Teachers of German (AATG) 2016 National German Exam (NGE) for High School Students. Half of those students earned Medals and special recognition on the Presidential Honor Roll for outstanding performance on the exam. Gold Medal Awards were given to Leonie Alder, Charlotte Maskelony and Nicolas Hobbs from Washington-Lee High School; to Sophia Cummings from Yorktown High School; to Alexander Keuerleber from HB Woodlawn Secondary Program; and to Ian Moran from Wakefield High School.
- Twenty-four Arlington students were selected to attend the Governor's School for Academics, Mentorship, Visual and Performing Arts and/or the Foreign Language Academy. The 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. To gain admittance to the program, students apply and go through a highly competitive process. Students applying for the visual and performing arts program were also required to complete an arts audition at the district level. Then candidates moved on to compete at the state level.

# Performance Highlights

- Washington-Lee High School senior Lucas Mendes was named the 2016 Gatorade National Boys Soccer Player of the Year. The award recognizes not only outstanding athletic excellence but also high standards of academic achievement and exemplary character demonstrated on and off the field. The award also recognizes Mendes as the nation's best high school soccer player.
- Yorktown Student-Essays Recognized by New York Times. Yorktown High School students Caroline Fatemi and Maya Ewart were runners-up in the New York Times Student Editorial Contest.
- 176 Arlington Students Earn Latin Exam Awards. Five Students Obtain Perfect Score and 53 Students Earn Gold. Over 440 Arlington students took the exam with 53 students earning gold medal Summa Cum Laude, 52 students receiving a silver medal (Maxima Cum Laude), 42 earning a bronze medal (Magna Cum Laude) and 29 earning Cum Laude. Of the 440 students to take the exam, 53% or 243 met or exceeded the national average. In addition to earning Summa Cum Laude, five APS students from Swanson Middle School earned a perfect score on this year's exam.
- Civic Coalition for Minority Affairs honored 90 African and African-American students committed to excellence in education. The group endeavors to foster high academic achievement through its annual awards ceremony honoring high achieving African and African-American students in 5th, 8th and 11th grades in the Arlington Public Schools.
- Several Arlington Public Schools won awards for competing in the Virginia State Science and Engineering Fair. More than 260 high school students from across the commonwealth took part in the 31st annual Virginia State Science and Engineering Fair held April 9, 2016 at Virginia Military Institute. The awardees are:
  - ✦ ASM Materials Education Foundation – Megan O'Briant, "Power of Touch: Challenges in Designing Haptic Sensing and Feedback for Neural Controlled Robotic/Prosthetic Hand," Yorktown High School
  - ✦ Engineering: Materials and Bioengineering, First Place – Megan O'Briant, "Power of Touch: Challenges in Designing Haptic Sensing and Feedback for Neural Controlled Robotic/Prosthetic Hand," Yorktown High School
  - ✦ Leidos Awards – Applied Sciences, Honorable Mention – Kelton Williams, "Reinventing MagLev: Quantum Locking," Washington Lee High School
  - ✦ Microbiology, First Place – Kathleen Love, "The Effect of the Type of Material in a Sponge on the Number of Escherichia coli Colonies Grown," Yorktown High School
  - ✦ Physics and Astronomy, Third Place – Emma Sophie Moore, "The Effect of the Placement of an Anti-Resonant Tube on the Main Body Resonances of a Violin," Yorktown High School
  - ✦ U.S. Air Force – Cory Dudka, "Using Piezoelectric Elements to Harness the Potential Energy of Turbulent Airflow," Washington-Lee High School
  - ✦ Virginia Section of the America Water Works Association, honorable mention – Bilguunzaya Battogtokh, "Photo-degradation of Organic Dyes Through Improved Catalysis Across a Graphene Oxide-Doped Titanium Dioxide Substrate," Yorktown High School

## Performance Highlights

- Thirteen Career Center students earned first place at the 52nd Annual State Leadership Conference and Skills (SkillsUSA) Championships. The contests were held at the Fredericksburg Expo and Conference Center in Fredericksburg. Career Center students came in first place in seven different competitions: Audio Production, Broadcast News Production, Electrical Construction Wiring, Medical Math, Medical Terminology, and Television Production.
- Three APS high school and six APS middle school students were accepted into the All-Virginia High School Chorus and All-Virginia Middle School Chorus. Students auditioned and were selected from among the highest caliber of choral students across the state of Virginia.
- Four APS high school students were accepted into the All-Virginia Bands and Orchestra. Students were selected after a rigorous audition among hundreds of high school students across the state of Virginia.
- Wakefield High School senior Anthony Box placed third in the Chinese Bridge Speech Language Competition at the Confucius Institute at the University of Massachusetts in Boston.
- The Alliance for Young Artists and Writers announced that 19 APS students have received recognition in the National Scholastics Art and Writing Competition. This year, over 320,000 works were submitted to the Alliance for Young Artists and Writers and only 2,200 pieces were awarded nationally. Four APS high school students were awarded Gold Keys, fourteen received Silver Keys and two received honorable mentions.
- Wakefield High School senior Marisa DeFranco has been selected the 2016 Section 2 recipient of the “National High School Heart of the Arts Award” by the National Federation of State High School Associations (NFHS). The National High School Heart of the Arts Award was created by the NFHS to recognize those individuals who exemplify the ideals of the positive heart of the arts that represent the core mission of education-based activities.
- A group of students representing different programs from the Arlington Career Center participated in the Northern Virginia SkillsUSA District 5 Competition at Edison Academy on February, 2016. The Arlington Career Center had 51 students competing in 13 contests and were awarded 87 medals (60 gold, 21 silver and 6 bronze medals). The contest awards were on Automotive Technology, Auto Body, Computer Graphics for the Web, Cosmetology, Culinary Arts, Electricity and Television Production.
- Wakefield High School seniors Rebeca Mercado-Rios, Nicholas Cadby-Spicer, Alana Ceesay and Anderson Escobar were selected to receive a four-year, full-tuition scholarship from the Posse Scholarship Foundation to attend partnering institution. The awards are worth more than \$150,000 each.

# Performance Highlights

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

**2016 SOL Results:**

[www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/index.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml)

**2011–2017 Strategic Plan:**

[www.apsva.us/strategic-plan-overview/](http://www.apsva.us/strategic-plan-overview/)

**2016 Community Satisfaction Survey Results:**

[www.apsva.us/planning-and-evaluation/evaluation/surveys/community-satisfaction-survey/2016-community-satisfaction-survey-results/](http://www.apsva.us/planning-and-evaluation/evaluation/surveys/community-satisfaction-survey/2016-community-satisfaction-survey-results/)

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

[www.apsva.us/wp-content/uploads/2014/11/APS-CIP-16-Report-1.6-WEB\\_FINAL.pdf](http://www.apsva.us/wp-content/uploads/2014/11/APS-CIP-16-Report-1.6-WEB_FINAL.pdf)

**APS 3–5 Year Plan:**

[www.apsva.us/plans/](http://www.apsva.us/plans/)

**FY 2016–FY 2017 Department Briefing Reports:**

[www.apsva.us/publications/briefings/](http://www.apsva.us/publications/briefings/)

# 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

**CHALLENGING AND ENGAGING INSTRUCTION**

- *Present High and Clear Expectations*
- *Create Engaging and Motivating Program Choices*
- *Create Challenging, Supporting, and Accepting Learning Environments*

1

**ELIMINATING GAPS**

- *Provide Equitable Educational Opportunities*
- *Provide Effective and Dynamic Classroom Instruction*
- *Provide Necessary and Appropriate Student Support*
- *Provide Culturally Competent Classrooms*

2

**HIGH QUALITY STAFF**

- *Strengthen Recruitment and Retention*
- *Strengthen Professional Development and Evaluation*
- *Strengthen Professional Learning Communities*

3

**OPTIMAL LEARNING ENVIRONMENTS**

- *Align Resources to Student Learning Expectations*
- *Provide Infrastructure for Learning*
- *Improve Productivity and Manage Costs*
- *Provide Clean, Safe, Energy Efficient, and Sustainable Learning Environments*

4

**SUPPORT THE WHOLE CHILD**

- *Increase Developmental Assets in Students*
- *Strengthen Family Involvement*
- *Strengthen Parent, Student, Staff, and Community Partnerships*
- *Promote, Support, and Expect Strong Relationships With Students and Parents*

5

# 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.

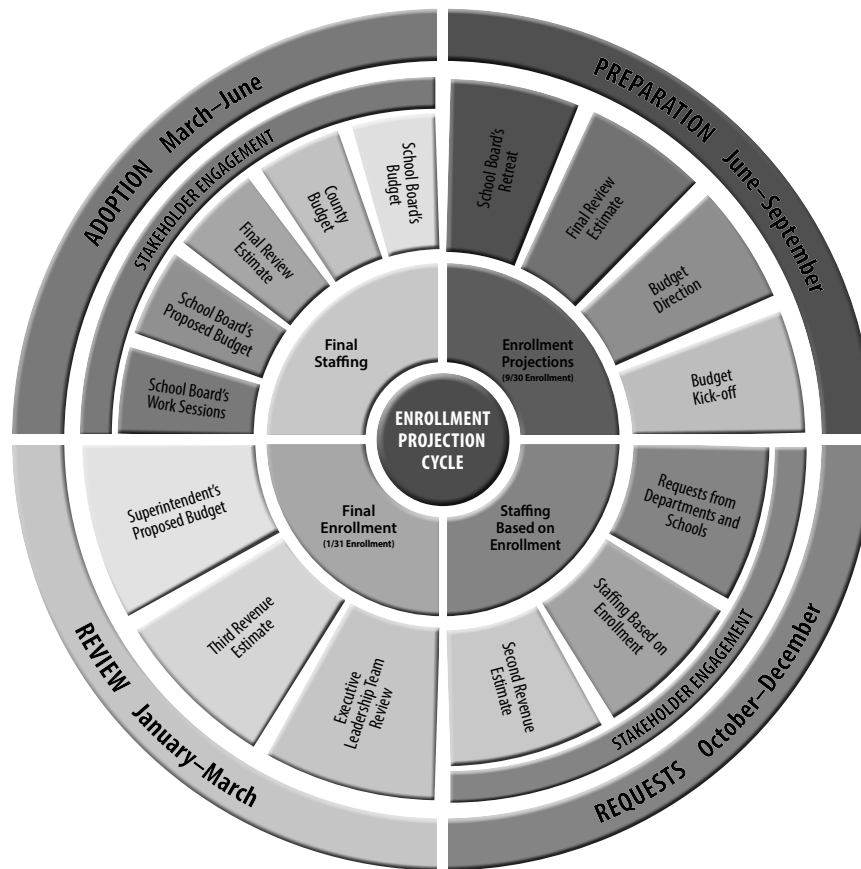
The most important functions to strengthen support services include:

- 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 2018 BUDGET CALENDAR
Aug 2016 - Jan 2017	APS reviewed budget requests and gathered community and employee feedback
February 23, 2017	Superintendent presented FY 2018 Superintendent's Proposed Budget
February 23, 2017	School Board conducted budget work session
February 28, 2017	School Board conducted budget work session
March 15, 2017	School Board conducted budget work session
March 21, 2017	School Board conducted budget work session
March 23, 2017	School Board held public hearing on budget
March 28, 2017	County Board held public hearing on budget
March 30, 2017	County Board held public hearing on tax rate
April 6, 2017	School Board adopted FY 2018 School Board Proposed Budget
April 7, 2017	School Board presented budget to County Board
April 20, 2017	School Board held public hearing on budget
April 22, 2017	County Board adopted the FY 2018 Budget and Appropriations Resolutions for County government, public schools, and Pay As-You-Go Capital; adopted the CY 2017 real estate tax rate and other FY 2018 taxes and fees
April 25, 2017	School Board conducted budget work session
May 4, 2017	School Board approved the FY 2018 School Board Adopted Budget
July 1, 2017	FY 2018 began

# 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 2018 Budget Direction was adopted by the School Board on December 1, 2016.

The School Board directs the Superintendent to prepare an FY 2018 budget that meets the needs of our growing school system of over 26,000 students, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for every student.

In issuing our direction, the School Board acknowledges that the current estimate for the County transfer to APS is not sufficient to meet our critical needs. Specifically, the County Board's draft FY 2018 budget direction to the County Manager, issued October 18, 2016, includes an initial minimum transfer increase to APS of \$10.2 million. While this amount is consistent with the County and Schools Revenue Sharing Principles, it does not even cover our expected cost of enrollment growth of \$11.9 million, not to mention additional critical needs, including supports for the whole child and 21st Century learning opportunities.

We anticipate that, in keeping with the Revenue Sharing Principles, as budget deliberations continue, additional ongoing funding for APS's critical needs, including enrollment growth, will be a top funding priority. Therefore, the School Board directs the superintendent's to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan with a continued emphasis on the School Board's 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.
- Continue investing in the initiatives begun in the FY 2017 budget to support the whole child and 21st Century learning opportunities.
- Include funding to add necessary instructional and administrative staff to support our growing school system.
- Be a 'needs-based' budget that assumes the County transfer will be equal to the amount required to meet the critical needs of the division.

The School Board further directs the Superintendent to:

- Provide a prioritized list of cost savings categorized by:
  - ✦ How the reduction would affect achievement of 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.

# Budget Direction, Budget Standards and Guiding Principles

- Identify cost savings that could be implemented in future years, including a timetable for Board consideration and action.
- Use funding set aside from FY 2016 closeout for one-time expenses in FY 2018 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 2015-16 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 assets<sup>1</sup> 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 2018 Budget

Planning for the FY 2018 budget began shortly after the FY 2017 budget was adopted. As budget development accelerated in the fall, our budget deficit ranged from \$22 million to \$28 million. This year's deficit was partially 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 2017, the base budget for FY 2018 could be scaled back, producing savings.

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.
- Continuing the investment in the initiatives begun in the FY 2017 budget to support the whole child and 21st Century learning opportunities.
- Allocating resources to fund the necessary administrative and instructional staff to support our growing school system.

All of the School Board's requirements are met in this budget; a compensation increase is included, the cost of enrollment growth is funded, and funding is provided to continue initiatives begun in the FY 2017 budget. Details and descriptions of these actions organized by revenue and expenditures are found in this section.

The FY 2018 Adopted Budget represents a 5.4 percent increase over the FY 2017 Adopted Budget.

# Building the FY 2018 Budget

## BUILDING THE BUDGET—REVENUE

The FY 2018 Adopted Budget includes a 5.4 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 2017 Adopted budget of \$581.9 million is the base from which the FY 2018 budget is constructed.

### ALL FUNDS REVENUE SUMMARY

IN MILLIONS FUND	FY 2016	FY 2017	FY 2018	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
County Transfer	\$464.6	\$464.5	\$488.8	\$24.3	5.2%
County Transfer - Re-estimated	\$8.0	\$0.0	\$0.0	\$0.0	0.0%
State Aid	\$40.6	\$43.6	\$46.3	\$2.7	6.1%
State Sales Tax	\$23.1	\$25.1	\$26.2	\$1.2	4.7%
Federal Aid	\$13.8	\$12.8	\$14.3	\$1.5	11.4%
Local Revenue	\$27.3	\$19.2	\$20.7	\$1.4	7.4%
Carry Forward/Budget Savings	(\$7.1)	\$16.7	\$17.3	\$0.6	3.8%
<b>TOTAL REVENUE ALL FUNDS</b>	<b>\$570.2</b>	<b>\$581.9</b>	<b>\$613.6</b>	<b>\$31.6</b>	<b>5.4%</b>

Since the budget is based on the prior year adopted funding, the dollar figures and FTEs listed throughout this section indicate the change between the FY 2017 School Board’s Adopted budget and the FY 2018 School Board’s Adopted budget.

### **Budgeted Beginning Balance** **(\$0.0)**

This budget assumes that \$3.5 million will be carried forward from FY 2017 Closeout funds to be used to fund the FY 2018 budget. This is the same as the carry forward amount in the FY 2017 budget.

### **County Transfer to APS – Revenue** **\$24.3**

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 2018 budget, the County transfer to APS is \$484.2 million in accordance to the revenue sharing policy, an increase of \$19.7 million in ongoing funds and an additional \$4.6 million in one-time funds.

### **State Revenue** **\$3.9**

State revenue for Basic Aid and Virginia sales tax represents 11.8 percent of APS’ budget. In FY 2018 state aid will be \$72.6 million compared to \$68.7 million last year. The increases for FY 2018 are primarily the result of increased enrollment growth and additional receipts for sales tax. The budget was developed based on the General Assembly’s 2016-2018 biennial budget as amended on February 25, 2017.

# Building the FY 2018 Budget

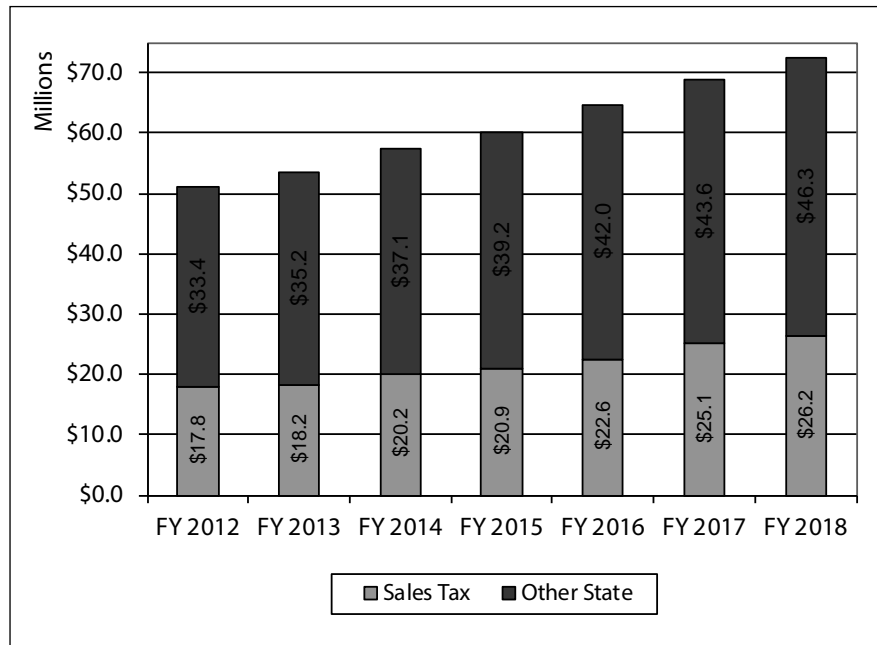
State revenue in the Grants and Restricted Program Fund is anticipated to increase \$139,920 due to small changes in the state allocation of grant funding.

In FY 2016, APS began applying for Medicaid reimbursement for qualifying special education services. The expected revenue in the FY 2018 budget was reduced by \$0.2 million due to the processing time of Medicaid reimbursements. APS anticipates receiving additional state revenue from this program in future years.

Also included in the change in state revenue is new funding of \$0.7 million for the Capital Projects fund.

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 2018 Budget

## **Federal Funds** **\$1.5**

Federal funding of \$14.3 million, which represents 2.3 percent of the APS budget, will increase in FY 2018. In FY 2018, federal funding will increase in the Food and Nutrition Services fund as a result of increased participation in the National School Lunch Program, and in the Grants and Restricted Programs Fund in the Title I grant for students living in poverty and the IDEA grant for special education.

## **Local Revenue from Fees, Charges and Local Grants** **\$1.4**

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 2018 local revenue from fees and grants is projected to increase from \$19.2 million in FY 2017 to \$20.6 million in FY 2018, an increase of \$1.4 million or 7.4 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 2018, school breakfast and lunch prices for elementary, secondary, and adult are proposed to increase five cents. The increased student participation and the increased revenue from the proposed five cent increase is projected to generate an additional \$46,602 in fee revenue.
- **Extended Day**

The Extended Day tuition fees are increased in FY 2018 by 3 percent in order to cover costs associated with increasing enrollment in the program. Increased participation and the increased revenue from the revised tuition fees is projected to generate an additional \$1,224,359 in fee revenue.

Details of the fees for FY 2017 and FY 2018 can be found in the Supplemental Information section.

## **Carry Forward and Reserves** **\$0.6**

<b>RESERVES ADJUSTMENTS (ONE-TIME REVENUE)</b>	<b>IN MILLIONS</b>
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 Increase in VRS in FY 2017 Budget	(\$1.00)
Reserves to Offset Increase in Debt Service in FY 2017 Budget	(\$0.65)
Reserves to Offset Increases in FY 2018 Budget from Future Budget Reserve	\$4.85
Reserves to Offset Increase in Compensation in FY 2018 Budget	\$5.55
Reserves to Offset Increase in VRS in FY 2018 Budget	\$2.13
Reserves to Offset Increase in Debt Service in FY 2018 Budget	\$1.30
<b>NET RESERVES ADJUSTMENTS</b>	<b>\$0.64</b>

## Building the FY 2018 Budget

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 2017 base budget included one-time funding of \$0.65 million taken from a Debt Service Reserve that is eliminated in FY 2018.
- Similarly, the FY 2017 base budget also included one-time funding of \$1.0 million taken from the VRS Reserve and used to partially offset the increased VRS costs in FY 2017 which is eliminated in FY 2018.
- Also, \$3.8 million taken from the Compensation Reserve and used to partially offset the compensation increase in FY 2017 is eliminated in FY 2018.
- Funding totaling \$7.7 million from the FY 2015 closeout was used to offset one-time costs in FY 2017. Because this is one-time funding, it is eliminated in FY 2018.
- In accordance with School Board practice in prior years, \$1.3 million from the Debt Service Reserve will be used to partially offset the increased FY 2018 debt service costs.
- Similarly, \$2.1 million is taken from the VRS Reserve and used to partially offset the increased VRS costs in FY 2018.
- \$5.6 million is taken from the Compensation Reserve and used to partially offset the compensation increase in FY 2018.
- Funding totaling \$4.9 million from the Future Budget Years reserve is used in the FY 2018 budget to offset one-time costs. Setting aside funding to help offset one-time costs in FY 2018 is one part of the School Board's strategy, outlined in their budget guidance, for closing the budget gap.

USES OF FUTURE BUDGET YEARS RESERVE IN FY 2018	IN MILLIONS
One-time funded in Baseline	
Abingdon technology costs for new addition	\$0.28
Health and safety maintenance items	\$0.21
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$0.30
One-time funded in Enrollment Adjustments (5 additional buses) - School Operating	\$0.55
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$1.20
One-time funded in New Requests - Medicaid billing software; HVAC vehicle	\$0.12
One-time funded in Continuing Growth Initiatives	
Arlington Tech - new and upgraded labs	\$0.24
Student and Instructional Support - Textbooks	\$0.01
Safety and Security Needs - Radio antennae in MS; Year 2 of 4 year security plan	\$0.32
One-time funded in Replacement Buses and Technology	\$1.63
<b>TOTAL USE OF FUTURE BUDGETS YEARS RESERVE IN FY 2018</b>	<b>\$4.85</b>

# Building the FY 2018 Budget

## BUILDING THE BUDGET—EXPENDITURES

The FY 2018 budget was developed with the FY 2017 Adopted Budget of \$581.9 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.

The expenditure categories in the FY 2018 School Board’s Adopted budget have been updated to align with the state of Virginia’s chart of accounts.

- **Salaries/Employee Benefits** include all current projected positions, funding for hourly or part-time staff, and fringe benefits.
- **Purchased Services** include payments for services acquired from sources outside of 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.
- **Internal Services** include charges from an internal service fund to other activities within the school system. This includes print shop, data processing, and central purchasing.
- **Other Charges** include expenditures that support the use of programs. Items included are utilities, communications, insurance, leases and rentals, etc.
- **Materials and Supplies** includes expenditures for instructional materials, office and school supplies, textbooks, uniform costs and other operating supplies which are consumed or materially altered when used.
- **Capital Outlay** includes the purchase of fixed assets including replacement and additional items. This includes technology hardware, infrastructure, and capitalized software.
- **Other Uses of Funds** include principal and interest on long-term debt and capitalized lease payments which are partially offset by funding received from the County for operational costs that are incurred at three shared facilities.

## ALL FUNDS EXPENDITURE SUMMARY

IN MILLIONS	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018	COMPARISON	
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED	ADOPTED TO	ADOPTED
Salaries (includes hourly)	\$323.6		\$343.7		\$359.1	\$15.4	4.5%
Employee Benefits	\$101.3		\$117.7		\$126.8	\$9.1	7.7%
Purchased Services	\$21.7		\$22.1		\$23.9	\$1.8	8.2%
Other Charges	\$13.8		\$18.6		\$19.2	\$0.6	3.5%
Debt Service	\$44.5		\$46.7		\$49.2	\$2.5	5.3%
Materials and Supplies	\$21.6		\$20.1		\$20.5	\$0.4	1.7%
Capital Outlay	\$22.2		\$13.3		\$15.3	\$2.0	15.1%
Other Uses of Funds	(\$0.5)		(\$0.3)		(\$0.5)	(\$0.2)	74.5%
<b>TOTAL ALL FUNDS EXPENDITURES</b>	<b>\$548.3</b>	<b>4,544.85</b>	<b>\$581.9</b>	<b>4,674.45</b>	<b>\$613.6</b>	<b>\$31.6</b>	<b>5.4%</b>

## Building the FY 2018 Budget

### One-Time Costs in FY 2017

**(\$7.7) / (0.00)**

Expenditures added to the FY 2017 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 2018 budget as the funding is not available again in FY 2018. The one-time costs removed from the budget include the following:

ONE-TIME COSTS IN FY 2017 ADOPTED BUDGET	IN MILLIONS	FTE
One-time funded in Baseline		
Additional buses (2)	\$0.21	
McKinley technology costs for new addition	\$0.25	
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$0.51	
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$2.08	
One-time funded in Salaries and Benefits		
VRS Group Life Insurance rate increase	\$0.32	
One-time funded in Continuing Growth 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	
Ongoing costs to close the budget gap	\$1.34	
<b>TOTAL ONE-TIME COSTS IN FY 2017 ADOPTED BUDGET</b>	<b>\$7.74</b>	<b>0.00</b>

# Building the FY 2018 Budget

## Baseline Adjustments

**\$9.5 / 9.8**

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 of 9.8 positions are added to the FY 2018 budget. Of these positions, Extended Day adds 8.0 team leaders and 1.0 specialist position. The Grants and Restricted Programs Fund increases 2.3 positions as a result of changes in grant funding.

After square footage calculations were updated, custodians are reduced by 0.5 positions. The Department of Instruction consolidated 2.0 specialist positions into a 1.0 director for K-12 curriculum.

Debt Service increases by \$2.5 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 2017 to fund construction projects as outlined in the School Board's Adopted FY 2017–FY 2026 Capital Improvement Plan.

<b>BASELINE ADJUSTMENTS</b>	<b>IN MILLIONS</b>	
<b>Baseline Increases</b>		<b>FTE</b>
Debt Service	\$2.48	
Food and Nutrition Services Fund expenditures	\$0.59	
Grants and Restricted Programs Fund expenditures	\$0.94	2.30
Extended Day additional expenditures	\$1.28	9.00
Abingdon technology	\$0.28	
Annual fees – TripSpark, Questica Budget, AETV Subscriptions	\$0.10	
Building Leases	\$0.22	
Cleaning supplies	\$0.04	
Facilities – fire extinguisher, asbestos air monitoring, air filters, glazing materials, lead testing and remediation	\$0.14	
Facilities Contracts – mowing, refuse, and recycling	\$0.14	
Grounds Maintenance and Repairs	\$0.17	
Hourly salaries and stipends	\$0.10	
Information Services – Smart Notebook and mobile device management licenses	\$0.18	
Network and Infrastructure – copiers, internet circuits, infrastructure maintenance	\$0.84	
Nursing and other special ed-related contract services	\$0.29	
Replacement buses	\$1.26	
School and Community Relations – new school websites (2), publications, live streaming	\$0.11	
Utilities and telephone service	\$0.11	
Student Services – Speech-Language Pathologist, testing materials, attorney and mediation fees	\$0.31	
<b>Total Baseline Increases</b>	<b>\$9.58</b>	<b>11.30</b>
<b>Baseline Decreases</b>		<b>FTE</b>
Custodians	(\$0.02)	(0.50)
Instruction – changes in positions	(\$0.04)	(1.00)
<b>Total Baseline Decreases</b>	<b>(\$0.06)</b>	<b>(1.50)</b>
<b>NET BASELINE ADJUSTMENTS</b>	<b>\$9.52</b>	<b>9.80</b>

# Building the FY 2018 Budget

## Savings and Efficiencies

**(\$2.2) / (1.00)**

This year's gap was reduced because of efficiencies and savings that were implemented as part of the budget process:

- Financing options for technology were revisited resulting in a reduction of \$1.8 million.
- In the Superintendent's Proposed Budget, contributions to the Other Post-Employment Benefits (OPEB) account was increased by \$0.4 million based on the previous year's actuarial valuation. Following a recent actuarial valuation, the School Board decreased the contribution to OPEB by \$0.7 million resulting in a net decrease to OPEB of \$0.3 million.
- Reducing a vacant administrative assistant position in the School Board office.

SAVINGS AND EFFICIENCIES	IN MILLIONS	FTE
Technology Efficiency	(\$1.80)	
Contribution to Other Post-Employment Benefits (OPEB)	(\$0.30)	
Administrative Assistant in School Board office	(\$0.09)	(1.00)
<b>TOTAL SAVINGS AND EFFICIENCIES</b>	<b>(\$2.19)</b>	<b>(1.00)</b>

## Salary Base Adjustment

**(\$3.0) / 0.0**

The salary base must be adjusted prior to building the next year's budget. This reduction adjusts last year's salaries and benefits budget base for the employees who are "current and on board."

## Salaries and Benefits

**\$5.4 / 0.0**

Based on our health insurance claims experience over the past two years, health insurance plan design changes implemented by APS, as well as current and projected health insurance premiums for current and projected staff, additional funding of \$1.2 million is provided for these accounts for FY 2018.

As presented in the General Assembly's budget, the contribution rate for professional personnel to the Virginia Retirement System (VRS) will increase from 14.66% in FY 2017 to 16.32% for FY 2018. This change results in an increased expense of \$4.2 million for FY 2018.

The County retirement contribution rate decreases to 14.9%, resulting in a savings of approximately \$0.1 million for FY 2018.



# Building the FY 2018 Budget

## New Investments

**\$27.7 / 120.8**

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 beginning on page 47.

<b>NEW INVESTMENTS</b>	<b>IN MILLIONS</b>	<b>FTE</b>
Enrollment Growth	\$8.27	47.80
New Investments		
Student Services and Instructional Support	\$0.36	4.00
Building Maintenance and Security	\$0.77	3.00
Transportation Needs	\$0.45	11.00
Other Infrastructure Support	\$0.78	6.00
Continuing Growth Initiatives	\$5.99	49.00
Step Increase	\$8.27	
Additional Compensation	\$2.40	
<b>TOTAL NEW INVESTMENTS</b>	<b>\$27.71</b>	<b>120.80</b>

# Building the FY 2018 Budget

## Enrollment Growth

**\$8.3 / 47.8**

Over the last eight years, the number of students attending APS increased by more than 6,900 students or by just over 34 percent. The actual enrollment on September 30, 2016 was 26,152 students; the projected enrollment for September 30, 2017 is 27,276 students or an increase of 1,124, representing a one-year increase of 4.3 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 and recent boundary changes has also increased the demand for transportation services so funding for five additional buses is included. A total of \$6.22 million is required to provide for 47.8 additional school-based positions plus a contingency for Special Education and upcoming changes to WIDA Level 6, as well as approximately \$1.2 million to fund relocatable classrooms, \$0.3 million to provide for the materials, technology, furniture and equipment needed to make the relocatables fully-functioning classrooms, and \$0.6 million for five additional buses and radios.

ENROLLMENT GROWTH	IN MILLIONS	FTE
<b>Enrollment</b>		
Elementary	\$1.79	18.70
Secondary	\$2.49	22.30
Other School-based	\$0.94	6.80
Special Education and/or WIDA Level 6 Contingency	\$1.00	
<b>Total Enrollment Costs</b>	<b>\$6.22</b>	<b>47.80</b>
<b>Capacity</b>		
Relocatables	\$1.20	
Furniture and technology for relocatables	\$0.30	
<b>Total Capacity Costs</b>	<b>\$1.50</b>	
<b>Transportation</b>		
Additional buses (5) with radios	\$0.55	
<b>Total Transportation Costs</b>	<b>\$0.55</b>	
<b>TOTAL ENROLLMENT GROWTH</b>	<b>\$8.27</b>	<b>47.80</b>



# Building the FY 2018 Budget

## Purchase Five Additional New Buses with Radios

\$0.6 / 0.0

This funding provides for five additional buses 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 five new buses:

- Was developed based upon enrollment projections for 2017-2018 school year of approximately 1,100 new students and recent boundary changes.
- 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 2018 Budget

## Compensation Adjustment

**\$11.1 / 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 \$8.7 million. This increase supports the School Board's goal to ensure that APS attracts and retains a high quality work force. In addition, \$2.4 million is included to begin the first year of a three-year phase in plan to increase the salaries of the positions identified in the compensation study as being under market.

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

FY	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
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 2018 Budget

## FY 2018 NEW BUDGET INVESTMENTS

NEW INVESTMENTS	IN MILLIONS	FTE
<b>STUDENT SERVICES AND INSTRUCTIONAL SUPPORT</b>		
Medicaid Third Party Billing and Documentation Software	\$0.08	
Paraprofessional Support for Elementary Interlude	\$0.10	2.00
Technicians currently funded through Comcast Franchise grant	\$0.19	2.00
<b>Subtotal Student Services and Instructional Support</b>	<b>\$0.36</b>	<b>4.00</b>
<b>BUILDING MAINTENANCE AND SECURITY</b>		
Three Full-time High School HVAC Technicians	\$0.24	3.00
Additional Vehicle for added PM HVAC Staff	\$0.04	
Preventative Maintenance Services Contract	\$0.35	
Safety Coordinator's Consulting fees	\$0.15	
<b>Subtotal Building Maintenance and Security</b>	<b>\$0.77</b>	<b>3.00</b>
<b>TRANSPORTATION NEEDS</b>		
Additional Bus Driver Positions	\$0.24	5.00
Additional Bus Attendant Positions	\$0.21	6.00
<b>Subtotal Transportation Needs</b>	<b>\$0.45</b>	<b>11.00</b>
<b>OTHER INFRASTRUCTURE SUPPORT</b>		
AETV Producer	\$0.11	1.00
Professional Development for Facilities and Operations	\$0.03	
Integrated Project Planning Team	\$0.29	3.00
Aquatics Salary Increases for Aides	\$0.11	
Planner to Support Joint Facilities Advisory Commission	\$0.14	1.00
Transportation Planner	\$0.10	1.00
<b>Subtotal Other Infrastructure Support</b>	<b>\$0.78</b>	<b>6.00</b>
<b>NEW INVESTMENTS TOTAL</b>	<b>\$2.36</b>	<b>24.00</b>

## STUDENT SERVICES AND INSTRUCTIONAL SUPPORT

### Medicaid Third Party Billing and Documentation Software

\$75,000 / 0.00

The Special Education Office is requesting a Medicaid third party billing and documentation software. The software will be used by the related service providers to document all services provided to students with IEPs. The vendor will then directly bill the Department of Medical Assistance Services (DMAS) for reimbursable services.

#### *Rationale/Instructional Impact*

Currently, APS related service providers are submitting paper claims to the Medicaid Coordinator. The related service providers are required to print, initial and sign the monthly therapy progress logs. The Medicaid Coordinator is entering/submitted claims to the DMAS web portal for billing. This process is cumbersome, time consuming and inefficient for the number of eligible Medicaid students. The software would reduce the manual effort and would ensure fewer errors which would increase the reimbursable amount.

#### *Program Efficacy and Evaluation*

The reimbursable amount for submitting claims will increase from FY17 to FY18 once the vendor starts submitting claims for APS.

#### *Strategic Plan Goals*

- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.
- Strategic Plan Goal 5: Meet the needs of the whole child.

# Building the FY 2018 Budget

## *Alignment with Strategic Plan*

- Goal 3: The documentation of the related service providers (therapists) will be streamlined. Every therapist will be trained on the software to ensure the services provided are documented correctly and efficiently. Because the system will be more effective than the current process, retention of therapists will strengthen.
- Goal 5: The related services provided are driven by the IEP. Every student will receive those services effectively. Because the documentation is now streamlined, parents and students can be assured the services are provided timely and properly.

## *Number affected*

2,500 students who receive occupational therapy, physical therapy, and/or speech therapy as related services.

## **Paraprofessional Support for Elementary Interlude**

**\$0.1 / 2.00**

The Special Education Office is requesting a change to the planning factor for the elementary Interlude program. Currently, the planning factor is 1 teacher and 1 assistant for up to 10 students. This request would bring the ratio to 1 teacher and 2 assistants for up to 10 students. Students placed in the Interlude elementary program often have unsafe behaviors which require intensive support.

## *Rationale/Instructional Impact*

The Interlude program at the elementary level consists of two multi-grade classes. APS has supplemented the planning factor by using interns from the George Washington University (GW) graduate program for teachers working with emotional and behavior disorders. However, the availability of these interns is unreliable and their qualifications are not controlled by APS. The Office of Special Education has funded these additional positions in order to support students to be successful in the Interlude classroom, and to support their participation in general education opportunities, such as lunch, recess, specials, field trips, and general education instruction.

This proposed planning factor allows students to participate in opportunities with their same grade peers. In order to have students follow the same schedule as their grade-level peers, even though they are in a multi-grade class, additional paraprofessional support is needed. Because of elementary FLES schedules, students now have 1.5-2 hours of specials, lunch, and recess a day. This is substantially different than when the program was designed with 2 teachers and 2 assistants. Most Interlude students require support in these setting to participate with peers. Also, it is the goal of the Interlude program for students to improve their emotional and behavioral regulation skills so that they can “exit” the program and return to a less restrictive setting. This ratio supports that goal.

## *Program Efficacy and Evaluation*

The amount of time that students spend outside of the Interlude setting will indicate whether the goals of inclusion and serving students in the least restrictive environment are being met.

## *Strategic Plan Goals*

- Strategic Plan Goal 1: Ensure that every student is challenged and engaged.
- Strategic Plan Goal 2: Eliminate the achievement gaps.
- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.
- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

# Building the FY 2018 Budget

## *Alignment with Strategic Plan*

- Goal 1: Interlude students benefit from being with their non-disabled, grade level peers. The additional paraprofessionals provide support for this goal.
- Goal 2: Additional paraprofessional support is necessary and appropriate to the goals of the Interlude program.
- Goal 3: Under the strategic plan goal of retaining staff- Interlude could keep the assistants who are currently Crisis Prevention and Intervention (CPI) trained. Additionally, the teacher turnover in the program has historically been high. By supporting the teaching staff, and providing planning time through coverage with assistants, we are more likely to retain teaching staff. Every time we retrain staff in CPI we have to provide sub coverage.
- Goal 4: This request supports aligning resources to student learning expectations. Interlude students generally have grade-level abilities, but behaviors interfere with the demonstration of those abilities.
- Goal 5: Increased positive and successful experiences in the general education setting help support strong relationships between students in Interlude and others in their school community.

## *Number affected*

20 students, 2 teachers, and 2 existing assistants.

## **Technicians currently funded through Comcast**

**\$0.2 / 2.00**

Information Services has two technician positions that are currently funded through the Comcast Cable Franchise agreement. The new Comcast Cable Franchise agreement does not include funding for these positions. Information Services is requesting these two positions be included in the APS operational budget.

## *Rationale/Instructional Impact*

The technician positions provide direct support to schools to ensure technology is available and maintained to assist staff and students in support of instruction. The need for technicians is clearly established as evidenced by the approved multi-year plan to annually increase the number of technicians. Providing APS funding for the technician positions currently funded by the Comcast Cable Franchise Agreement will ensure the plan to increase the number of technicians proceeds as approved.

## *Program Efficacy and Evaluation*

Information Services receives approximately 33,000 technology service requests annually to support technology. Survey responses along with measuring the number of requests assigned to each technician, we will be able to measure the effectiveness of each position.

## *Strategic Plan Goals*

- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.
- Strategic Plan Goal 4: Provide optimal learning environments.

## *Number affected*

Over 4,000 staff and 26,000 students.

# Building the FY 2018 Budget

## **BUILDING MAINTENANCE AND SECURITY**

### **Three Full-Time High School HVAC Technicians** **\$0.2 / 3.00**

Three full time HVAC Technicians are requested to work full-time at each of the three comprehensive high schools.

#### *Rationale/Instructional Impact*

The complex HVAC systems in the new high schools require continuous preventative maintenance and service to achieve the energy savings intended and to provide optimal learning environments at all times. Service at these new, energy efficient schools has been insufficient with current personnel leading to less than optimal learning environments in classrooms and other spaces, which directly impacts the quality of learning.

#### *Program Efficacy and Evaluation*

- Improve productivity and manage costs with energy efficient equipment that is well-maintained.

#### *Strategic Plan Goals*

- Strategic Plan Goal 4: Provide optimal learning environments

#### *Alignment with Strategic Plan*

Provide clean, safe, energy efficient, and sustainable learning environments.

#### *Number affected*

All stakeholders.

### **Additional Vehicle for added PM HVAC staff** **\$40,000 / 0.00**

This is a one-time funding request of \$40,000 for one additional new white fleet van needed for HVAC staff. This expense is in addition to the replacement vehicles already in the budget. Maintenance has already re-purposed two white fleet vehicles that were underutilized to meet other needs for new vehicles due to increased staffing in the department.

#### *Rationale/Instructional Impact*

The additional instructional square footage necessitated by enrollment growth must be supported by additional infrastructure. Vehicles are used by preventative maintenance HVAC technicians to travel to various schools to perform their work. The ability of HVAC technicians to maintain school heating and cooling systems is impaired without the necessary vehicles, tools and equipment to do their jobs. Air quality, temperature and humidity in classrooms is impaired with inadequate maintenance. This directly affects the quality of learning in the classroom.

#### *Program Efficacy and Evaluation*

The smooth operation of heating, ventilation, and air conditioning will be facilitated with addition of fleet vehicles to match staff increases.

#### *Strategic Plan Goals*

- Strategic Plan Goal 4: Provide optimal learning environments.

#### *Alignment with Strategic Plan*

Provide infrastructure for learning and provide a clean, safe, energy efficient, and sustainable learning environments.

#### *Number affected*

All stakeholders.

# Building the FY 2018 Budget

## **Increase current contract for ETOP Preventative Maintenance Services**

**\$0.3 / 0.00**

This request will increase contract services for Extended Transition to Operations (ETOP) preventative maintenance (PM) services for Wakefield, Discovery, and Yorktown schools plus all pools. APS is deficient in performing routine PM on HVAC units. When PM is not properly performed at regular intervals, systems do not run at their optimal efficiency and they break down more readily which costs APS more money in the long run.

### ***Rationale/Instructional Impact***

If all of the PM falls back on our existing PM team we are likely to be forced to provide a little less than the three PM cycles per year versus the manufacturers' recommended four cycles per year. This directly and negatively impacts equipment lifespan and performance and Indoor Air Quality. This request goes hand-in-hand with our need for three FT high-level HVAC technicians at the high schools. Without the dedicated high-level technicians at the high schools, we will continue to struggle to keep up with the hundreds of small to medium repairs which are well beyond current PM staff's skill sets and which, if assumed by contractors, would be much less timely and several times more expensive overall.

### ***Program Efficacy and Evaluation***

The effectiveness of HVAC ETOP contracts will be evaluated by building and district energy efficiency/savings, HVAC system failure data, and adherence to on-time preventative maintenance programs recommended by manufacturers.

### ***Strategic Plan Goals***

- Strategic Plan Goal 4: Provide optimal learning environments.

### ***Alignment with Strategic Plan***

- Provide clean, safe, energy efficient, and sustainable learning environments.
- Eliminate disruptions of instruction due to HVAC system failure.

### ***Number affected***

All stakeholders.

## **Safety Coordinator's Consulting Fees**

**\$0.1 / 0.00**

APS requires a safety coordinator to evaluate the safety of its facilities and grounds continuously. Some years ago in lieu of hiring its own APS Safety Coordinator, APS contracted with the County to use its Safety Coordinator, who now works 90 percent of the time for APS. APS agreed to pay the full expense of Safety Coordinator. Though this expense has been incurred by APS for some years, it has never been a specific budget line item. In the past, liability and property insurance budget line items were able to absorb this expense, but as the number of buses, buildings, and square footage required to meet enrollment growth have expanded, these line items are no longer sufficient to cover this annual contracted expense of \$145,000. This position differs from that of the Risk/Emergency Manager. The Safety Coordinator performs inspections of playgrounds and facilities, conducts OSHA safety trainings with CTE, Science, and APS staff, monitors compliance for PP&E in accordance with OSHA standards, accompanies the Fire Marshal on inspections and facilitates corrections of deficiencies, writes fire and emergency plans, monitors safety at APS construction sites, and writes work orders to remedy safety issues. The Risk/Emergency Manager does not perform these functions.

# Building the FY 2018 Budget

## *Rationale/Instructional Impact*

The Safety Coordinator is responsible for inspecting facilities and grounds to ensure that they are safe for instructional and community use. Safe facilities, playgrounds, and equipment support learning and are essential to the district’s commitment to the whole child. A safe environment is also an expectation of all stakeholders.

## *Program Efficacy and Evaluation*

The safety of schools will be greatly enhanced and insurance expenses will be reduced.

## *Strategic Plan Goals*

- Strategic Plan Goal 4: Provide optimal learning environments.

## *Alignment with Strategic Plan*

Provide infrastructure for learning and provide a clean, safe, energy efficient, and sustainable learning environments.

## *Number affected*

All stakeholders.

## TRANSPORTATION NEEDS

### Additional Bus Driver Positions

**\$0.2 / 5.00**

APS Transportation employs both full-time drivers in budgeted FTE positions with benefits and substitute drivers paid by the hour without benefits. The goal is to have one full-time budgeted FTE driver position for each route. Nine additional bus driver positions were already proposed for the FY 2018 budget as part of the combined growth initiatives from FY17. Five additional new bus driver positions are requested to keep up with increased demand caused by student enrollment growth and recent high school boundary changes, which together are expected to add up to ten new routes in FY 2018 for a total of 154. With the additional nine new positions included in the FY 2018 budget, the total number of driver positions in the budget will be 143.5, which is 10.5 less than the expected number of routes. Only five additional budget positions are requested as the six driver cluster leads are expected to drive 50 percent of the time and manage and train drivers the other 50 percent of the time. Currently the cluster leads drive almost 100 percent of the time, which does not provide adequate time for them to evaluate and train drivers.

## FOUR YEAR FUNDING PLAN

FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$237,621	5.00	\$237,621	5.00	\$237,621	5.00	\$237,621	5.00	\$950,484	20.00

## *Rationale/Instructional Impact*

APS Transportation regularly loses substitute drivers, who take full-time positions with benefits in other school districts or in the private sector, hence the goal to have one full-time driver position for each route and this budget request for five additional positions. Seasoned drivers have fewer accidents, are more familiar with the students and Arlington streets and have better on-time performance than new drivers. In addition, it takes more than six weeks to train a new driver so both time and money are invested in preparing drivers to transport children safely. Retaining drivers by providing them with full-time positions with benefits improves safe, on-time delivery of students to schools so instructional time is not lost.



# Building the FY 2018 Budget

## *Program Efficacy and Evaluation*

Provide infrastructure for learning by providing transportation for students to get to school.

### *Strategic Plan Goals*

- Strategic Plan Goal 3: Recruit and retain highly qualified staff.
- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

### *Alignment with Strategic Plan*

- Retain highly qualified staff to transport our students to and from school and other activities that support the whole child.
- Deliver students on time so they can have breakfast before school and take advantage of optimal learning conditions.
- Provide infrastructure for learning by providing clean, safe, efficient, transportation of students to school.

### *Number affected*

All stakeholders-goes beyond bus ridership as bus accidents impact residents and other constituents' property.

### **Additional Bus Attendant Positions**

**\$0.2 / 6.0**

APS Transportation employs both full-time attendants in budgeted FTE positions with benefits and substitute attendants paid by the hour without benefits on routes carrying young students and students with special needs. The goal is to have one budgeted FTE attendant position for each route that requires one. Eleven additional attendant positions were already proposed for the FY 2018 budget as part of the continued growth initiatives from FY17. Seven additional attendant positions are requested to keep up with increased demand caused by student enrollment growth. This will provide one budgeted FTE attendant position for each of the 75 routes that are expected to require an attendant.

### **FOUR YEAR FUNDING PLAN**

FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$209,009	6.00	\$69,669	2.00	\$69,669	2.00	\$69,669	2.00	\$418,016	12.00

### *Rationale/Instructional Impact*

Transportation constantly loses substitute attendants who find full-time positions with benefits in other school districts or in the private sector. Seasoned attendants are more familiar with the students and have better on-time performance than new attendants. In addition, it takes several weeks to train a new attendant so both time and money are invested in preparing attendants to transport children safely. Retaining attendants by providing them with full-time positions with benefits improves safe, on-time delivery of students to schools so instructional time is not lost and ensures that their special needs are met.

### *Program Efficacy and Evaluation*

Provide infrastructure for learning by providing transportation for students to get to school.

# Building the FY 2018 Budget

## *Strategic Plan Goals*

- Strategic Plan Goal 3: Recruit and retain highly qualified staff.
- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

## *Alignment with Strategic Plan*

- Retain highly qualified staff to transport our students to and from school and other activities that support the whole child.
- Deliver students on time so they can have breakfast before school and take advantage of optimal learning conditions.
- Provide infrastructure for learning by providing clean, safe, efficient, transportation of students to school.

## *Number affected*

All stakeholders—goes beyond bus ridership as bus accidents impact residents and other constituents' property.

## **OTHER INFRASTRUCTURE SUPPORT**

### **AETV Producer**

**\$0.1 / 1.00**

The addition of one full-time AETV producer who will script, shoot, edit and produce videos about APS programs and initiatives, and provide livestreaming video broadcasts of public meetings and community events. As the need for communications and engagement with families and the community grows, the addition of a full-time producer will help meet the growing need for video programming and support.

### *Rationale/Instructional Impact*

Over the past two years, the number of programs broadcast on AETV has doubled. In addition to Snapshots and Green Scene, AETV now produces additional episodic videos, including #digitalAPS: Exploring Instruction Frontiers, Partners in Action, and the Whole Child series. AETV also increasingly livestreams broadcast of more School Board work sessions, community meetings, concerts, and public events. As the demand for digital access and virtual participation in community engagement efforts continues to grow, the need for additional video support is essential to enable more families and community members to participate. Additionally, many filming requests require two producers to be present for a shoot. By expanding the team from three to four producers, it allows AETV to work more efficiently in teams of two to cover multiple requests at the same time without hiring outside contractors.

### *Program Efficacy and Evaluation*

Staff expects that they will see an increase in the number of video productions and filming requests that are completed next year. These projects will include the regular weekly segments (Snapshots, Green Scene, Partners in Action) as well as an increase of the number of special requests from schools and departments that can be completed by the team. These projects will help APS to extend our video outreach to families and the community.

## *Strategic Plan Goals*

- Strategic Plan Goal 5: Meet the needs of the whole child.

# Building the FY 2018 Budget

## *Alignment with Strategic Plan*

- 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.

## *Number affected*

The whole community, including 26,000+ students and their families, all APS staff and all those who live in Arlington County.

## **Professional Development for Facilities and Operations Staff**

**\$25,000 / 0.00**

Increased enrollment over the last decade has led to increased staffing in Facilities and Operations to provide the infrastructure needed to support APS growth. Provision of continuing education for staff to maintain professional licenses, keep up with the latest industry standards, trends, and expertise, and sharpen skills has been deficient due to lack of funding. Each individual service within Facilities and Operations submitted a list of training its staff requires including travel expenses, membership in professional organizations, and yearly professional licensing fees. The list was used to determine the total additional budget request of \$25,000.

## *Rationale/Instructional Impact*

In order to provide the most efficient, cost-effective support to instructional services, F&O staff must continuously maintain and improve their job skills. As industry standards and operational practices change rapidly in our fast-paced, technological society, ongoing professional development and training of Facilities and Operations is needed to ensure that staff maintain the high standards of professional performance APS expects of its employees.

## *Program Efficacy and Evaluation*

Data on F&Os staff professional development hours and license will be maintained and analyzed to ensure that we maintain and develop highly-qualified staff.

## *Strategic Plan Goals*

- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.
- Strategic Plan Goal 4: Provide optimal learning environments.

## *Alignment with Strategic Plan*

Strengthen professional development and evaluation and increase staff productivity and efficiency.

## *Number affected*

All stakeholders.

# Building the FY 2018 Budget

## **Integrated Project Planning Team**

**\$0.3 / 3.00**

The funding will provide for the development of an Integrated Project Team within the Superintendent's Office. The team will be comprised of a Demographer, a Project Planner, and a Communications and Engagement Specialist. The main responsibilities of the team would be to coordinate with other APS departments as well as organizations outside of the school system in order to provide the School Board and Superintendent with the materials and reports needed to make informed decisions. In addition, the team would plan, organize, and coordinate demographic data, assist with revisions to the enrollment and transfer policy, lead the boundary process, community engagement, and any initiatives associated with APS' continued enrollment growth.

### ***Rationale/Instructional Impact***

APS enrollment is growing on an annual basis and we need to change the way we are engaging the community. Creating a team that is responsible for providing the necessary data for many of the larger decisions, such as boundary changes and transfer policy, will allow the Superintendent, the School Board, and the community to make well-informed decisions.

### ***Program Efficacy and Evaluation***

Feedback on surveys and to the School Board will suggest that the community has been provided a chance to engage in major discussions that shape APS for future students.

### ***Strategic Plan Goals***

- Strategic Plan Goal 1: Ensure that every student is challenged and engaged.
- Strategic Plan Goal 2: Eliminate the achievement gaps.
- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.
- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

### ***Alignment with Strategic Plan***

Planning for major changes within the division aligns with all strategic plan goals.

### ***Number affected***

All students, staff, and community members.

# Building the FY 2018 Budget

## Aquatics Salary Increases for Aides

\$0.1 / 0.00

Increase the hourly salary account to allow for the increase of Lifeguard wages to \$9.15/hour; increase Assistant Manager wages to \$18/hour; and increase the budget for staff training.

### *Rationale/Instructional Impact*

- Lifeguards – APS pays the lowest salary for Lifeguards at \$8.70 per hour. Fairfax pays \$9.95 per hour, Alexandria pays \$14.25/hour and private clubs lifeguard pay ranges between \$9.50 and \$10. APS regularly loses potential candidates and currently employed APS lifeguards to these competitors.
- Assistant Manager – APS competes directly with Arlington County Parks and Recreation, and other aquatics centers for qualified staff to teach and manage our pools. Parks and Recreation's instructor pay scale range is \$17.16 to \$27 per hour (mid-range is \$22.53 per hour).
- APS pays Facility Managers (with Adult Education Programs) starting at \$18.00 per hour up to \$22, and instructors as high as \$32 per hour. Facility managers are not required to have any credentials or certification.
- Aquatics staff must have a valid Lifeguarding certification (30 hours of training required) 3-years' experience as a Head Lifeguard and hold either an Instructor level certification (an additional 25 hours of training).
- The gap in wages within this group, generally college students or graduates, is significant and results in a steady loss of qualified staff to Parks and Recreation and other aquatics facilities or other organizations that offer higher pay for similar work.
- The fact that APS pays lower wages than surrounding jurisdictions and other competitors in the Aquatics industry, causes constant employee turnover at APS pools. The individuals serve both as building/shift managers, but also serve as instructors for the elementary swimming program and substitute teach regularly in the high school swim program as well.
- Increasing the wages of these two groups would ensure APS pay is in line with our competitors in the job market, increase staff retention, reduce recruitment, hiring, and training costs, provide continuity to our instructional programs and greater return on training investment.
- Staff Development/Training Hours – this funding will allow APS to provide the number of skill training hours recommended for Lifeguarding staff by Aquatics industry leaders including the American Red Cross and YMCA. It will also help full time staff participate regularly in national conferences and one staff member to enroll and complete the training requirements to be eligible for Aquatic Professional Designation under the program offered by the Association of Aquatics Professionals.

### *Program Efficacy and Evaluation*

- Provide infrastructure to meet the needs of the whole child.
- Develop and strengthen relationships with the community and parental involvement.

### *Strategic Plan Goals*

- Strategic Plan Goal 4: Provide optimal learning environments

### *Alignment with Strategic Plan*

Provide clean, safe, energy efficient, and sustainable learning environments.

### *Number affected*

All stakeholders.

# Building the FY 2018 Budget

## **Planner to Support Joint Facilities Advisory Commission**

**\$0.1 / 1.00**

The Planner will provide full time support to the recently formed Arlington County Government/Arlington Public Schools Joint Facilities Advisory Commission (JFAC). The planner will be the prime liaison between APS staff and JFAC and the prime liaison between APS and ACG staff relating to the activities of JFAC. The planner will prepare for, provide support to and attend all JFAC meetings and all JFAC sub-committee meetings. The planner will coordinate all communications regarding JFAC through the Department of School and Community Relations and assigned ACG communications staff. The planner will ensure that the needs of APS as identified by the School Board in the Arlington Facilities and Student Accommodation Plan, and approved by the School Board in the Capital Improvement Plans are fully identified and addressed in the work of JFAC.

### ***Rationale/Instructional Impact***

As recommended in the Community Facilities Study, JFAC is a significant new effort of ACG and APS to plan for facility needs in Arlington County in response to recent growth in County population and student enrollment, and to County forecasts for continued population growth and APS projections for continued enrollment growth. JFAC will continue to grapple with both ACG and APS facility needs in a fully-developed County for as long as the County's population grows.

### ***Program Efficacy and Evaluation***

APS will determine if this expenditure is achieving its goals if JFAC identifies and confirms sites for APS capital projects.

### ***Strategic Plan Goals***

- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

### ***Alignment with Strategic Plan***

The prime goal of this position is to identify the sites for APS capital projects that will provide optimal learning environments for APS' students as enrollment continues to grow.

### ***Number affected***

Not applicable

## **Transportation Planner**

**\$0.1 / 1.00**

The Transportation Planner will support comprehensive multi-modal transportation planning for APS and the work of the County-Schools Joint Committee on Transportation Choices (ACTC).

# Building the FY 2018 Budget

## Continued Implementation of FY 2017 Growth Initiatives

The FY 2017 budget included funding for various new investments that would be phased in and fully implemented over a number of years. Details of the initiatives with multi-year implementation plans are outlined and explained in the section that follows.

INVESTMENTS	FY 2017		FY 2018		FY 2019		FY 2020	
	ADOPTED	FTES	ADOPTED	FTES	PROJECTED	FTES	PROJECTED	FTES
<i>(Dollars in Millions)</i>								
<b>ARLINGTON TECH @ THE CAREER CENTER</b>								
Arlington Tech	\$0.75	4.30	\$1.21	10.00	\$1.00	8.10	\$0.71	5.00
<b>Subtotal Arlington Tech @ The Career Center</b>	<b>\$0.75</b>	<b>4.30</b>	<b>\$1.21</b>	<b>10.00</b>	<b>\$1.00</b>	<b>8.10</b>	<b>\$0.71</b>	<b>5.00</b>
<b>CENTRAL REGISTRATION</b>								
Central Registration	\$0.07	1.00	\$0.07	1.00	TBD		TBD	
<b>Subtotal Central Registration</b>	<b>\$0.07</b>	<b>1.00</b>	<b>\$0.07</b>	<b>1.00</b>	<b>TBD</b>		<b>TBD</b>	
<b>STUDENT AND INSTRUCTIONAL SUPPORT</b>								
School Psychologist and Social Worker/Visiting Teacher Planning Factor Adjustments	\$1.16	12.00	\$1.13	12.00	\$1.03	11.00		
Substance Abuse Counselor	\$0.09	1.00	\$0.09	1.00				
Academic Support for Level 5 English Language Learners	\$0.32	3.50	\$0.28	3.00	\$0.28	3.00	TBD	
Social Studies Textbooks	\$0.40		\$0.01		\$0.01		\$0.01	
Instructional Technology Coordinators (ITCs)	\$0.32	3.00	\$0.06	0.50				
Technology Funding	\$0.00		\$1.70					
<b>Subtotal Student and Instructional Support</b>	<b>\$2.30</b>	<b>19.50</b>	<b>\$3.28</b>	<b>16.50</b>	<b>\$1.33</b>	<b>14.00</b>	<b>\$0.01</b>	<b>0.00</b>
<b>SAFETY AND SECURITY NEEDS</b>								
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	
<b>Subtotal Safety and Security Needs</b>	<b>\$0.27</b>	<b>0.00</b>	<b>\$0.32</b>	<b>0.00</b>	<b>\$0.27</b>	<b>0.00</b>	<b>\$0.26</b>	<b>0.00</b>
<b>INFRASTRUCTURE AND SUPPORT NEEDS</b>								
Contracted Bus Driver Positions	\$0.44	9.00	\$0.43	9.00				
Contracted Bus Attendant Positions	\$0.38	11.00	\$0.35	10.00				
Preventive Maintenance HVAC Contract	\$0.10		\$0.10					
Facilities and Operations Communication Services Coordinator	\$0.05	0.50	\$0.05	0.50				
Technicians	\$0.12	1.00	\$0.19	2.00	\$0.19	2.00		
<b>Subtotal Infrastructure and Support Needs</b>	<b>\$1.09</b>	<b>21.50</b>	<b>\$1.11</b>	<b>21.50</b>	<b>\$0.19</b>	<b>2.00</b>	<b>TBD</b>	
<b>GRAND TOTAL</b>	<b>\$4.48</b>	<b>46.30</b>	<b>\$5.99</b>	<b>49.00</b>	<b>\$2.78</b>	<b>24.10</b>	<b>\$0.98</b>	<b>5.00</b>

Note: May not total due to rounding.

# Building the FY 2018 Budget

## Arlington Tech

**\$1.21 / 10.0**

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

### FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.75	4.3	\$1.21	10.0	\$1.00	8.1	\$0.71	5.0	\$3.67	27.4

### *Rationale/Instructional Impact*

Arlington Tech provides the opportunity for students to explore and become certified in a variety of CTE programs. Certifications allow students to enter into a range of professional careers upon exiting high school. This program also allows 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.

### *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 second year, this will affect an additional 100 students from Wakefield, Washington-Lee, and Yorktown.



# Building the FY 2018 Budget

## Central Registration

**\$0.07 / 1.0**

In FY 2017, a Central Registration Office was established in the Syphax Center to provide families with a centralized location to enroll students in Arlington Public School as well as services related to Extended Day, Food Services, Summer School and LSRC. Funding in FY 2018 will be used for an additional registrar in order to expand services and include registration at the PreK VPI level.

### TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.07	1.0	\$0.07	1.0	\$0.14	2.0

### *Rationale/Instructional Impact*

The establishment of a standardized registration process in FY 2017 created a “one-stop shop” for families to complete the registration process. The centralized registration model also reduces registration inconsistencies that may lead to a loss of State funding due to errors in data entry. This process will assist with eliminating inequities in student access to available programs and services.

### *Strategic Plan Goals*

- 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 approximately 600 PreK VPI families and students new to APS.

# Building the FY 2018 Budget

## STUDENT AND INSTRUCTIONAL SUPPORT

### School Psychologist and Social Worker Planning Factor Adjustments \$1.13 / 12.0

This funding represents the second 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. In FY 2017, 12.0 positions (6.0 psychologist positions and 6.0 social worker positions) were funded. FY 2018 will fund an 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).

#### THREE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$1.16	12.0	\$1.13	12.0	\$1.03	11.0	\$3.32	35.0

#### *Rationale/Instructional Impact*

Providing a higher ratio of school psychologists and social workers 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 and social workers 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 and social workers 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 Goals*

- 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 and social workers 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 (Youth Risk Behavior Survey, Whole Child Inventory Survey, etc.).

#### *Number Affected*

This will affect all schools and students when fully implemented.

# Building the FY 2018 Budget

## Substance Abuse Counselor

**\$0.09 / 1.0**

This funding represents the second 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; and 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, to Parent Teacher Associations and staff meetings. They also collaborate with other community groups to bring national substance abuse prevention activities into the schools.

### TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.09	1.0	\$0.09	1.0	\$0.18	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 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 Goals*

- 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 2018 Budget

## Academic Support for Level 5 English Language Learners

**\$0.28 / 3.0**

This initiative provides additional supplemental staffing to provide 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. In FY 2017, 3.5 positions were added. The FY 2018 budget provides funding for an additional 3.5 positions; FY 2019 will add 3.5 positions for a total of 9.5 positions over three years.

### THREE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.32	3.5	\$0.28	3.0	\$0.28	3.0	\$0.88	9.5

### *Rationale/Instructional Impact*

These positions will provide:

- Short and long-term academic 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 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.

### *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 multiple schools.

# Building the FY 2018 Budget

## Social Studies Textbooks

**\$0.01 / 0.00**

This funding provides for supplemental materials that will be needed to support the 2017 Social Studies resource adoption (digital subscriptions and course specific texts). To the extent possible, all subscriptions and materials will be integrated into the personalized learning initiative.

### FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.40	0.0	\$0.01	0.0	\$0.01	0.0	\$0.01	0.0	\$0.43	0.0

### *Rationale/Instructional Impact*

The last Social Studies adoption was in 2010. A resource adoption process will be completed in the spring of 2017. With this adoption process, funds may be needed to further support these resources to ensure fidelity of implementation across all schools and grade levels (anticipating increasing enrollment, digital subscription needs, etc.).

### *Strategic Plan Goals*

- 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.

### *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.

# Building the FY 2018 Budget

## Instructional Technology Coordinators (ITCs)

**\$0.06 / 0.5**

This is the second and final year of a two-year plan to provide additional instructional technology support for APS schools. The first year provided an additional 0.5 ITC position each at Arlington Traditional, Barcroft, Campbell, Henry, Hoffman-Boston and Randolph elementary schools that were previously provided only a half-time ITC. The second year will allow for a 0.5 ‘floater’ position to provide support at multiple smaller school programs without an ITC allocation and to provide backup support to schools for short-term ITC absences. The on-site classroom support is critical as APS moves more and more to online testing, 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 schools, will allow implementation of the curriculum and will support 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.

This is the second year of a two-year plan to ensure all schools have a full time ITC.

### TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.32	3.0	\$0.06	0.5	\$0.38	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 2018 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.

## *Number Affected*

When implementation of this initiative is complete, five elementary schools, countywide small programs (New Directions, Langston, Integration Stations and Stratford) and approximately 2,650 students and 390 teachers will be affected.

# Building the FY 2018 Budget

## Technology Funding

**\$1.7 / 0.0**

There was level funding for technology in FY 2017; the existing baseline budget, as well as retiring leases provided sufficient funding to continue implementation of the 1:1 Learning Initiative, and to replace staff computers and computers used for student testing. Starting with FY 2018, additional funds are required, primarily due to student enrollment growth. Since the last increase in baseline technology funding, APS enrollment has grown by more than 5,000 students, requiring more devices than the division had when the 1:1 program was planned. In addition, the County's lease agreements now require leases to be paid over a three-year term versus the previous four-year term, increasing annual costs during the transition. Because the useful life of these devices remains four years, there will be savings in the fourth year of a fully paid device remaining in service.

### *Rationale/Instructional Impact*

Computers and tablets issued to students and staff increase the division's ability to differentiate instruction, extend instructional time, 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 34 percent and a significant expansion of the use of technology in the Division's instructional and support programs with no increase in technology funds. These changes are the key drivers for the need to increase funding in current and future years. Prior to FY 2018, 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 was able to reduce the need for shared student computers and program computers. Due to negotiated lower prices and the extension of computers' life cycle, 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 was the last year this strategy was possible. Other than program computers, where the technology requirements of specific APS instructional programs cannot be met by the personalized devices; and the shared devices necessary to conduct student assessments which cannot be conducted using student devices, all shared student devices have been re-allocated to students.

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 to handle the lease in a manner that funds can be retired from it in consistent amounts. This will provide stable and predictable new leasing capacity.



# Building the FY 2018 Budget

## SAFETY AND SECURITY NEEDS

### Distributed Antenna System and Bi-Directional Amplifier \$0.17 / 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 units responding to emergencies in APS facilities by ensuring radio communications. This then enhances the safety of students 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.

#### *FY 2017 Update*

During the first year, a distributed antenna systems (DAS) and bi-directional amplifiers (BDA) were installed at Kenmore Middle School. This addressed a long-standing problem with First Responder communications in the building. The building was tested and now complies with all current Arlington County requirements for First Responder communications.

#### FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.17	0.0	\$0.17	0.0	\$0.17	0.0	\$0.17	0.0	\$0.68	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 Goals*

- 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 ensure that police and fire radios operate when incidents take place in APS facilities. In addition, it enhances the safety of police and fire units 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 for adequate radio communications in APS facilities.
- Comply with federal, county, state, and other emergency communications guidelines or requirements.
- Improve safety for police and fire units responding to APS facilities.
- Elevate the quality of radio communications in older facilities to the level of newer facilities.

# Building the FY 2018 Budget

## *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 26,000 students, 6,000 employees and APS volunteers, will be safer and more secure when fully implemented.

## **Safety and Security Upgrade**

**\$0.16 / 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 units 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.

## *FY 2017 Update*

This project is being implemented as planned and improvements related to security and safety are ongoing. The FY 2017 funding allowed for the improvement of security cameras by providing replacements and upgrades of existing equipment. In addition, this funding allowed for the transition to 800MHz radios in schools that had issues with their previous VHF radios. Yorktown, Langston, Williamsburg, and the Career Center have all transitioned to 800MHz radios in the last year.

## **FOUR YEAR FUNDING PLAN**

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.11	0.0	\$0.16	0.0	\$0.11	0.0	\$0.09	0.0	\$0.47	0.0

## *Rationale/Instructional Impact*

APS is one of many school 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 units in the event of a crisis. The security cameras can be viewed by the Arlington County Emergency Communications Center if needed to help efficiently direct police, fire, and medical emergency responders in a school. The 800MHz 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 Goals*

- 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.

# Building the FY 2018 Budget

## *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 26,000 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.

## INFRASTRUCTURE AND SUPPORT NEEDS

### **Full-time Bus Driver Positions**

**\$0.44 / 9.0**

APS employs a number of Substitute Bus Drivers because more bus drivers are required to operate daily transportation than there are full-time bus driver positions. This funding represents the second year of a three-year plan to ensure that all regular transportation runs are covered by contracted drivers.

Substitute Drivers perform the same duties, with the same hours and performance expectations, as full-time Drivers but without the benefits; 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 2018.

### TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.44	9.0	\$0.44	9.0	\$0.88	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 full-time positions were available.

# Building the FY 2018 Budget

## *Strategic Plan Goals*

- 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.

## **Full-time Bus Attendant Positions**

**\$0.35 / 10.0**

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). 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 10.0 full-time bus attendant positions in FY 2018.

## **ADOPTED TWO YEAR FUNDING PLAN**

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.38	11.0	\$0.35	10.0	\$0.73	21.0

## *Rationale/Instructional Impact*

The plan to add additional full-time Bus Attendant 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 full-time 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 2018 Budget

## *Strategic Plan Goals*

- 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 and temporary salary budget.

## *Number Affected*

This will affect all students who require a bus attendant.

## **Contracted HVAC Maintenance**

**\$0.10 / 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 to 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.

## **TWO YEAR FUNDING PLAN**

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.10	0.0	\$0.10	0.0	\$0.20	0.0

## Building the FY 2018 Budget

### *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.

### *Strategic Plan Goals*

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

# Building the FY 2018 Budget

## Facilities and Operations Communication Services Coordinator

**\$0.05 / 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 complainants 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, procedures and policy information on how Facilities and Operations should resolve and document complaints are 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. This funding represents the second year of a two year plan to develop the communications services coordinator into a full-time position.

### TWO YEAR FUNDING PLAN

FY 2017		FY 2018		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE
\$0.05	0.5	\$0.05	0.5	\$0.10	1.0

### *Rationale/Instructional Impact*

The plan to add a part-time Communication Services Coordinator to Facilities and 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 Goals*

- 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 2018 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.

## **Technicians**

**\$0.19 / 2.0**

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 10.0 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 second year of a three-year proposal to add technicians each year through FY 2020. In FY 2017, 1.0 new position was added and one existing position was reassigned. In FY 2018-20, two new positions will be added in each year.

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.

## THREE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.12	1.0	\$0.19	2.0	\$0.19	2.0	\$0.50	5.0

## *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.



# Building the FY 2018 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.
- 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.

## **Use of One-Time Funds**

**\$9.4 / 0.0**

As part of the strategy used to develop the FY 2018 budget, funds totaling \$4.86 million from the Future Budget Years reserve were used to offset one-time expenditures as outlined below. In addition, \$4.55 million of the County's one-time funds are used to cover MC/MM costs.

<b>USE OF ONE-TIME FUNDS</b>	<b>IN MILLIONS</b>
Abingdon technology costs for new addition	\$0.28
Furniture and technology for relocatables	\$0.30
Additional buses and radios (5)	\$0.55
Relocatables	\$1.20
Health and safety maintenance items	\$0.21
Medicaid billing software	\$0.08
HVAC vehicle	\$0.04
Arlington Tech - New and upgraded labs	\$0.24
Student and Instructional Support - Textbooks	\$0.01
Safety and Security Needs - Radio antennae in MS; Year 2 of 4 year security plan	\$0.32
Replacement buses and technology	\$1.63
Minor Construction/Major Maintenance (MC/MM)	\$4.55
<b>TOTAL USE OF ONE-TIME FUNDS</b>	<b>\$9.41</b>

# Building the FY 2018 Budget

## TIERED REDUCTIONS

In its Budget Direction, the School Board directed the Superintendent to provide a prioritized list of cost savings in the event the County transfer would not fully fund the needs-based budget. The following section provides potential cuts to the budget in three tiers with Tier 1 being the cuts that would be recommended first and Tier 3 being the ones recommended last. Although the School Board elected not to implement any of the proposed reductions, the details of these reduction, as adjusted by the School Board on April 6, 2017, are included in the following section for reference.

TIER	ITEM	SAVINGS IN MILLIONS	FTE
TIER 1	Reduce central office positions and hourly funds for Print Shop	(\$0.7)	(9.50)
	Eliminate purchasing of instructional software	(\$0.2)	
	Eliminate Employee Benefits (Live Where You Work)	(\$0.2)	
	Reduce Professional in-service	(\$0.1)	
	<b>Tier 1 Total</b>	<b>(\$1.2)</b>	<b>(9.50)</b>
TIER 2	Increase class size by 1 at grades 9-12	(\$1.3)	(13.60)
	Increase class size by 1 at grades 6-8	(\$1.2)	(12.80)
	Increase class size by 1 at grades 4-5	(\$0.5)	(5.60)
	Reduce Emergency Manager position	(\$0.1)	(1.00)
	Reduce Curriculum STEM Specialist Positions	(\$0.4)	(4.00)
	Reduce cellular service for administrative staff	(\$0.1)	
	Reduce professional development provided to school-based staff	(\$0.1)	
	Postpone the addition of new psychologists and social workers	(\$1.1)	(12.00)
	Reduce AETV Producer Position	(\$0.1)	(1.00)
	Reduce Technician Position	(\$0.1)	(1.00)
	Reduce Central Registration Position	(\$0.1)	(1.00)
	<b>Tier 2 Total</b>	<b>(\$5.1)</b>	<b>(52.00)</b>
TIER 3	Postpone step increase to halfway through the year	(\$4.3)	
	Reduce central office positions	(\$0.3)	(2.00)
	After School Activity Buses Efficiencies	(\$0.2)	
	Utility efficiencies	(\$0.2)	
	<b>Tier 3 Total</b>	<b>(\$5.0)</b>	<b>(2.00)</b>
<b>TOTAL REDUCTIONS</b>		<b>(\$11.2)</b>	<b>(63.50)</b>

Note: May not total due to rounding.

# Building the FY 2018 Budget

## Tier 1 Reductions

### Department of Instruction

#### **Reduce Administrative Assistants** (\$0.3) / (4.00)

Administrative assistants will be reassigned to support the needs of multiple offices.

#### *Impact*

The responsibilities of these positions will be shared among existing staff as efficiencies are implemented.

#### *Program Elimination/Service Delivery Model/Efficiency*

Service delivery.

#### *Strategic Plan Goal*

Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.

#### *Impact on Strategic Plan Goal*

There will be additional responsibilities shared among other staff.

#### *Number affected*

Staff throughout the division.

#### **Reduce Professional Development School Coordinator** (\$0.05) / (0.50)

Eliminate the part-time Professional Development School (PDS) Coordinator within the Office of Professional Learning. Several years ago, the Department of Instruction worked with Human Resources to develop a university partnership to provide student internships in teaching. Over the last three years, APS has expanded its PDS partnerships with several universities in the area and organizes resources to support these programs equitably which is currently handled by full-time employees within Human Resources and the Department of Instruction.

#### *Impact*

This proposed reduction will not have an impact on the organization, as the Departments of Instruction and Human Resources are currently performing this function.

#### *Program Elimination/Service Delivery Model/Efficiency*

Efficiency

#### *Strategic Plan Goal*

- Strategic Plan Goal 1: Ensure that every student is challenged and engaged.
- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.

#### *Impact on Strategic Plan Goal*

This reduction will not have a negative impact on the strategic goals. The work will continue with the current full-time staff in both departments.

#### *Number affected*

One part-time position.

# Building the FY 2018 Budget

## School and Community Relations

### **Eliminate Print Shop Hourly Funds** (\$0.02) / (0.00)

This reduction will eliminate hourly funds for part-time support in the Print Shop.

#### *Impact*

This reduction will make the Print Shop a one-person operation. As a result, schools and departments will most likely experience delays in completion of printing jobs or will need to allow more lead time, particularly for projects such as quarterly report cards, first day packets, forms, school newsletters and program materials. In the event of illness or vacation for the remaining staff member, the Print Shop will need to be closed on those days which will further delay completion of pending print jobs.

#### *Program Elimination/Service Delivery Model/Efficiency*

Reduction in service.

#### *Strategic Plan Goal*

- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

#### *Impact on Strategic Plan Goal*

This change will reduce productivity and will increase turn-around times, especially for critical printing needs. It will also reduce our response capabilities for critical printing communication needs with families and the community.

#### *Number affected*

All APS schools, programs and departments.

## Facilities and Operations

### **Staff Reductions for Facilities and Operations** (\$0.2) / (2.00)

The yet to be filled Customer Services Coordinator position and the not yet filled Site-Based Technology Support Specialist position would both be eliminated.

#### *Impact*

Eliminating and reducing F/T positions within Facilities will reduce budgetary requirements for FY 2018 and future years.

#### *Program Elimination/Service Delivery Model/Efficiency*

Service delivery.

#### *Strategic Plan Goal*

Strategic Plan Goal 4: Provide optimal learning environments.

# Building the FY 2018 Budget

## *Impact on Strategic Plan Goal*

Eliminating these positions impacts the ability of F&O to provide optimal learning environments.

## *Number affected*

- Staff and students, stakeholders.
- Staff and students, stakeholders, community organizations and members who use APS buildings.

## **Information Services**

### **Reduce three online facilitator positions** **(\$0.2) / (3.00)**

The previous APS Distance Learning program model had a teacher at one location with facilitators at 'distant' locations. The Department of Instruction is in the middle of a transition that alters this model, relying on online curriculum and regular teachers. This transition significantly reduces the need for online facilitator positions. Information Services will eliminate three online facilitator positions in the 2017-18 budget in alignment with the Department of Instruction's change in the instructional model.

## *Impact*

These proposed reductions will require the completion of an ongoing change the way online courses are supported in APS. The reduction of these positions will impact students who enroll in online courses, reducing supports such as keeping student on task, progress monitoring, coaching and immediate technical support.

## *Program Elimination/Service Delivery Model/Efficiency*

This reduction will be a change in the service delivery model.

## *Strategic Plan Goal*

Strategic Plan Goal 4: Provide optimal learning environments.

## *Impact on Strategic Plan Goal*

This reduction may have an impact on aligning resources to student learning expectations.

## *Number affected*

Approximately 650 students and staff.

### **Eliminate purchasing of instructional software** **(\$0.2) / (0.00)**

Information Services currently purchases a wide selection of instructional software titles. These titles were selected many years ago and will be vetted through the new comprehensive resource selection process currently being used by the Department of Instruction. This proposal will eliminate the purchasing of some specific instructional software delivered to staff and students from the Information Services budget. The identified resources needed by curriculum as approved by the Department of Instruction will be purchased under the individual curriculum areas. This budget reduction will eliminate such software applications as Pixie, Atomic Learning, Learn360, Discovery Streaming, BrainPop, Reading A-Z, Movie Licensing, SIMPLE K-12, and Quizlet. Additionally, the software needed for Administrative staff will continue to be provided and supported with the existing funding in Information services.

## Building the FY 2018 Budget

### *Impact*

Students and staff members who currently use these titles will no longer be able to use them; this may require significant changes to teacher's current lesson and unit plans. The Department of Instruction may select some of these titles through the resource selection process, requiring their purchase through the existing DoI resource budget and possibly through future budget requests.

### *Program Elimination/Service Delivery Model/Efficiency*

This reduction will be an elimination of a service.

### *Strategic Plan Goal*

Strategic Plan Goal 4: Provide optimal learning environments.

### *Impact on Strategic Plan Goal*

This reduction may have an impact on the alignment of resources to student learning expectations.

### *Number affected*

All staff and students.

### **Human Resources**

#### **Eliminate the Employee Benefits "Live Where You Work" Grant**

**(\$0.2) / (0.00)**

Eliminate the Live Where You Work Employee Benefit.

### *Impact*

Expenses in Arlington prevent many employees from living here. Employees will not receive support and acknowledgement of APS' understanding of the cost to purchase or rent a home in Arlington.

### *Program Elimination/Service Delivery Model/Efficiency*

Program elimination.

### *Strategic Plan Goal*

Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.

### *Impact on Strategic Plan Goal*

Recruiting and retaining high quality staff is a Strategic Goal of Arlington Public Schools that supports a long-term investment in staff, specifically in staff retention and moral. Such incentives, as the Live Where You Work grant, support a total compensation package that helps recruit and retain high quality staff.

### *Number affected*

Entire school division as this will not support the Strategic Goal to strength recruitment and retention effort.

# Building the FY 2018 Budget

## **Professional In-Services**

**(\$0.1) / (0.00)**

Reduce the funding to provide financial support to staff to become dually certified and/or earn additional certification to teach in high-need areas, such as English as a Second Language, Special Education, Reading.

### ***Impact***

Student Success is a School Board Priority. Not having the additional funds to grow talent from within would result in continuing to look outside the school division during recruitment season for teachers who possess skills needed to address achievement gap areas.

### ***Program Elimination/Service Delivery Model/Efficiency***

Reduction in service

### ***Strategic Plan Goal***

- Strategic Plan Goal 1: Ensure that every student is challenged and engaged.
- Strategic Plan Goal 2: Eliminate the achievement gaps.
- Strategic Plan Goal 3: Recruit, retain, and develop high quality staff.

### ***Impact on Strategic Plan Goal***

Student Success is a School Board Priority. Not having the additional funds to grow talent from within would result in continuing to look outside the school division during recruitment season for teachers who possess skills needed to address achievement gap areas.

### ***Number affected***

Students and staff.

# Building the FY 2018 Budget

## Tier 2 Reductions

### Systemwide

**Increase class size by 1 at grades 4-12** **(\$3.0) / (32.00)**

Increasing class size by one would increase the general education planning factor and recommended maximum by one at grade levels 4-12. This change may or may not change the number of students in an individual class but it will increase the average class size. If this was implemented, APS would save the following:

	Amount	Positions
Grades 4-5	(\$0.5)	( 5.60)
Grades 6-8	(\$1.2)	(12.80)
Grades 9-12	(\$1.3)	(13.60)

General education planning factors would be increased by one and the recommended maximum class size would also increase by one. ESOL/HILT elementary planning factors are not currently based on class size but on the range of ESOL/HILT students in a school. The new planning factor adds one student to each range. Special education planning factors for the Countywide Deaf and Hard of Hearing and Communications programs would be adjusted to allocate 1.0 teacher and 1.0 assistant for 1-6 identified students with Individual Education Programs (IEPs) (or a reduction of 1.0 assistant for classes of 5-6 identified students).

### *Rationale*

APS has maintained its low class sizes in spite of many challenging budget years. With an increase of one in the classroom planning factor, APS will be well under the class sizes required by the Virginia Standards of Quality (SOQ) and will maintain relatively low class size when compared to other divisions in the metropolitan area. An increase of one in the classroom planning factor will also lessen the burden of rapidly growing enrollment and will ease the pressure on school capacity.

### *Strategic Plan Goal*

Increasing class size by relatively small increments remains consistent with the School Board's Strategic Plan Goals 1, 2 and 4.

### *Core versus Non-Core Service*

This will decrease anticipated expenditures for core services at the school level.

### *Program Elimination/Service Delivery Model/Efficiency*

Taking this action will not result in program eliminations or changes in service delivery.

### *Number Affected*

Not applicable; some teachers will have slightly larger classes but given the number of teachers hired every year as a result of enrollment growth, retirements, and people leaving the area, staff cuts will not be required.



# Building the FY 2018 Budget

## Department of Instruction

### **Reduce Curriculum STEM Specialist Positions** (\$0.4) / (4.00)

Through increased collaboration within the Department of Instruction, the existing supervisors and specialists will be able to perform the duties and responsibilities that have been completed by the staff in these positions.

#### *Impact*

The responsibilities of these positions will be shared among existing staff as efficiencies are implemented.

#### *Program Elimination/Service Delivery Model/Efficiency*

Service delivery.

#### *Strategic Plan Goal*

Strategic Plan Goal 1: Ensure that every student is challenged and engaged.

#### *Impact on Strategic Plan Goal*

There will be fewer staff to provide coaching and support to schools.

#### *Number affected*

Teachers.

## Facilities and Operations

### **Reduce the Emergency Manager Position** (\$0.1) / (1.00)

Current staff, the Risk Manager with assistance from the Security Coordinator, will continue to perform essential duties of this position.

#### *Impact*

Eliminating and reducing this full time position within Facilities will reduce budgetary requirements for FY 2018 and future years.

#### *Program Elimination/Service Delivery Model/Efficiency*

Service delivery.

#### *Strategic Plan Goal*

Strategic Plan Goal 4: Provide optimal learning environments.

#### *Impact on Strategic Plan Goal*

Strategic Plan Goal 4.D. provide clean, safe, energy efficient, and sustainable learning environments is compromised as additional measures to provide safety in emergency situations may not be implemented.

#### *Number affected*

All stakeholders are affected by Emergency preparedness.

# Building the FY 2018 Budget

## Information Services

### **Reduce cellular service for administrative staff** (\$0.1) / (0.00)

Information Services will reduce cellular service for APS administrative staff.

#### *Impact*

The proposed reduction will impact the open communication and access the community has to APS leadership.

#### *Program Elimination/Service Delivery Model/Efficiency*

This reduction will be an elimination of a service.

#### *Strategic Plan Goal*

Strategic Plan Goal 5: Meet the needs of the whole child

#### *Impact on Strategic Plan Goal*

This reduction may have an impact on community and parent communication with APS leadership.

#### *Number affected*

50 staff

### **Reduce professional development provided to school based staff** (\$0.1) / (0.00)

Information Services will reduce professional development provided to school based staff on the use of enterprise applications such as the Student Information System, Data reporting and the Data Warehouse.

#### *Impact*

The proposed reduction will impact staff on the use of enterprise application systems with new releases and updates that allow staff to use the systems more efficiently in performing their work.

#### *Program Elimination/Service Delivery Model/Efficiency*

This reduction will be a change in the service delivery model.

#### *Strategic Plan Goal*

Strategic Plan Goal 3: Recruit, retain, and develop high quality staff

#### *Impact on Strategic Plan Goal*

This reduction may have an impact on the development of high quality staff.

#### *Number affected*

Approximately 650 students and staff

# Building the FY 2018 Budget

## Department of Student Services and Special Education

### **Postpone the addition of new psychologists and social workers** **(\$1.10) / (12.00)**

The original plan (FY17 Budget) was to staff Arlington Public Schools at 1:750 school psychologists and social workers. During the 2015-16 school year, the ratio was 1:1650. The plan included a three-year implementation that would add 6.0 FTEs for both positions for the 2016-17; 2017-18 and 5.5 FTEs for the 2018-19 school year for a total of 17.5 FTEs each. This reduction would postpone the addition of all 12.0 FTEs that were planned for FY 2018.

#### ***Impact***

This will increase the number of years required to bring the ratio of school psychologists and social workers to 1:775.

#### ***Program Elimination/Service Delivery Model/Efficiency***

Delay in services

#### ***Strategic Plan Goal***

The original recommendation to increase support across all schools by improving social worker and psychologist-to-student ratio from 1:1650 to 1:750 is aligned with the Strategic Plan Goal 5 as well as the School Board Priorities that focus on Meeting the Needs of the Whole Child.

#### ***Impact on Strategic Plan Goal***

Postponing the additional positions for psychologists and social workers would delay the goal of improving social worker and psychologist ratios.

#### ***Number affected***

All schools would continue to be served by school psychologists and social workers. Elementary and middle schools will continue to share psychologists and social workers. However, this will reduce the ability to promote, support, and strengthen relationships with students and families as indicated on Goal 5: Meet the needs of the Whole Child.

# Building the FY 2018 Budget

## Tier 3 Reductions

### Systemwide

#### **Implement Step Increase Halfway through the Employee's Contracted Year** (\$4.3) / 0.00

This budget includes funding of \$8.7 million for all eligible employees to receive a step increase next year. On average, a step increases salaries 2.8 percent; actual step increases range from zero (employees on longevity steps or at the top of the scale) and 5 percent. If the budget is not fully funded, the step increase could be implemented approximately half of the way into the employee's contracted year. For example, a 12-month employee would receive a step increase in January 2018. This action would save funds in FY 2018 but the full cost of the step would have to be funded in the FY 2019 baseline budget.

### Human Resources

#### **Eliminate a Recruitment Coordinator** (\$0.1) / (1.00)

Reduce the number of recruitment coordinators allocated in the budget from two to one.

### Impact

Human Resources will not be able to develop the Workforce Initiative Team developed to oversee the strategic planning and implementation of a Workforce Initiative focusing on hiring high quality and diverse staff at all leaves; increase the retention of superior employees and develop the talent pool of future leaders.

### Program Elimination/Service Delivery Model/Efficiency

Service delivery.

### Strategic Plan Goal

Strategic Plan Goal 3: Recruit, retain, and develop high quality staff

### Impact on Strategic Plan Goal

Recruiting and retaining high quality staff is a Strategic Goal of Arlington Public Schools that supports a long-term investment in staff. One component of this goal is implementation of workforce initiatives that will support continuation of a diversified applicant pool and building staff capacity throughout the division, which is reflective of Arlington Public Schools' diverse student population. The instructional and operational impact of a reduction in Human Resource staff will delay the progression of the work needed to recruit and retain a highly qualified and diverse staff that will be committed to increasing student engagement and performance, while supporting the whole child and reduce the focus on expanding university partnerships, staff development and succession planning.

### Number affected

The entire school division. Without this additional key role, Human Resource staff capacity will continue to prioritize its focus on the sole recruitment efforts of teachers and delay the work needed to retain and develop existing and staff; as well as support the recruitment efforts of those outside of the classroom. Overall, internal and external clientele service will be impacted with limited staff and growing student population.

# Building the FY 2018 Budget

## School and Community Relations

### **Close APS Print Shop** (\$0.2) / (1.00)

Close the APS Print Shop. This will eliminate one full-time staff position and all equipment currently leased to handle printing needs for APS schools, programs and departments.

#### *Impact*

All printing of APS brochures, forms, newsletters, and other publications as well as district-wide reports, grade cards, etc. will need to be sent to outside vendors for printing services.

While printing contracts can be negotiated with outside vendors, the actual cost-per-piece for printing services may be higher. As a result, the full extent of savings for this reduction is unknown, and APS schools, programs and departments may need to find additional efficiencies to offset the higher printing rates that may result in this change.

#### *Program Elimination/Service Delivery Model/Efficiency*

Service elimination.

#### *Strategic Plan Goal*

- Strategic Plan Goal 4: Provide optimal learning environments.
- Strategic Plan Goal 5: Meet the needs of the whole child.

#### *Impact on Strategic Plan Goal*

Eliminating access to immediate printing support may delay critical communications with families and the community.

#### *Number affected*

All APS schools, programs and departments.

## Facilities and Operations

### **Combine or eliminate under-utilized after school bus services** (\$0.2) / (0.00)

Late activity buses are rarely full and often run with less than five students, which is extremely inefficient. Eliminating all after school activity buses would save approximately \$438,000 (\$270,000 for middle school buses; \$168,000 for high school buses). The alternative to eliminating all after school activity buses proposed in this budget efficiency would provide fewer and more efficient bus routes and would concentrate services at the times and schools where they are most needed and most heavily used. This would achieve a budget savings of approximately \$200,000.

#### *Impact*

These transportation services are non-essential services and would have minimal impact on instructional programs. This budget reduction must be carefully managed and communicated to prevent substantial pushback from students and parents.

# Building the FY 2018 Budget

*Program Elimination/Service Delivery Model/Efficiency*  
Efficiency.

*Strategic Plan Goal*

Strategic Plan Goal 4: Provide optimal learning environments.

*Number affected*

Students and families currently using the bus services.

**Changing Temperature Set Points for APS Schools and Other Facilities** **(\$0.2) / (0.00)**

Raise the temperature set point in APS buildings in the summer by one degree and reduce the temperature set point in the winter by one degree. APS occupied set points are 70-74 degrees. By raising the set point one degree during the cooling season (or lowering it one degree during the heating months), you can save about 3% on your energy bill. Increasing our occupied temperature range to 69-75 degrees. The estimated cost savings for the entire district is anticipated to be \$200,000.

*Impact*

Adjusting set points for heating and cooling would:

- Save the district money on utility bills while still maintaining adequate comfort for most individuals.
- Reduce how often HVAC equipment runs which extends the useful life of the equipment.
- Reduces APS' carbon footprint.

*Program Elimination/Service Delivery Model/Efficiency*  
Efficiency.

*Strategic Plan Goal*

- Strategic Plan Goal 4: Provide optimal learning environments.
- Accountability-good management of the community's resources.
- Sustainability-practicing stewardship of economic and environmental resources, meeting our current needs without compromising the ability of future generations to meet their needs.

*Impact on Strategic Plan Goal*

Changing the set points by one degree may reduce the comfort of some and may impact the ability of F&O to provide optimal learning environments.

*Number affected*

Staff and students, stakeholders, community organizations and members who use APS buildings.

# All Funds Summary

## FY 2018 SCHOOL BOARD'S ADOPTED BUDGET SUMMARY

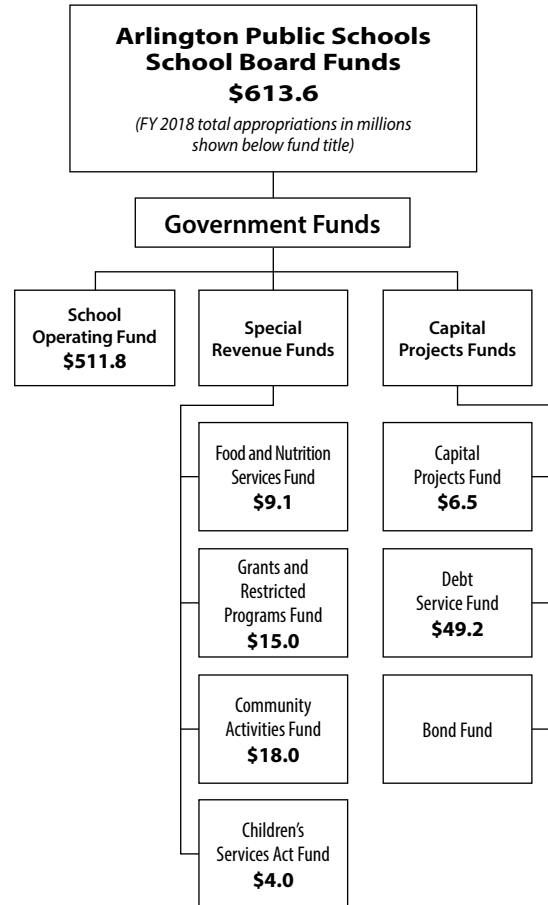
	FY 2017	FY 2018	VARIANCE ADOPTED TO ADOPTED	
	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>REVENUE</b>				
<i>County Funds</i>				
County Transfer	\$464,510,834	\$488,762,227	\$24,251,393	5.2%
<b>Sub Total</b>	<b>\$464,510,834</b>	<b>\$488,762,227</b>	<b>\$24,251,393</b>	<b>5.2%</b>
<i>Other Revenue</i>				
Budget Savings	\$16,689,537	\$17,317,655	\$628,118	3.8%
State - Sales Tax	\$25,052,595	\$26,232,606	\$1,180,011	4.7%
State - Other	\$43,649,888	\$46,331,600	\$2,681,712	6.1%
Federal	\$12,796,679	\$14,253,441	\$1,456,762	11.4%
Other Revenue	\$19,242,326	\$20,656,875	\$1,414,549	7.4%
<b>Sub Total</b>	<b>\$117,431,025</b>	<b>\$124,792,177</b>	<b>\$7,361,152</b>	<b>6.3%</b>
<b>TOTAL REVENUE</b>	<b>\$581,941,859</b>	<b>\$613,554,404</b>	<b>\$31,612,545</b>	<b>5.4%</b>
<b>EXPENDITURES</b>				
School Operating Fund	\$485,509,287	\$511,823,173	\$26,313,886	5.4%
Community Activities Fund	\$16,698,907	\$17,963,399	\$1,264,492	7.6%
Food and Nutrition Services Fund	\$8,461,430	\$9,056,086	\$594,656	7.0%
Capital Projects Fund	\$6,438,495	\$6,458,495	\$20,000	0.3%
Children's Services Act Fund	\$4,000,000	\$4,000,000	\$0	0.0%
Grants and Restricted Programs	\$14,088,496	\$15,031,627	\$943,131	6.7%
Debt Service Fund	\$46,745,244	\$49,221,624	\$2,476,380	5.3%
<b>TOTAL EXPENDITURES</b>	<b>\$581,941,859</b>	<b>\$613,554,404</b>	<b>\$31,612,545</b>	<b>5.4%</b>
<b>RESERVE FUND (NOTE 1)</b>	<b>\$55,515,320</b>	<b>\$65,329,512</b>		

Note 1: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2018, it includes the following Reserves: Capital (\$30.2M), VRS (\$2.5M), Future Debt Service (\$3.3M), Future Budget Years (\$20.7M), Compensation (\$3.6M), Unfunded Liabilities (\$2.0M), Health Care (\$1.0M), and Undesignated (\$2.0M).

# 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.
- **Children’s Services Act Fund** accounts for the special education services provided to Arlington students and their families under the state Children’s 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.



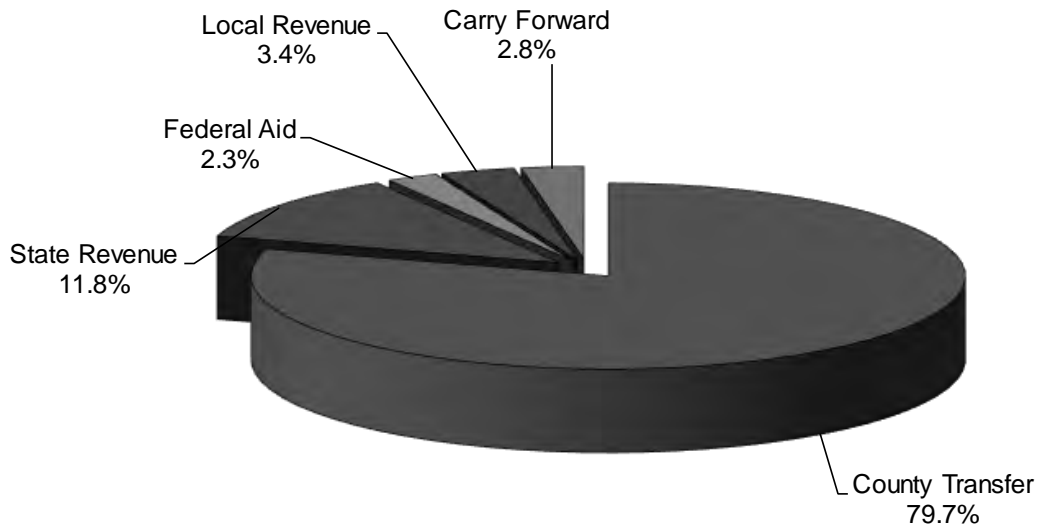
## ALL FUNDS REVENUE SUMMARY

IN MILLIONS	FY 2016	FY 2017	FY 2018	COMPARISON	
				ADOPTED TO	ADOPTED
FUND	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
School Operating Fund	\$462.4	\$485.5	\$511.8	\$26.3	5.4%
Community Activities Fund	\$15.7	\$16.7	\$18.0	\$1.3	7.6%
Food and Nutrition Services Fund	\$9.0	\$8.5	\$9.1	\$0.6	7.0%
Capital Projects Fund	\$19.6	\$6.4	\$6.5	\$0.0	0.3%
Children’s Services Act Fund	\$3.7	\$4.0	\$4.0	\$0.0	0.0%
Grants and Restricted Programs Fund	\$15.4	\$14.1	\$15.0	\$0.9	6.7%
Debt Service Fund	\$44.5	\$46.7	\$49.2	\$2.5	5.3%
<b>TOTAL ALL FUNDS</b>	<b>\$570.2</b>	<b>\$581.9</b>	<b>\$613.6</b>	<b>\$31.6</b>	<b>5.4%</b>



# All Funds Summary

## FY 2018 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 (5.1%), 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 (35.2%). 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 64.8% 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 (54.2%) and State (1.0%) funds as well as receipts from the sale of lunches and breakfasts and other programs (44.8%).

### Capital Projects Fund

In FY 2018, the Capital Projects Fund will primarily be supported by County Transfer (70.4%). Budget Savings will provide an additional 18.6% with state aid providing 11.0%.

### Children's Services Act Fund

The Children's 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 (97.4%). In FY 2018, reserves set aside to offset increases in debt service will provide 2.6% 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 5.2% from the FY 2017 Adopted Budget to the School Board's FY 2018 Adopted Budget.

## COUNTY TRANSFER ALLOCATION SUMMARY

IN MILLIONS FUND	FY 2016	FY 2017	FY 2018	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>County Transfer</b>					
School Operating Fund	\$402,703,210	\$405,733,301	\$427,859,009	\$22,125,708	5.5%
Community Act Fund	\$5,232,404	\$6,330,369	\$6,316,566	(\$13,803)	(0.2%)
Capital Projects Fund	\$10,299,294	\$4,231,910	\$4,545,028	\$313,118	7.4%
CSA Fund	\$1,905,932	\$2,120,000	\$2,120,000	\$0	0.0%
Debt Service Fund	\$44,430,851	\$46,095,244	\$47,921,624	\$1,826,380	4.0%
<b>TOTAL COUNTY TRANSFER</b>	<b>\$464,571,691</b>	<b>\$464,510,824</b>	<b>\$488,762,227</b>	<b>\$24,251,403</b>	<b>5.2%</b>

# 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.

### Purchased 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.

### Other Charges

Funding to pay expenditures that support the use of programs. Items included are utilities, communications, insurance, leases and rentals, etc.

### Debt Service

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

### Materials and Supplies

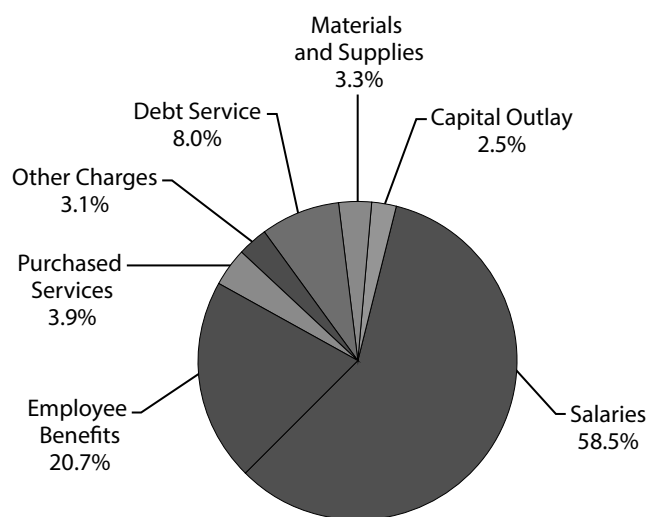
All expenditures for instructional materials, office and school supplies, textbooks, uniform costs and other operating supplies which are consumed or materially altered when used.

### Capital Outlay

All expenditures for purchase of fixed assets including replacement and additional items. This includes technology hardware, infrastructure, and capitalized software.

### Other Uses of Funds

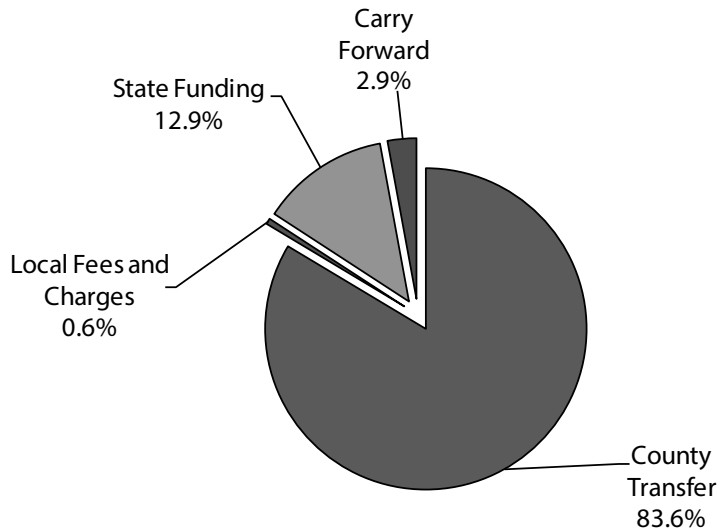
Funding to pay principal and interest on long-term debt and capitalized lease payments.



CATEGORY	AMOUNT
Salaries	\$359,092,176
Employee Benefits	\$126,769,016
Purchased Services	\$23,892,736
Other Charges	\$19,232,609
Debt Service	\$49,221,624
Materials and Supplies	\$20,487,214
Capital Outlay	\$15,349,913
Other Uses of funds	(\$490,844)
<b>TOTAL</b>	<b>\$613,554,404</b>

# All Funds Summary

## SCHOOL OPERATING FUND SUMMARY



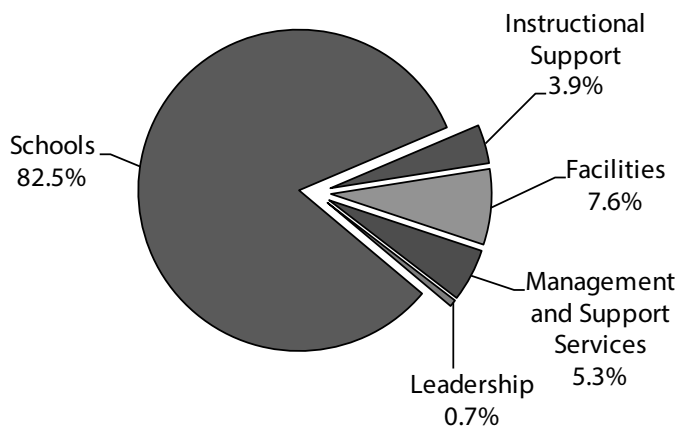
### Where Does the Money Come From?

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 2017, which will be carried forward for use in FY 2018.



### 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 and 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

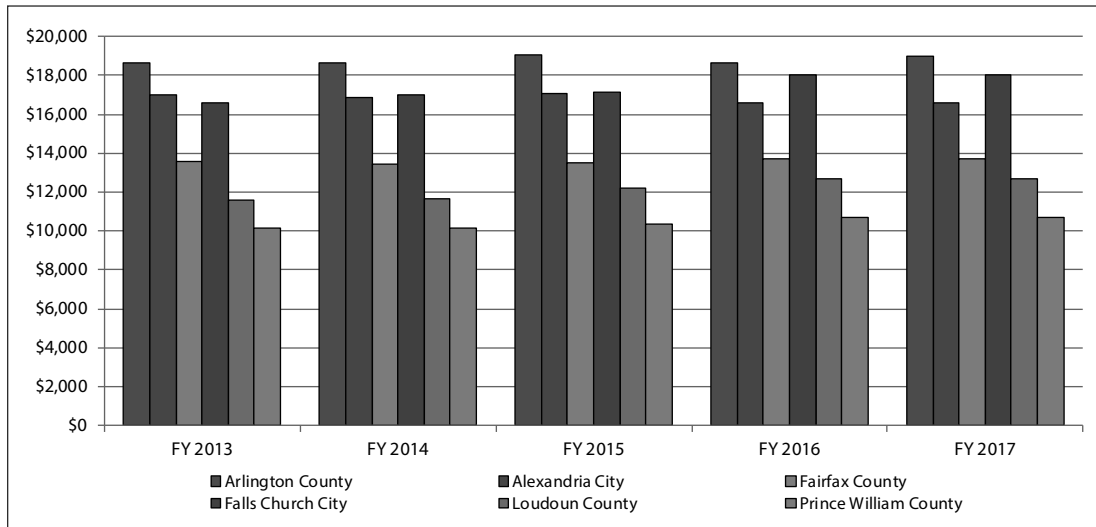
Cost per pupil information provides a measure of resource allocation based on student population. It is a useful tool for analyzing our expenditures over time and for comparing our expenditures to those of other school systems.

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 2014 through FY 2018 budgets.

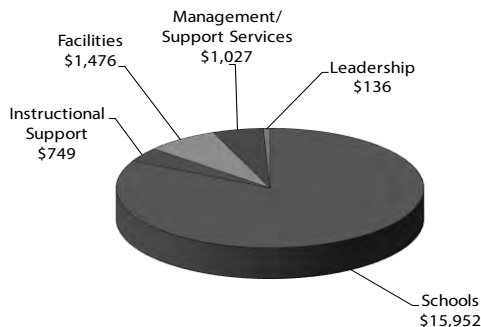
## APS COST PER PUPIL FY 2014–FY 2018 (WABE METHOD)

FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
ADOPTED	ADOPTED	ADOPTED	ADOPTED	ADOPTED
\$18,678	\$19,040	\$18,616	\$18,957	\$19,340

## WABE COST PER PUPIL COMPARISON



## FY 2018 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

## BUDGET FORECAST SUMMARY

	FY 2018 SCHOOL BOARD'S ADOPTED		FY 2019 PROJECTED	FY 2020 PROJECTED	FY 2021 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
<b>REVENUE</b>					
Prior Year Budget - All Funds	\$581,941,859		\$613,554,404	\$617,808,208	\$626,757,175
Increase in County Revenue	\$19,667,886		\$10,651,932	\$10,391,444	\$11,114,886
County One-Time Revenue	\$4,583,507	0.00	(\$4,583,507)	\$0	\$0
Increase/(Decrease) in Local Revenue	\$1,367,947		\$500,000	\$500,000	\$500,000
Increase/(Decrease) in State Funds - All funds	\$4,451,518		\$788,534	\$1,375,284	\$1,206,107
Increase/(Decrease) in Federal Revenue	\$913,569		\$200,000	\$200,000	\$200,000
<b>TOTAL REVENUE</b>	<b>\$612,926,286</b>		<b>\$621,111,363</b>	<b>\$630,274,936</b>	<b>\$639,778,168</b>
VRS Reserve Used in Prior Year Budget	(\$1,000,000)		(\$2,125,000)	(\$1,500,000)	(\$1,012,239)
Debt Service Reserve Used in Prior Year Budget	(\$650,000)		(\$1,300,000)	(\$2,900,000)	(\$410,000)
Future Budget Years Reserve Used in Prior Year Budget	(\$7,739,537)		(\$4,842,655)	(\$1,464,500)	(\$5,574,500)
Compensation Reserve Used in Prior Year Budget	(\$3,800,000)		(\$5,550,000)	(\$4,650,000)	\$0
Future Budget Years Reserve Used in Current Year Budget	\$4,842,655		\$1,464,500	\$5,574,500	\$5,100,000
Compensation Reserve Used in Current Year Budget (see Note 1)	\$5,550,000		\$4,650,000	\$0	\$0
VRS Reserve Used in Current Year Budget (see Note 1)	\$2,125,000		\$1,500,000	\$1,012,239	\$0
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$1,300,000		\$2,900,000	\$410,000	\$0
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$613,554,404</b>		<b>\$617,808,208</b>	<b>\$626,757,175</b>	<b>\$637,881,429</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$581,941,859	4,544.85	\$613,554,404	\$643,677,465	\$679,093,523
Salaries and Benefits Baseline Adjustments	\$2,425,000		\$2,500,000	\$2,500,000	\$2,500,000
Baseline Savings	(\$7,819,078)	(1.50)	(\$2,050,000)	(\$1,000,000)	(\$1,000,000)
Contractual Obligations	\$2,912,715		\$7,804,602	\$3,680,827	\$3,691,989
Additional Funds for Baseline Services	\$4,608,475	10.30	\$512,700	\$512,700	\$512,700
Additional Costs for New Capacity	\$275,000	0.00	\$208,200	\$8,528,000	(\$2,855,995)
<b>Projected Expenditures</b>	<b>\$584,343,971</b>	<b>4,553.65</b>	<b>\$622,529,906</b>	<b>\$657,898,993</b>	<b>\$681,942,217</b>
<b>NEW INVESTMENTS</b>					
Enrollment Growth	\$8,265,024	47.80	\$7,800,000	\$6,900,000	\$7,900,000
Compensation	\$11,100,000		\$12,100,000	\$13,100,000	\$11,700,000
New Initiatives	\$2,356,466	24.00	\$331,630	\$446,630	\$446,630
Growth Initiatives	\$5,988,943	49.00	\$2,415,929	\$747,900	\$0
ONE-TIME FUNDS	\$1,500,000		(\$1,500,000)	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$613,554,404</b>	<b>4,674.45</b>	<b>\$643,677,465</b>	<b>\$679,093,523</b>	<b>\$701,988,847</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$25,869,257)</b>	<b>(\$52,336,348)</b>	<b>(\$64,107,418)</b>
<b>POSSIBLE COMPENSATION ADJUSTMENTS</b>					
Step increase			\$9,700,000	\$10,700,000	\$11,700,000
1% Compensation adjustment			\$4,600,000	\$4,800,000	\$5,000,000

Note 1: Compensation Reserve, VRS Reserve, and Debt Service Reserve used in FY 2019 through FY 2021 assumes full depletion of current reserve balances if no additional funding is provided.

# Budget Forecast

A summary of the budget forecasts for FY 2018 through FY 2021 is shown on the previous page and is based on the School Board's Adopted budget for FY 2018. 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 2,159 additional students projected to enroll in APS in FY 2018 through FY 2021. 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

NANCY VAN DOREN

*Chair*

DR. BARBARA KANNINEN

*Vice Chair*

REID GOLDSTEIN

*Member*

JAMES LANDER

*Member*

TANNIA TALENTO

*Member*

## EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

*Superintendent*

DR. TARA NATTRASS

*Assistant Superintendent for Instruction*

DR. BRENDA L. WILKS

*Assistant Superintendent for Student Services and Special Education*

DR. KRISTI MURPHY

*Assistant Superintendent for Human Resources*

LESLIE PETERSON

*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.

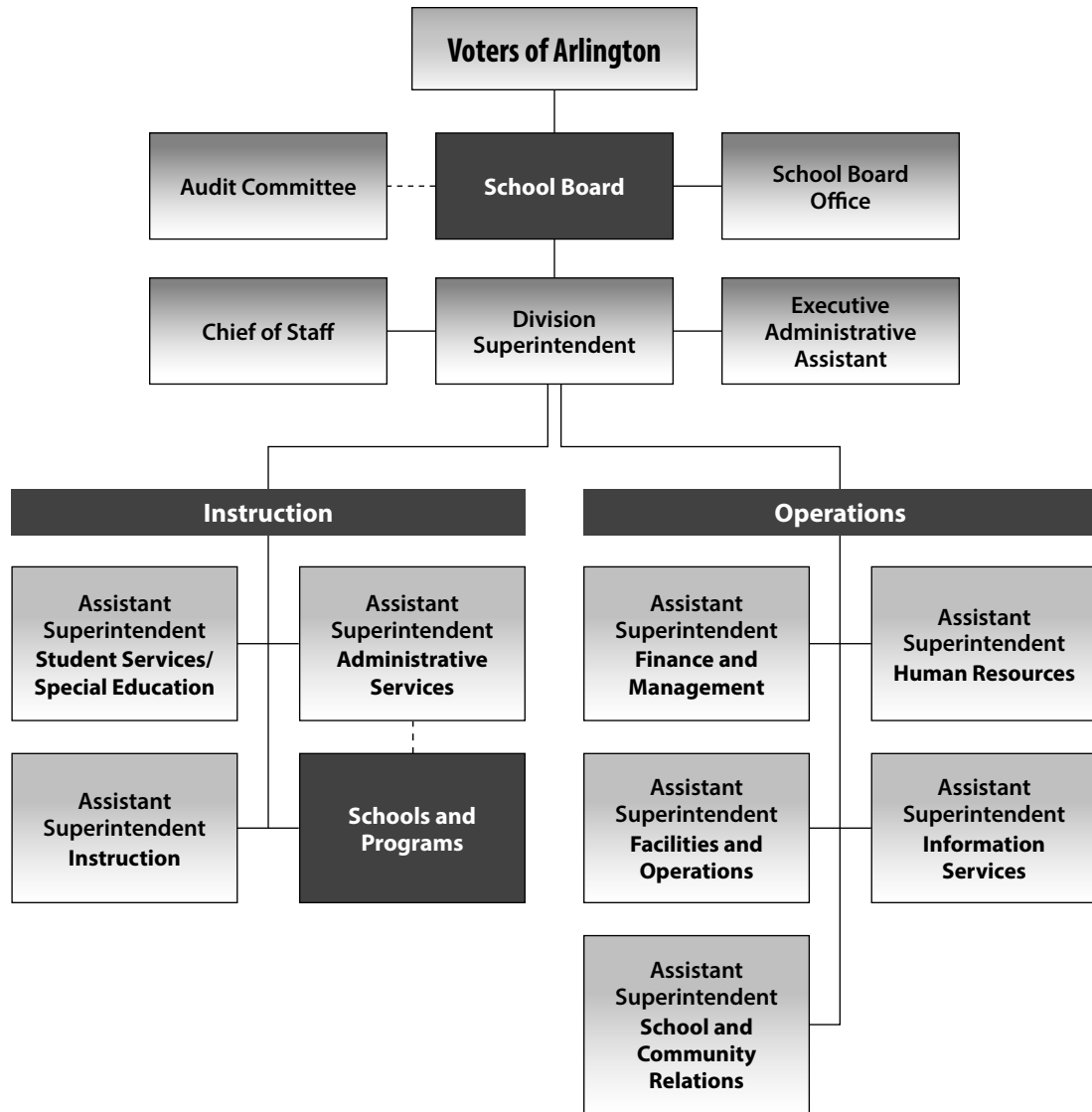
### Accountability

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

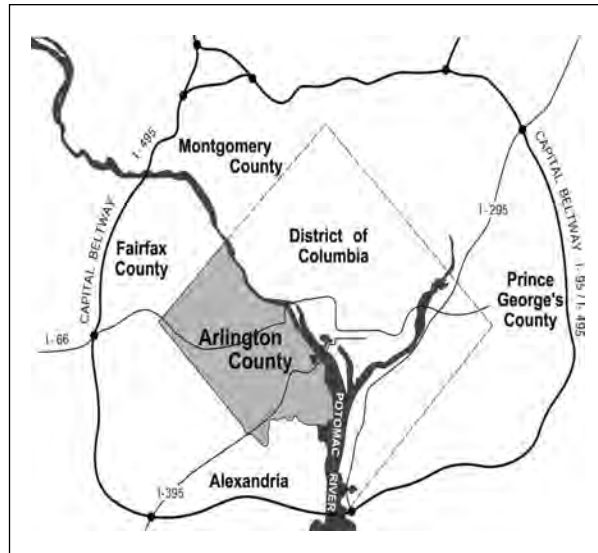


# Arlington Public Schools Overview



## STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 26,152 PreK-12 students come from around the world and speak more than 104 languages. We operate more than 30 schools and programs, including 23 elementary schools, 5 middle schools, and 4 high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern of 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; 77 percent of 2016 Arlington high school seniors took one or both of these tests. The Arlington average for combined verbal and math SAT scores in 2015-2016 was 1661. The average for the Commonwealth of Virginia was 1535 and the national average was 1484.

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-four 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 jurisdiction 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 7,741 students or 42 percent and is projected to increase 1,124 students or 4.3 percent in FY 2018. From FY 2017 to FY 2023, enrollment is projected to increase 17.8 percent or 4,647 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 the 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) 2018 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) 2017 real estate assessments are up 3.0 percent over CY 2016 levels, reflecting strength in the residential and commercial properties, with continued growth from new construction. Excluding apartments, CY 2017 existing commercial assessments were up slightly (2.1 percent) compared to CY 2016, due to strength in the hotel market. An additional 1.0% of growth came from new construction. Apartment assessments grew 4.5 percent with 2.4 percent of that growth attributable to new construction.

The residential property assessment base increased 2.5 percent in the aggregate. Detached home and townhome assessments gained 3.0 percent, while condominiums saw slightly less growth at 0.9 percent. The average single-family home value in Arlington continued to increase — gaining 2.3 percent in 2017 — increasing from \$603,500 in CY 2016 to \$617,200 in CY 2017.

Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to increase – 4.6 percent in the aggregate. Local fees and fines are anticipated to decline slightly in the aggregate while interest revenue is increasing to reflect recent and expected returns. Charges for services are expected to increase 4.7 percent. Revenue from the Commonwealth is up just under one percent while funds from the federal government are increasing almost 5.0 percent, primarily due to increases in social services grants.

# Arlington Public Schools Overview



For the FY 2018 adopted budget, General Fund tax revenues are forecast to increase by 4.2 percent. This gain is driven primarily by overall real estate assessment increases of 3.0 percent and the adopted 1.5 cent increase in the real estate tax rate. Other taxes combined are forecast to increase 4.6 percent in FY 2018. Personal property tax (including business tangible tax) is expected to increase 3.0 percent overall. This tax stream is increasing in the business tangibles segment (up 2.5 percent) based on recent actual receipts. Vehicle personal property receipts are increasing 3.3 percent in FY 2018. Sales tax is up 4.5 percent and meals tax is up 3.6 percent reflecting recent actuals in FY 2017 while transient occupancy tax is up 1.8 percent reflecting current daily rates and occupancy rates as well as the anticipated opening of a new hotel. Business, Professional and Occupational License Tax (BPOL) is projected to increase eleven percent.

FY 2018 revenue from the Commonwealth is expected to be up slightly while federal government revenues increase almost 5.0 percent. The increase in the Commonwealth revenue can be attributed to higher highway aid, transportation grants, and increased compensation board funding. The increase in federal funds is primarily driven by additional social service grant funds.

The FY 2018 adopted budget reflects a CY 2017 real estate tax rate of \$1.006, which includes the base rate of \$0.993 and the county-wide sanitary district rate of \$0.013 for storm-water management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth and the adopted 1.5 cent tax rate increase, the average homeowner will pay \$228 more in real estate taxes in CY 2017 than in CY 2016, an increase of 3.8 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 2018 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 May 2017, the three primary rating agencies all reaffirmed the highest credit rating attainable for jurisdictions. Ratings issued by Fitch, Inc. (AAA), Moody's Investors Service (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

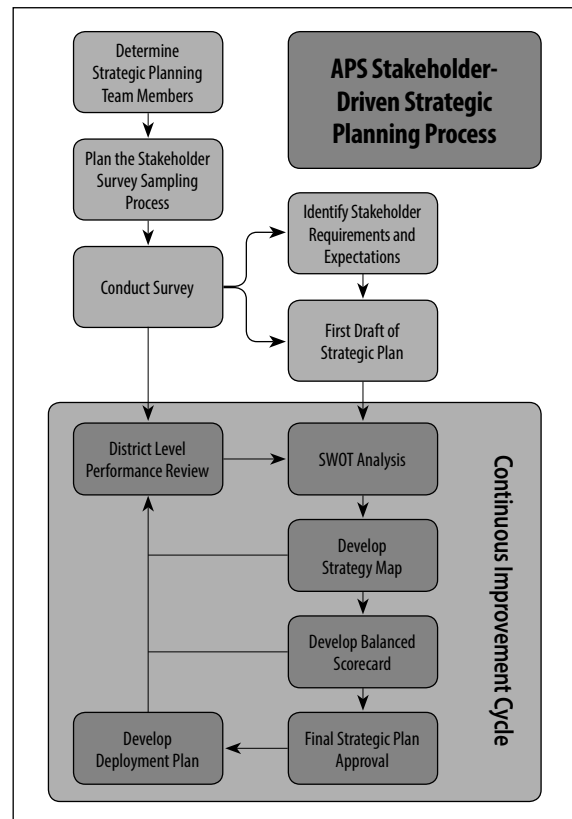
Under each of these goal areas, APS has established strategies, desired outcomes and data sources to facilitate implementation and monitoring of the strategic plan. From the data sources, specific key performance indicators (KPIs) were developed to monitor progress. Data on these KPIs can be found in 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](http://www.apsva.us/information-services/aps-dashboard).

The final strategic plan document ([www.apsva.us/strategic-plan-overview](http://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
<p><b>A. Present high and clear expectations</b> 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"> <li>■ Students master the foundational skills of reading, writing, and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>■ Phonological Awareness Literacy Screening (PALS)</li> <li>■ SOLs (reading, writing, and mathematics)</li> <li>■ ACCESS for ELLs</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students graduate on time and attain the highest level possible diploma.</li> </ul>	<ul style="list-style-type: none"> <li>■ On-time graduation rates</li> <li>■ Diploma types earned</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students achieve or exceed standards on competency and readiness assessments by grade level and subject area.</li> </ul>	<ul style="list-style-type: none"> <li>■ Phonological Awareness Literacy Screening (PALS)</li> <li>■ SOLs</li> <li>■ Stanford10 in grades 4 and 6</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students master advanced communication skills of reading for understanding, writing, speaking, and active listening (English).</li> </ul>	<ul style="list-style-type: none"> <li>■ Performance in AP, IB and dual enrollment courses</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening.</li> </ul>	<ul style="list-style-type: none"> <li>■ Successful completion of two years of a World Language by the end of Grade 8.</li> <li>■ Language proficiency assessments in reading, writing, speaking, and listening (e.g., Aprenda, NOELLA, SOPA, STAMP)</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students appreciate the arts through participation in APS-sponsored arts opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student and parent Site-Based and Community Satisfaction Surveys</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students become physically fit through participation in school-sponsored physical fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student participation in High School and Middle School sports and intramural sports</li> <li>■ Student and parent Site-Based and Community Satisfaction Surveys</li> </ul>

# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>A. Present high and clear expectations</b> 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"> <li>Students successfully complete "higher level" courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification, and dual-enrolled courses).</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of Intensified, AP, IB, STEM, dual-enrolled courses)</li> <li>Successful completion of Algebra I by Grade 8</li> <li>Successful completion of Algebra II by Grade 11</li> <li>Successful completion of High School credit-bearing courses by the end of Grade 8</li> </ul>
	<ul style="list-style-type: none"> <li>Students succeed in alternative programs who may not have otherwise achieved success.</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rates and diploma types for students in alternative programs</li> </ul>
	<ul style="list-style-type: none"> <li>Schools increase student participation in the SATs and student performance on the PSATs and SATs.</li> </ul>	<ul style="list-style-type: none"> <li>SAT participation rates</li> <li>Mean SAT and PSAT critical reading, mathematics, and writing scores</li> </ul>
<p><b>B. Create engaging and motivating educational program choices</b> 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"> <li>Students apply critical thinking, problem-solving skills, and creativity in all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Performance on International Baccalaureate (IB) exams</li> <li>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)</li> </ul>
	<ul style="list-style-type: none"> <li>Students use technology effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Performance on technology-enhanced SOL test items (implementation to be determined)</li> <li>CTE industry certifications</li> </ul>
	<ul style="list-style-type: none"> <li>Students participate in internships.</li> </ul>	<ul style="list-style-type: none"> <li>Internship participation</li> </ul>
	<ul style="list-style-type: none"> <li>Students participate in outdoor and/or indoor experiential learning.</li> </ul>	<ul style="list-style-type: none"> <li>Student participation in programs that focus on indoor and/or outdoor experiential learning (e.g., elementary exemplary projects, high school clubs and service organizations)</li> </ul>
<p><b>C. Create an environment where all students feel challenged, supported, and accepted</b> 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"> <li>Students are passionate about learning and feel that their coursework is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Assets, Site-Based and Community Satisfaction Surveys</li> </ul>
	<ul style="list-style-type: none"> <li>Students demonstrate ethical behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students understand and work with people from different cultural and language backgrounds.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts.</li> </ul>	

# 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><b>A. Provide equitable educational opportunities</b> 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"> <li>■ Students are prepared for success at the next grade or subject level.</li> <li>■ Students in all identified groups make expected academic progress, eliminating the need for remediation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Enrollment in PreK</li> <li>■ Student mastery by grade level, subject area, and identified groups on:                             <ul style="list-style-type: none"> <li>o Common benchmark formative assessments</li> <li>o SOL tests</li> </ul> </li> </ul>
<p><b>B. Provide effective and dynamic classroom instruction.</b> 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"> <li>■ Students are provided appropriate program/service options to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>■ Online 4- and 6-year student Academic Plans approved by counselor and parent</li> <li>■ Special education enrollment by subgroup</li> <li>■ Gifted services enrollment by subgroup</li> <li>■ ESOL program placements and English language proficiency levels (ACCESS for ELLs)</li> </ul>
	<ul style="list-style-type: none"> <li>■ Students engage in high quality classroom interactions.</li> <li>■ Students are passionate about learning and feel that their coursework is challenging.</li> <li>■ Students graduate and attain Advanced Study or Advanced Technical diplomas.</li> </ul>	<ul style="list-style-type: none"> <li>■ Data from CLASS Observation Tool used in program evaluations</li> <li>■ Student Site-Based and Community Satisfaction Surveys</li> <li>■ On-time graduation rates</li> <li>■ Diploma types</li> </ul>

# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>C. Provide necessary and appropriate support for all students and all identified groups.</b> 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"> <li>▪ 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.</li> <li>▪ Students meet academic progress goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student enrollment and achievement disaggregated by race/ethnicity and special service populations (economically disadvantaged, limited English proficient, students with disabilities)</li> <li>▪ Common benchmark formative assessments</li> <li>▪ Dropout rate</li> </ul>
<p><b>D. Provide a culturally-competent classroom, school, and community environment.</b> 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"> <li>▪ Students experience culturally competent practices implemented by APS staff.</li> <li>▪ Students experience high quality classroom interactions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Site-Based and Community Satisfaction Surveys</li> <li>▪ Data from CLASS Observation Tool used in program evaluations</li> </ul>

# 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
<b>A. Strengthen recruitment and retention.</b> 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"> <li>■ APS hires highly qualified new employees.</li> </ul>	<ul style="list-style-type: none"> <li>■ Annual report on qualifications of new employees</li> <li>■ State Instructional Personnel and Licensure (IPAL) Verification Report</li> <li>■ VDOE Instructional Assistant Audit (Title I)</li> </ul>
	<ul style="list-style-type: none"> <li>■ APS attracts a diverse staff applicant pool reflecting, to the extent possible, the diversity of the student body.</li> <li>■ APS offers salaries and compensation packages that are competitive with neighboring local school districts.</li> <li>■ To promote career advancement, APS identifies and develops internal candidates to fill higher level positions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Annual report on diversity of applicant pool and diversity of new staff hired</li> <li>■ Annual report comparing salaries and compensation in APS and other local districts</li> <li>■ Identification of potential successors for administrative and teaching positions</li> </ul>
	<ul style="list-style-type: none"> <li>■ APS staff members feel included, respected and supported so that they can be productive and successful.</li> <li>■ The APS work environment promotes employee well-being, satisfaction and positive morale.</li> </ul>	<ul style="list-style-type: none"> <li>■ Staff Site-Based and Community Satisfaction Surveys</li> <li>■ Satisfaction survey for all employee groups (to be developed)</li> </ul>
<b>B. Strengthen professional development and evaluation.</b> 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"> <li>■ APS provides professional development that supports both student needs and ongoing individual or group improvement goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Compliance review of professional development plans and activities</li> <li>■ Survey of professional development participants (to be developed)</li> <li>■ Additional data sources that reflect impact of professional development (to be developed)</li> </ul>

# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>B. Strengthen professional development and evaluation.</b> 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"> <li>▪ Staff evaluations employ established district performance standards.</li> <li>▪ Teacher and principal evaluations include student achievement as an important component.</li> <li>▪ Professional development activities align with district continuous improvement efforts.</li> <li>▪ APS employs a systemic process to enhance knowledge management activities among staff.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compliance review of staff evaluations</li> <li>▪ Compliance review of teacher and principal evaluations</li> <li>▪ Compliance review of professional development activities</li> <li>▪ Staff participation in knowledge management activities (e.g., sharing best practices)</li> </ul>
<p><b>C. Strengthen professional learning communities.</b> 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"> <li>▪ APS establishes professional learning communities as part of a continuous improvement culture of professional practice.</li> <li>▪ Instructional staff members participate in professional learning communities.</li> <li>▪ Instructional staff members are satisfied with their professional learning community experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of professional learning communities established</li> <li>▪ Number and frequency of staff participating in professional learning communities</li> <li>▪ Staff satisfaction survey regarding professional learning</li> </ul>

# 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><b>A. Align resources to achieve student learning expectations.</b> 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"> <li>▪ APS designs, develops, and maintains facilities to provide optimal and safe learning environments, meeting or exceeding school facilities standards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly plant operations and annual maintenance safety inspections and reports that check facilities against APS specifications and industry standards for high performance schools</li> <li>▪ Annual state school safety audits</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Transportation supports student learning and co-curricular activities.</li> <li>▪ The APS Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements.</li> <li>▪ APS obtains community and business support through available grant money and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Site-Based and Community Satisfaction Surveys</li> <li>▪ Biennial review of CIP and Arlington Facilities and Student Accommodation Plan (AFSAP)</li> <li>▪ Grants APS receives that support strategic initiatives</li> </ul>
<p><b>B. Provide an infrastructure for learning.</b> 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"> <li>▪ Technology that creates engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disabilities.</li> <li>▪ Students and parents are satisfied with the APS learning infrastructure.</li> <li>▪ APS employs technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ APS technology against industry standards such as those established by the Information Technology Infrastructure Library (ITIL)</li> <li>▪ Student and parent Site-Based and Community Satisfaction Surveys</li> <li>▪ Feedback from teacher and employee advisory groups (e.g., CPST-Collaborative Professional Strategies Team; TCI-Teachers' Council on Instruction)</li> </ul>

# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>C. Improve productivity and manage costs.</b> 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"> <li>■ APS aligns needs and resources.</li> <li>■ APS monitors spending throughout the year and provides reports to decision makers and the community.</li> </ul>	<ul style="list-style-type: none"> <li>■ Financial forecasts and enrollment projections</li> <li>■ Annual audit</li> <li>■ Quarterly spending reports</li> </ul>
<p><b>D. Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.</b> 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"> <li>■ Students and parents report that learning environments are safe and conducive to learning.</li> <li>■ 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”.</li> <li>■ APS optimizes learning opportunities by providing energy-efficient facilities and engaging students in what it means to be responsible stewards of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Student and parent Site-Based and Community Satisfaction Surveys</li> <li>■ APS annual facility energy report card, demonstrating practices, materials, and services that meet or exceed industry environmental standards</li> <li>■ APS annual tonnage reports for all recyclable materials</li> <li>■ Student and parent Site-Based and Community Satisfaction Surveys</li> </ul>



# 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><b>A. Increase developmental assets in students.</b> 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"> <li>▪ APS provides students with supports and opportunities to develop assets that encourage them to become healthy, caring, and responsible adults.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assets Survey</li> <li>▪ Suspensions due to violations of the district’s alcohol and substance abuse policy</li> <li>▪ Student-reported incidences of alcohol and substance abuse (Youth Risk Behavior Survey)</li> <li>▪ Second Chance program data</li> <li>▪ Student survey of co-curricular activities, including physical activities (to be developed)</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ APS assures that school environments are safe from bullying.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student and parent Site-Based and Community Satisfaction Surveys</li> <li>▪ Assets Survey</li> <li>▪ Physical fitness score card</li> <li>▪ Student reports of being bullied at school during the past year</li> <li>▪ Student Site-Based and Community Satisfaction Surveys, and Youth Risk</li> <li>▪ Student Site-Based and Community Satisfaction Surveys, and Youth Risk Behavior Survey</li> </ul>
	<ul style="list-style-type: none"> <li>▪ APS provides counseling services that are responsive to the needs of students and assist in their academic, personal-social, and career development.</li> <li>▪ All APS graduates are prepared to pursue post-secondary education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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)</li> <li>▪ Post-secondary plans from Senior Survey</li> <li>▪ College completion rates (4-6 years after graduation from National Student Clearinghouse)</li> <li>▪ Alumni surveys (to be developed)</li> </ul>

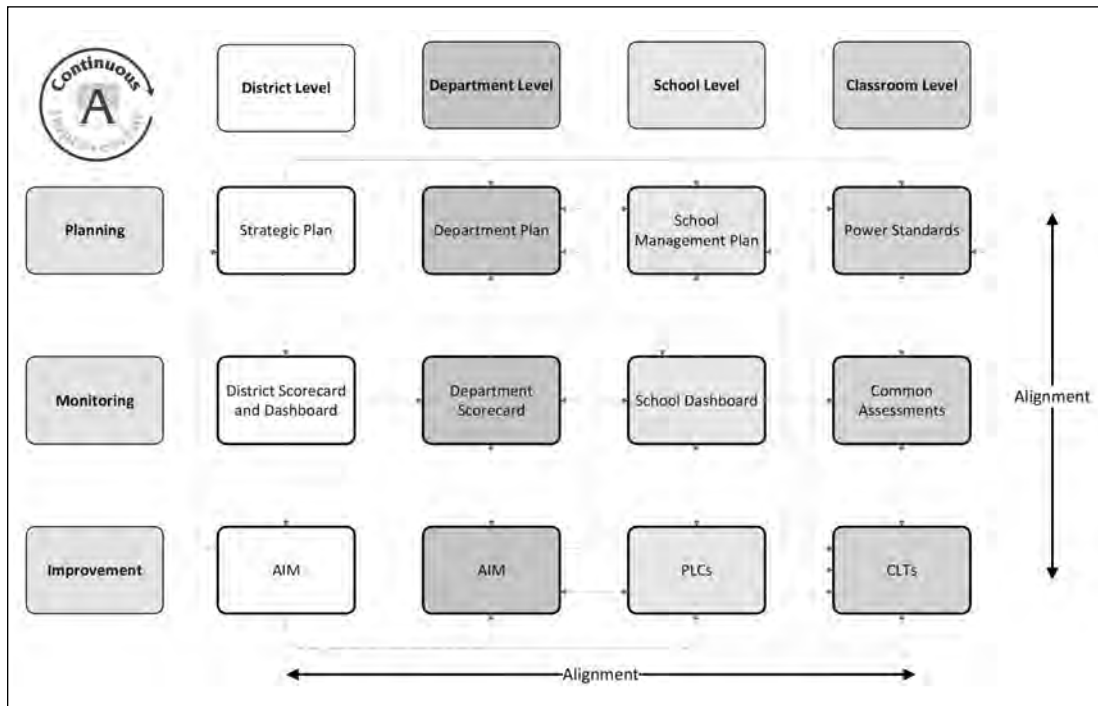
# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>B. Strengthen family involvement.</b>            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"> <li>■ The APS Parent Academy provides training and information that addresses the educational, social, and emotional needs of children.</li> <li>■ APS provides clear, proactive communication and conducts effective outreach with families.</li> <li>■ APS provides comprehensive family involvement opportunities that align with the national PTA family involvement standards.</li> <li>■ All schools are welcoming to our diverse families and provide varied opportunities for engaging parents as partners.</li> </ul>	<ul style="list-style-type: none"> <li>■ Satisfaction survey of participants in Parent Academy classes and events (to be developed)</li> <li>■ Parent Site-Based and Community Satisfaction Surveys</li> <li>■ Parent Site-Based and Community Satisfaction Surveys (include items aligned with national PTA family involvement standards)</li> <li>■ Parent Site-Based and Community Satisfaction Surveys</li> </ul>
<p><b>C. Strengthen parent, student, staff, and community partnerships.</b>            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"> <li>■ APS expands its capacity to develop and manage highly effective and sustainable partnerships.</li> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ Number and type (resource, service, strategic) of active partnerships established with the district</li> <li>■ Number of sustained partnerships (three or more consecutive years of continuing collaboration with the district)</li> <li>■ Survey aimed at partner, student, staff, and community satisfaction with the partnership experience (to be developed)</li> </ul>
<p><b>D. Promote, support, and expect strong relationships with students and parents, making them feel respected and appreciated.</b></p>	<ul style="list-style-type: none"> <li>■ Staff members promote high quality classroom interactions.</li> <li>■ Students, parents, and staff experience culturally competent practices.</li> <li>■ Every staff member strives to have a positive relationship with every student.</li> </ul>	<ul style="list-style-type: none"> <li>■ Data from CLASS Observation Tool used in program evaluations</li> <li>■ Site-Based and Community Satisfaction Surveys</li> <li>■ Student and staff Site-Based and Community Satisfaction Surveys</li> </ul>

# Strategic Planning

The figure below demonstrates the alignment and integration of the planning, monitoring and improvement processes across the four organizational levels of APS.

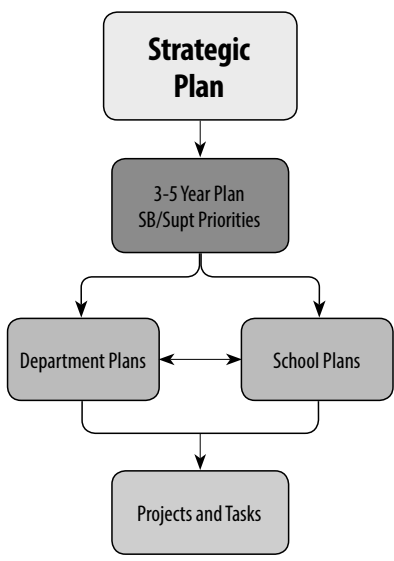
**APS ALIGNED AND INTEGRATED MANAGEMENT SYSTEM FOR SUSTAINABLE PERFORMANCE EXCELLENCE**



# Strategic Planning

Strategic planning plays a critically important role in the success of APS and the figure below shows where strategic planning fits into the larger planning scheme of APS and the key steps for each component of the system.

## APS PLANNING PROCESS

PLANNING	STEPS	HORIZON	TUNING
 <pre> graph TD     SP[Strategic Plan] --&gt; Y3P[3-5 Year Plan SB/Supt Priorities]     Y3P --&gt; DP[Department Plans]     Y3P --&gt; SP2[School Plans]     DP &lt;--&gt; SP2     DP --&gt; PT[Projects and Tasks]     SP2 --&gt; PT         </pre>	<ol style="list-style-type: none"> <li>1. Conduct Community Outreach</li> <li>2. Update External Scan</li> <li>3. Review relevant data</li> <li>4. Update Long-Term Goals, Strategies, Desired Outcomes, and Indicators</li> </ol>	6 year	Annual
	<ol style="list-style-type: none"> <li>1. Develop a "vital few" set of priorities</li> <li>2. Cascade priorities to all levels of the division</li> <li>3. Align annual budget and resource allocation to priorities</li> </ol>	1 - 5 years	Annual
	<ol style="list-style-type: none"> <li>1. Update Current Condition</li> <li>2. Create priority-aligned SMART goals and projects with specific targets and time limits</li> <li>3. Allocate resources to support SMART goals</li> <li>4. Develop Project Management Plans</li> <li>5. Establish SB/Supt approval of SMART goals and Project Management Plans</li> </ol>	1 - 3 years	90 days
	<ol style="list-style-type: none"> <li>1. Create activity and task list of key actions for completing SMART Goals and projects</li> <li>2. Monitor and report progress</li> <li>3. Adjust activities and tasks, as needed</li> </ol>	Various	90 days or less

# APS 3-5 Year Action Plan

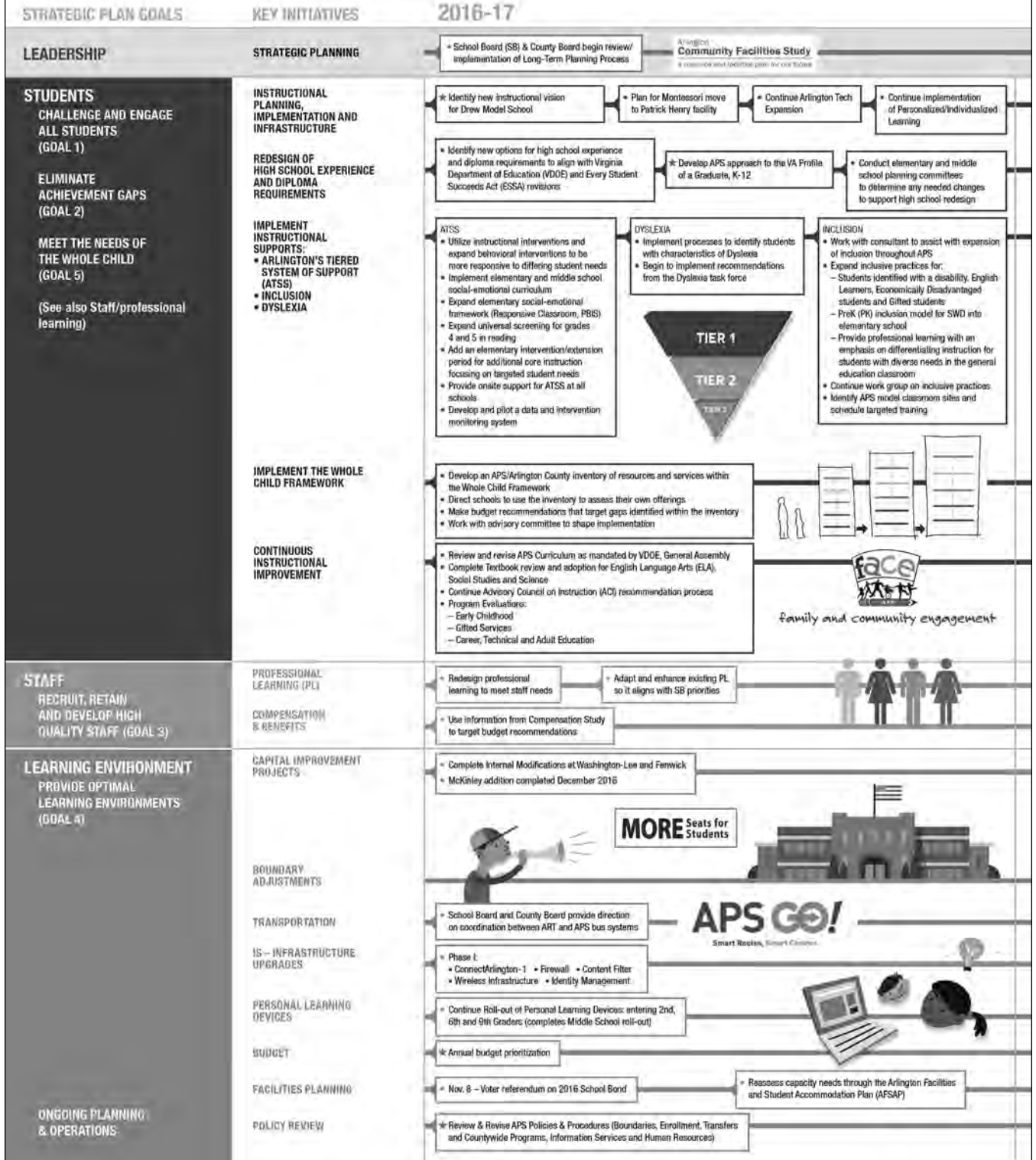


APS is working tirelessly, both inside the classroom and behind the scenes, to create the best learning experiences for our students. Shaping the future for our children—now more than ever—requires a continuous, collaborative and coordinated effort from across our community. As we continue to be faced 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](http://www.apsva.us/plans)**

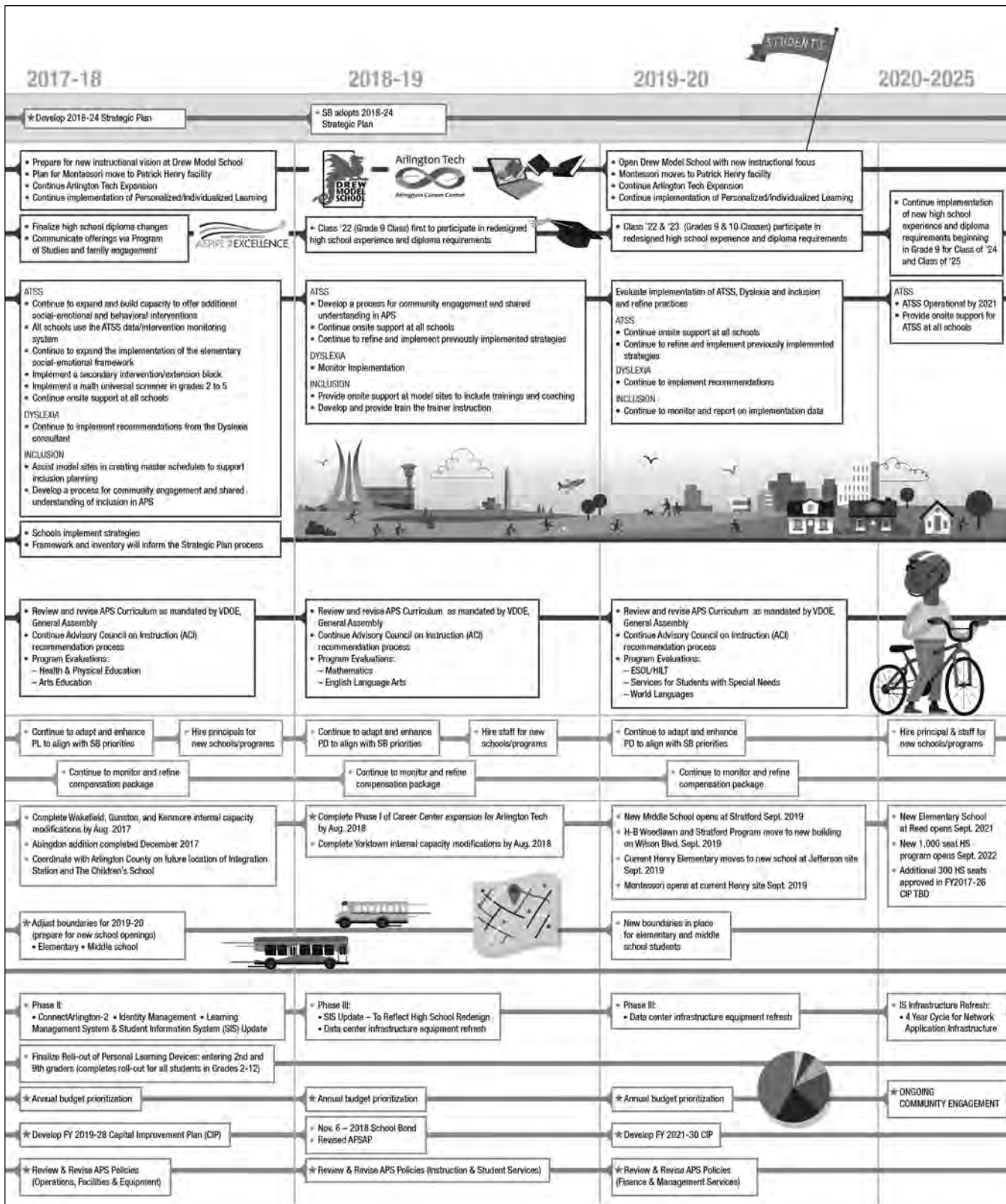
# APS 3-5 Year Action Plan

## 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.

# APS 3-5 Year Action Plan



# 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;
- 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.

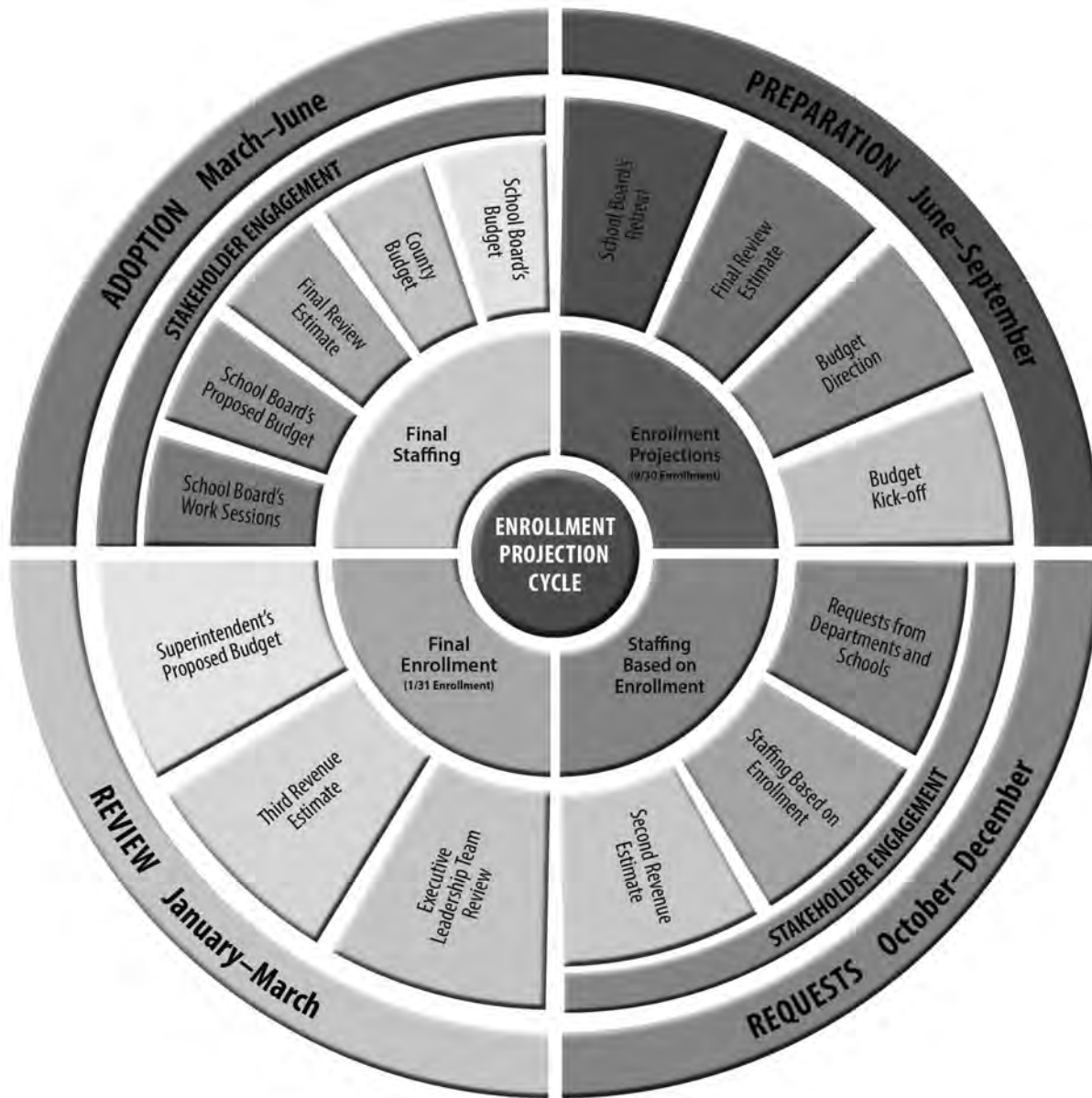
In mid-February, spring enrollment projections are released and school staffing is recalculated. The revised projections are the basis of the School Board's Proposed Budget. State funding estimates are updated in March based on the actions of the General Assembly, and incorporated into the School Board's 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





# Budget Development Calendar

BUDGET DEVELOPMENT CALENDAR	
<b>JULY 2016</b>	
1	Consent Item – Budget Development Calendar – FY 2018 Budget
<b>AUGUST 2016</b>	
11	Administrative Conference
19	School Board/Superintendent Retreat
<b>SEPTEMBER 2016</b>	
8	Board Information Item – School Board Priorities
22	Board Action Item – School Board Priorities
<b>OCTOBER 2016</b>	
11	Executive Leadership Team Planning Meeting
11	September 30 enrollment data sent to Facilities
<b>NOVEMBER 2016</b>	
1	Joint County Board/School Board Work Session
2	Meeting of the Whole on Budget
3	Fall enrollment projections due to Finance
9	County Board FY18 Budget Guidance to County Manager
15	Board Information Item – School Board FY 2018 Budget Guidance to Superintendent
30	Joint County/Schools Community Budget Forum
30	Fall enrollment and staffing sent to Principals
<b>DECEMBER 2016</b>	
1	Board Action Item – School Board FY 2018 Budget Guidance to Superintendent
1	Executive Leadership Team Budget Review
6	Executive Leadership Team Budget Review
7	Executive Leadership Team Budget Review
8	Executive Leadership Team Budget Review
8	Sounding Board Meeting
9	Executive Leadership Team Budget Review
12	Administrative Council on Budget
12	Key Stakeholders Meeting
13	Community Budget Forum
15	Sounding Board Meeting
15	Board Information Item – FY 2016 Final Fiscal Status Report
15	Special Education enrollment projections due to Finance
20	Spanish Community Budget Forum
21	Executive Leadership Team Budget Review

# Budget Development Calendar



<b>BUDGET DEVELOPMENT CALENDAR</b>	
<b>JANUARY 2017</b>	
9	Special Education staffing costs due to Finance
17	Key Stakeholders Meeting
18	Revised FY 2018 revenue estimate from County
19	Board Action Item – FY 2016 Final Fiscal Status Report
<b>FEBRUARY 2017</b>	
3	January 31 enrollment data sent to Facilities Planning
10	Spring enrollment projections sent to Principals
14	Spring enrollment projections sent due to Finance
23	Board presentation – Superintendent’s Proposed FY 2018 Budget
23	Budget Work Session #1 following Board meeting
28	Budget Work Session #2 - Employee Concerns
<b>MARCH 2017</b>	
7	Executive Leadership Team reviews enrollment and staffing
10	Spring enrollment and staffing sent to Principals
14	Budget Work Session #3
21	Budget Work Session #4 - Meeting with BAC, FAC, ACI Chairs
23	Public Hearing on Superintendent’s Proposed Budget
28	Public Hearing on County Budget
30	Public Hearing on Tax Rate
<b>APRIL 2017</b>	
6	Board Action Item – School Board’s Proposed FY 2018 Budget
7	School Board presentation of APS budget to County Board
20	Public Hearing on School Board’s Proposed Budget
22	County Board adoption of FY 2018 County Budget
25	Budget Work Session #5
<b>MAY 2017</b>	
4	Board Action Item – School Board’s Adopted FY 2018 Budget

## 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 Children's 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 2016, 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](http://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 operating and capital budget directions are grounded in the Board's Strategic Plan goals and the ten-year Capital Plan. Both guide development of a strategic plan resource allocation for a designated period of time. The School Board will provide budget direction to the Superintendent each year prior to the development of the next fiscal year's budget. In those years when a Capital Improvement Plan (CIP) is developed (every two years), 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 09/22/16)

### Budget Development

Arlington Public Schools prepares and estimates the amount of money needed during the next fiscal year for the support of schools and the school division. This will be prepared in the form of an annual budget approved by the School Board and submitted to the Arlington County Board. The schedule for budget development will provide sufficient time for review and analysis by staff, community and advisory groups and the School Board. (see Policy 40-1.07 Financial Management – Operating Budget Development; adopted and effective 09/22/16)

### 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 either a revenue sharing agreement or revenue sharing principles that provides the allocation of net local County tax revenue (gross revenues less tax refunds) between the County and the Schools. Non-local School revenues that increase or decrease do not alter the allocation. All increases or decreases in local tax revenues will be allocated or absorbed at the same rate defined in the most recent revenue sharing agreement or principles. The revenue sharing agreement or principles may provide for other revenue to be shared with Arlington Public Schools. (see Policy 40-1.02 Financial Management – Revenue Sharing; adopted and effective 09/22/16)

# Financial Controls and Policies

## Additional County Revenue

Arlington Public Schools may receive additional revenue from the County at close-out of its current fiscal year. Upon approval by the School Board and re-appropriation by the County Board, these funds may be allocated to fund expenditures or added to a reserve. (see Policy 40-1.03 Financial Management – Additional County Revenue; adopted and effective 09/22/16)

## Reserve Policy

The Arlington School Board may establish reserves to meet planned or unplanned future needs. Any use of reserves must be approved by the School Board. The status of reserves at the time of budget adoption will be included in School Board's Adopted Budget or as requested by the School Board. (see Policy 40-1.05 Financial Management – Reserve Fund; adopted and effective 09/22/16)

## 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)

## Budget Savings

The school system 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 may be allocated to fund expenditures or added to a reserve. (see Policy 40-1.04 Financial Management – Budget Savings; adopted and effective 09/22/16)

## 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 2017–2026 Capital  
Improvement Plan

Debt Service

**SCHOOLS**

**DEPARTMENTS**

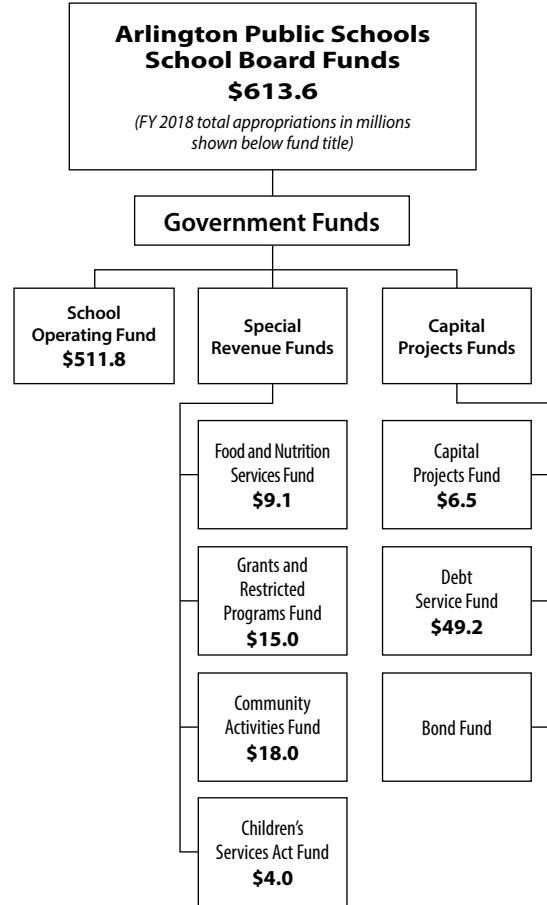
**OTHER FUNDS**



# 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, Children's 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 2016 Actual, FY 2017 Adopted and FY 2018 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$464,671,692	\$464,510,834	\$488,762,227
County Re-Estimate	\$7,999,347	\$0	\$0
State	\$63,639,903	\$68,702,483	\$72,564,206
Local	\$27,296,367	\$19,242,326	\$20,656,875
Federal	\$13,774,753	\$12,796,679	\$14,253,441
Carry Forward	(\$7,182,347)	\$16,689,537	\$17,317,655
<b>TOTAL</b>	<b>\$570,199,715</b>	<b>\$581,941,859</b>	<b>\$613,554,404</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
<b>EXPENDITURES</b>					
Salaries (includes hourly)	\$323,638,420		\$343,682,578		\$359,367,176
Employee Benefits	\$101,324,336		\$117,660,895		\$126,769,016
Purchased Services	\$21,669,826		\$22,074,132		\$23,892,736
Other Charges	\$13,826,354		\$18,584,253		\$18,957,609
Debt Service	\$44,530,851		\$46,745,244		\$49,221,624
Materials and Supplies	\$21,586,289		\$20,136,410		\$20,487,214
Capital Outlay	\$22,220,036		\$13,339,653		\$15,349,913
Other Uses of Funds	(\$475,136)		(\$281,305)		(\$490,884)
<b>TOTAL</b>	<b>\$548,320,977</b>	<b>4,544.85</b>	<b>\$581,941,859</b>	<b>4,674.45</b>	<b>\$613,554,404</b>

# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$402,703,210	\$405,733,301	\$427,859,009
County Re-Estimate	\$0	\$0	\$0
State	\$58,190,425	\$63,015,949	\$66,151,009
Local	\$9,903,997	\$2,795,500	\$2,995,500
Carry Forward	(\$8,441,947)	\$13,964,537	\$14,817,655
<b>TOTAL</b>	<b>\$462,355,685</b>	<b>\$485,509,287</b>	<b>\$511,823,173</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$301,164,201		\$321,572,850		\$335,469,902
Employee Benefits	\$95,331,006		\$111,695,352		\$120,313,929
Purchased Services	\$16,530,040		\$17,341,074		\$18,973,587
Other Charges	\$11,465,188		\$15,577,913		\$15,774,922
Materials and Supplies	\$13,558,735		\$13,006,556		\$12,718,110
Capital Outlay	\$11,403,550		\$6,596,847		\$9,063,606
Other Uses of Funds	(\$475,136)		(\$281,305)		(\$490,884)
<b>TOTAL</b>	<b>\$448,977,584</b>	<b>4,297.51</b>	<b>\$485,509,287</b>	<b>4,417.31</b>	<b>\$511,823,173</b>



# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$5,232,404	\$6,330,379	\$6,316,566
Local	\$10,498,647	\$10,368,528	\$11,646,833
<b>TOTAL</b>	<b>\$15,731,051</b>	<b>\$16,698,907</b>	<b>\$17,963,399</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$10,106,394		\$10,475,015		\$11,560,797
Employee Benefits	\$2,365,385		\$2,467,250		\$2,724,654
Purchased Services	\$184,543		\$274,555		\$280,622
Other Charges	\$1,684,662		\$2,112,245		\$1,976,521
Materials and Supplies	\$1,031,828		\$1,049,221		\$1,100,184
Capital Outlay	\$351,318		\$320,621		\$320,621
<b>TOTAL</b>	<b>\$15,724,130</b>	<b>115.25</b>	<b>\$16,698,907</b>	<b>122.75</b>	<b>\$17,963,399</b>



# 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, new state revenue for capital projects, as well as carry forward from the prior fiscal year.

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$10,299,294	\$4,231,910	\$4,545,028
County Re-Estimate	\$7,999,347	\$0	\$0
Carry Forward	\$1,259,600	\$2,075,000	\$1,200,000
State	\$0	\$131,585	\$713,467
<b>TOTAL</b>	<b>\$19,558,241</b>	<b>\$6,438,495</b>	<b>\$6,458,495</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$243,427		\$102,827		\$108,805
Employee Benefits	\$77,865		\$31,951		\$36,073
Purchased Services	\$1,057,234		\$293,000		\$430,000
Other Charges	\$4,384		\$26,690		\$390,956
Materials and Supplies	\$1,902,861		\$1,003,365		\$1,085,000
Capital Outlay	\$8,932,726		\$4,980,662		\$4,407,662
<b>TOTAL</b>	<b>\$12,218,496</b>	<b>1.00</b>	<b>\$6,438,495</b>	<b>1.00</b>	<b>\$6,458,495</b>



# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$4,044,090	\$4,013,143	\$4,059,745
State	\$97,425	\$87,287	\$92,148
Federal	\$4,828,771	\$4,361,000	\$4,904,193
<b>TOTAL</b>	<b>\$8,970,286</b>	<b>\$8,461,430</b>	<b>\$9,056,086</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$2,914,844		\$2,778,534		\$2,888,340
Employee Benefits	\$854,059		\$903,868		\$960,347
Purchased Services	\$19,012		\$10,150		\$12,650
Other Charges	\$10,294		\$179,378		\$111,249
Materials and Supplies	\$4,579,677		\$4,589,500		\$5,063,500
Capital Outlay	\$15,791		\$0		\$20,000
<b>TOTAL</b>	<b>\$8,393,676</b>	<b>6.00</b>	<b>\$8,461,430</b>	<b>6.00</b>	<b>\$9,056,086</b>

# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$2,849,633	\$2,065,155	\$1,954,797
State	\$3,604,498	\$3,587,662	\$3,727,582
Federal	\$8,945,982	\$8,435,679	\$9,349,248
<b>TOTAL</b>	<b>\$15,400,113</b>	<b>\$14,088,496</b>	<b>\$15,031,627</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$9,209,554		\$8,753,352		\$9,339,331
Employee Benefits	\$2,696,023		\$2,562,474		\$2,734,014
Purchased Services	\$636,902		\$605,353		\$645,877
Other Charges	\$250,432		\$238,027		\$253,961
Materials and Supplies	\$513,189		\$487,768		\$520,420
Capital Outlay	\$1,516,652		\$1,441,523		\$1,538,024
<b>TOTAL</b>	<b>\$14,822,751</b>	<b>125.09</b>	<b>\$14,088,496</b>	<b>127.39</b>	<b>\$15,031,627</b>



# All Funds Summary

## CHILDREN'S SERVICES ACT (CSA) FUND

The Children's 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$1,905,932	\$2,120,000	\$2,120,000
State	\$1,747,556	\$1,880,000	\$1,880,000
<b>TOTAL</b>	<b>\$3,653,488</b>	<b>\$4,000,000</b>	<b>\$4,000,000</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Purchased Services	\$3,242,094		\$3,550,000		\$3,550,000
Other Charges	\$411,395		\$450,000		\$450,000
<b>TOTAL</b>	<b>\$3,653,488</b>	<b>0.00</b>	<b>\$4,000,000</b>	<b>0.00</b>	<b>\$4,000,000</b>

# 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.

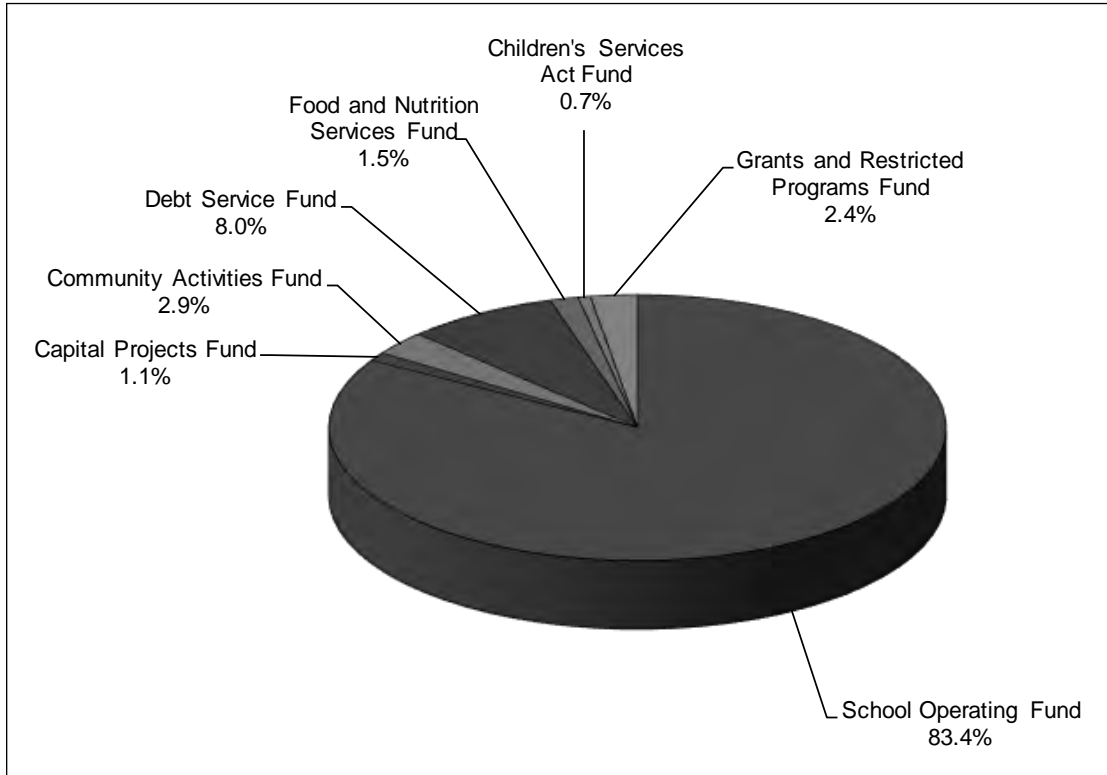
	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Operating Transfer	\$100,000	\$0	\$0
County Transfer	\$44,430,851	\$46,095,244	\$47,921,624
Carry Forward	\$0	\$650,000	\$1,300,000
<b>TOTAL</b>	<b>\$44,530,851</b>	<b>\$46,745,244</b>	<b>\$49,221,624</b>

	FY 2016	FY 2017		FY 2018	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Other Uses of Funds	\$44,530,851		\$46,745,244		\$49,221,624
<b>TOTAL</b>	<b>\$44,530,851</b>	<b>0.00</b>	<b>\$46,745,244</b>	<b>0.00</b>	<b>\$49,221,624</b>



# All Funds Summary

FY 2018 ADOPTED BUDGET BY FUND



FUND SUMMARY MATRIX

	SCHOOL OPERATING FUND	COMMUNITY ACTIVITIES FUND	CHILDREN'S 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 2018 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 2018 includes a reduction in incomplete projects of \$5.1 million and a decrease in reserve funds of \$13.8 million in order to partially offset increases in the FY 2018 School Board's Adopted budget. The decrease in reserves include: \$1.3 million from the subsequent years' debt service, \$4.8 million from the general reserve, \$2.1 million from the VRS reserve, and \$5.6 million from the compensation reserve.



# Fund Statements by Fund

## COMBINED FUND STATEMENT

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
<b>REVENUES</b>								
Sales Tax	19,368,051	21,198,389	23,067,985	25,052,595	26,232,606	-	-	26,232,606
Commonwealth of VA	37,956,228	39,288,003	40,571,919	43,649,888	39,918,403	5,699,730	713,467	46,331,600
Federal Government	12,920,812	12,467,016	13,774,753	12,796,679	-	14,253,441	-	14,253,441
Charges for Services	21,075,957	21,453,261	27,296,367	19,242,326	2,995,500	17,661,375	-	20,656,875
Use of Money and Property	72,867	87,699	255,240	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>91,393,915</b>	<b>94,494,368</b>	<b>104,966,264</b>	<b>100,741,488</b>	<b>69,146,509</b>	<b>37,614,546</b>	<b>713,467</b>	<b>107,474,522</b>
<b>EXPENDITURES</b>								
<b>Current</b>								
Community Activities	14,487,115	14,894,156	15,724,188	16,939,028	-	17,963,399	-	17,963,399
Education	436,028,377	440,895,526	475,846,878	525,292,181	516,909,308	28,087,713	-	544,997,021
Capital Projects	38,402,783	57,174,069	43,066,388	125,507,288	-	-	55,958,495	55,958,495
<b>Debt Service</b>								
Principal	28,977,396	30,008,443	28,856,655	31,543,636	-	-	33,462,054	33,462,054
Interest and Fiscal Charges	13,967,989	14,090,557	15,674,196	15,201,608	-	-	15,759,570	15,759,570
<b>TOTAL EXPENDITURES</b>	<b>531,863,660</b>	<b>557,062,751</b>	<b>579,168,305</b>	<b>714,483,741</b>	<b>516,909,308</b>	<b>46,051,112</b>	<b>105,180,119</b>	<b>668,140,539</b>
REVENUE OVER/(UNDER) EXPENDITURES	(440,469,745)	(462,568,383)	(474,202,041)	(613,742,253)	(447,762,799)	(8,436,566)	(104,466,652)	(560,666,017)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	407,395,878	453,343,649	464,986,648	477,050,371	431,359,009	8,436,566	53,666,652	493,462,227
Operating Transfer Out	(3,416,337)	(3,242,716)	(2,416,492)	-	-	-	-	-
Proceeds of sales of bonds	36,460,000	30,000,000	32,550,000	32,550,000	-	-	49,500,000	49,500,000
Proceeds from Lease	1,199,435	1,630,162	2,663,295	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES(USES)</b>	<b>441,638,976</b>	<b>481,731,095</b>	<b>497,783,451</b>	<b>508,600,371</b>	<b>428,859,009</b>	<b>8,436,566</b>	<b>104,466,652</b>	<b>541,762,227</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	1,169,231	19,162,712	23,581,410	(105,141,882)	(18,903,790)	-	-	(18,903,790)
<b>FUND BALANCE</b>								
Beginning of Year	23,774,336	24,943,567	44,106,279	44,106,279	52,580,696	2,472,111	-	(61,035,603)
End of Year	24,943,567	44,106,279	67,687,689	(61,035,603)	33,676,906	2,472,111	-	(79,939,393)



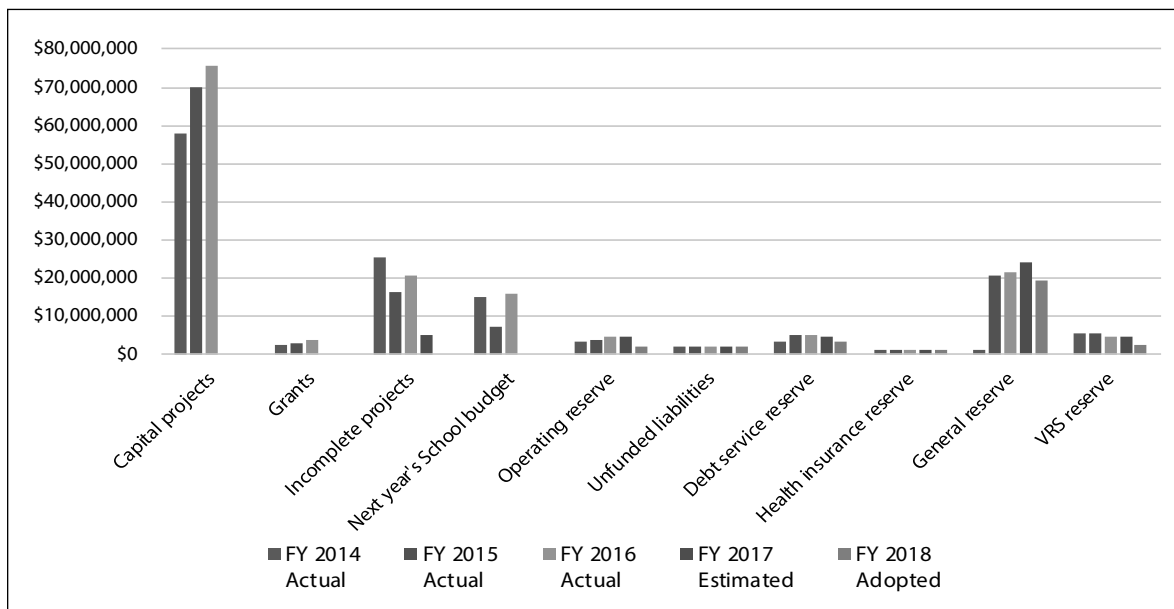
# Fund Statements by Fund



## COMBINED FUND STATEMENT (CONT.)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
<b>FUND BALANCE</b>								
<b>Restricted for:</b>								
Capital Projects	57,977,311	69,833,117	75,741,414	-	-	-	-	-
Grants	2,439,196	3,010,014	3,587,376	-	-	-	-	-
<b>Committed to:</b>								
Incomplete Projects	25,505,075	16,152,851	20,705,691	5,086,135	-	-	-	-
Next year's School budget	15,121,892	7,179,001	16,039,537	-	-	-	-	-
<b>Assigned to:</b>								
Operating Reserve	3,208,571	3,716,159	4,429,512	4,472,111	2,000,000	2,472,111	-	4,472,111
Unfunded Liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	-	-	2,000,000
Subsequent Years' Debt Service	3,360,000	5,260,000	5,260,000	4,610,000	3,310,000	-	-	3,310,000
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	21,593,920	24,047,322	19,204,667	-	-	19,204,667
VRS Reserve	5,637,239	5,637,239	4,637,239	4,637,239	2,512,239	-	-	2,512,239
Capital Reserve	-	-	-	-	-	-	-	-
Compensation Reserve	-	2,000,000	5,200,000	9,200,000	3,650,000	-	-	3,650,000
<b>TOTAL FUND BALANCES</b>	<b>\$117,450,567</b>	<b>\$136,613,279</b>	<b>\$160,194,689</b>	<b>\$55,052,807</b>	<b>\$33,676,906</b>	<b>\$2,472,111</b>	<b>\$-</b>	<b>\$36,149,017</b>

## FUND BALANCE TREND ANALYSIS





# Fund Statements by Fund

## SCHOOL OPERATING FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Sales Tax	19,368,051	21,198,389	23,067,985	25,052,595	26,232,606
Commonwealth of VA	32,508,765	34,129,956	35,122,440	37,963,354	39,918,403
Federal Government	-	-	-	-	-
Charges for Services	5,356,128	4,838,585	9,903,997	2,795,500	2,995,500
Use of Money and Property	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>57,232,944</b>	<b>60,166,930</b>	<b>68,094,422</b>	<b>65,811,449</b>	<b>69,146,509</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	409,757,426	415,846,535	448,976,963	495,154,879	516,909,308
<b>TOTAL EXPENDITURES</b>	<b>409,757,426</b>	<b>415,846,535</b>	<b>448,976,963</b>	<b>495,154,879</b>	<b>516,909,308</b>
REVENUE OVER/(UNDER) EXPENDITURES	(352,524,482)	(355,679,605)	(380,882,541)	(429,343,430)	(447,762,799)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	355,781,040	388,426,214	402,201,167	416,197,838	431,359,009
Operating Transfer Out	(3,343,470)	(3,155,017)	(2,161,252)	-	-
Interfund Transfer	(4,956,705)	(12,266,451)	(8,441,947)	(1,650,000)	(2,500,000)
Proceeds from Lease	1,199,435	1,630,162	2,663,295	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>348,680,300</b>	<b>374,634,908</b>	<b>394,261,263</b>	<b>414,547,838</b>	<b>428,859,009</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	(3,844,182)	18,955,303	13,378,722	(14,795,592)	(18,903,790)
<b>FUND BALANCE</b>					
Beginning of Year	38,886,445	35,042,263	53,997,566	67,376,288	52,580,696
End of Year	35,042,263	53,997,566	67,376,288	52,580,696	33,676,906
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete Projects	4,721,849	8,096,428	9,645,592	5,086,135	-
Next Year's School budget	15,121,892	7,179,001	16,039,537	-	-
<b>Assigned to:</b>					
Operating Reserve	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
Subsequent Years' Debt Service	3,360,000	5,260,000	5,260,000	4,610,000	3,310,000
Health Insurance Reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General Reserve	1,201,283	20,824,898	21,593,920	24,047,322	19,204,667
VRS Reserve	5,637,239	5,637,239	4,637,239	4,637,239	2,512,239
Compensation Reserve	-	2,000,000	5,200,000	9,200,000	3,650,000
<b>TOTAL FUND BALANCES</b>	<b>\$35,042,263</b>	<b>\$53,997,566</b>	<b>\$67,376,288</b>	<b>\$52,580,696</b>	<b>\$33,676,906</b>

# Fund Statements by Fund



## FOOD AND NUTRITION SERVICES FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	84,838	87,287	97,425	87,287	92,148
Federal Government	4,374,332	4,549,059	4,828,771	4,361,000	4,904,193
Charges for Services	3,450,361	3,834,514	4,044,090	4,013,143	4,059,745
<b>TOTAL REVENUES</b>	<b>7,909,531</b>	<b>8,470,860</b>	<b>8,970,286</b>	<b>8,461,430</b>	<b>9,056,086</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	7,551,985	7,792,716	8,393,676	8,461,430	9,056,086
<b>TOTAL EXPENDITURES</b>	<b>7,551,985</b>	<b>7,792,716</b>	<b>8,393,676</b>	<b>8,461,430</b>	<b>9,056,086</b>
REVENUE OVER/(UNDER) EXPENDITURES	357,546	678,144	576,610	-	-
<b>FUND BALANCE</b>					
Beginning of Year	615,796	859,811	1,217,357	1,895,501	1,895,501
End of Year	859,811	1,217,357	1,895,501	1,895,501	1,895,501
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete Projects	8,786	179,342	42,599	-	-
<b>Assigned to:</b>					
Operating Reserve	1,208,571	1,716,159	2,429,512	2,472,111	2,472,111
<b>TOTAL FUND BALANCES</b>	<b>\$1,217,357</b>	<b>\$1,895,501</b>	<b>\$2,472,111</b>	<b>\$2,472,111</b>	<b>\$2,472,111</b>



# Fund Statements by Fund

## COMMUNITY ACTIVITIES FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Charges for Services	9,639,778	9,850,950	10,498,647	10,368,528	11,646,833
Use of Money and Property					
<b>TOTAL REVENUES</b>	<b>9,639,778</b>	<b>9,850,950</b>	<b>10,498,647</b>	<b>10,368,528</b>	<b>11,646,833</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Community Activities	14,487,115	14,894,156	15,724,188	16,939,028	17,963,399
<b>TOTAL EXPENDITURES</b>	<b>14,487,115</b>	<b>14,894,156</b>	<b>15,724,188</b>	<b>16,939,028</b>	<b>17,963,399</b>
REVENUE OVER/(UNDER) EXPENDITURES	(4,847,337)	(5,043,206)	(5,225,541)	(6,570,500)	(6,316,566)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	4,712,193	5,299,491	5,232,404	6,330,379	6,316,566
Interfund Transfer	63,000				
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>4,775,193</b>	<b>5,299,491</b>	<b>5,232,404</b>	<b>6,330,379</b>	<b>6,316,566</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	(72,144)	256,285	6,863	(240,121)	-
<b>FUND BALANCE</b>					
Beginning of Year	49,117	(23,027)	233,258	240,121	-
End of Year	(23,027)	233,258	240,121	-	-
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete Projects	(23,027)	233,258	240,121	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$(23,027)</b>	<b>\$233,258</b>	<b>\$240,121</b>	<b>\$-</b>	<b>\$-</b>

# Fund Statements by Fund



## GRANTS AND RESTRICTED PROGRAMS FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	3,468,316	3,366,447	3,604,498	3,587,662	3,727,582
Federal Government	8,546,480	7,917,957	8,945,982	8,435,679	9,349,248
Charges for Services	2,629,690	2,929,212	2,849,633	2,065,155	1,954,797
Use of Money and Property					
<b>TOTAL REVENUES</b>	<b>14,644,486</b>	<b>14,213,616</b>	<b>15,400,113</b>	<b>14,088,496</b>	<b>15,031,627</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	14,288,742	13,642,798	14,822,751	17,675,872	15,031,627
<b>TOTAL EXPENDITURES</b>	<b>14,288,742</b>	<b>13,642,798</b>	<b>14,822,751</b>	<b>17,675,872</b>	<b>15,031,627</b>
REVENUE OVER/(UNDER) EXPENDITURES	355,744	570,818	577,362	(3,587,376)	-
<b>FUND BALANCE</b>					
Beginning of Year	2,083,452	2,439,196	3,010,014	3,587,376	-
End of Year	2,439,196	3,010,014	3,587,376	-	-
<b>FUND BALANCE</b>					
<b>Restricted For:</b>					
Grants	2,439,196	3,010,014	3,587,376	-	-
<b>Committed to:</b>					
Incomplete Projects	-	-		-	-
<b>TOTAL FUND BALANCES</b>	<b>\$2,439,196</b>	<b>\$3,010,014</b>	<b>\$3,587,376</b>	<b>\$-</b>	<b>\$-</b>



# Fund Statements by Fund

## CHILDREN'S SERVICES ACT FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	1,894,309	1,704,313	1,747,556	1,880,000	1,880,000
<b>TOTAL REVENUES</b>	<b>1,894,309</b>	<b>1,704,313</b>	<b>1,747,556</b>	<b>1,880,000</b>	<b>1,880,000</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	4,430,224	3,613,477	3,653,488	4,000,000	4,000,000
<b>TOTAL EXPENDITURES</b>	<b>4,430,224</b>	<b>3,613,477</b>	<b>3,653,488</b>	<b>4,000,000</b>	<b>4,000,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(2,535,915)	(1,909,164)	(1,905,932)	(2,120,000)	(2,120,000)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	2,535,915	1,909,164	1,905,932	2,120,000	2,120,000
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>2,535,915</b>	<b>1,909,164</b>	<b>1,905,932</b>	<b>2,120,000</b>	<b>2,120,000</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	-	-	-	-	-
<b>FUND BALANCE</b>					
Beginning of Year	-	-	-	-	-
End of Year	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>

# Fund Statements by Fund



## CAPITAL PROJECTS BOND FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Use of Money and Property	72,867	87,699	255,240	-	-
<b>TOTAL REVENUES</b>	<b>72,867</b>	<b>87,699</b>	<b>255,240</b>	<b>-</b>	<b>-</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Capital Projects	17,376,205	34,420,629	30,849,037	88,132,777	49,500,000
<b>TOTAL EXPENDITURES</b>	<b>17,376,205</b>	<b>34,420,629</b>	<b>30,849,037</b>	<b>88,132,777</b>	<b>49,500,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(17,303,338)	(34,332,930)	(30,593,797)	(88,132,777)	(49,500,000)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfer Out	(72,867)	(87,699)	(255,240)	-	-
Proceeds of Sales of Bonds	36,460,000	30,000,000	32,550,000	32,550,000	49,500,000
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>36,387,133</b>	<b>29,912,301</b>	<b>32,294,760</b>	<b>32,550,000</b>	<b>49,500,000</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	19,083,795	(4,420,629)	1,700,963	(55,582,777)	-
<b>FUND BALANCE</b>					
Beginning of Year	39,218,648	58,302,443	53,881,814	55,582,777	-
End of Year	58,302,443	53,881,814	55,582,777	-	-
<b>FUND BALANCE</b>					
<b>Restricted For:</b>					
Capital Projects	51,886,597	53,881,814	55,582,777	-	-
<b>Committed to:</b>					
Incomplete Projects	6,415,846	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$58,302,443</b>	<b>\$53,881,814</b>	<b>\$55,582,777</b>	<b>\$-</b>	<b>\$-</b>



# Fund Statements by Fund

## CAPITAL PROJECTS FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	-	-	-	131,585	713,467
Charges for Services	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>131,585</b>	<b>713,467</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Capital Projects	21,026,578	22,753,440	12,217,351	37,374,511	6,458,495
<b>TOTAL EXPENDITURES</b>	<b>21,026,578</b>	<b>22,753,440</b>	<b>12,217,351</b>	<b>37,374,511</b>	<b>6,458,495</b>
REVENUE OVER/(UNDER) EXPENDITURES	(21,026,578)	(22,753,440)	(12,217,351)	(37,242,926)	(5,745,028)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	2,821,345	13,874,780	11,216,294	6,306,910	5,745,028
Interfund Transfer	3,493,705	12,001,451	8,341,947	-	-
Proceeds of Sales of Bonds	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>6,315,050</b>	<b>25,876,231</b>	<b>19,558,241</b>	<b>6,306,910</b>	<b>5,745,028</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	(14,711,528)	3,122,791	7,340,890	(30,936,016)	-
<b>FUND BALANCE</b>					
Beginning of Year	35,183,863	20,472,335	23,595,126	30,936,016	-
End of Year	20,472,335	23,595,126	30,936,016	-	-
<b>FUND BALANCE</b>					
<b>Restricted For:</b>					
Capital Projects	6,090,714	15,951,303	20,158,637	-	-
<b>Committed to:</b>					
Incomplete Projects	14,381,621	7,643,823	10,777,379	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$20,472,335</b>	<b>\$23,595,126</b>	<b>\$30,936,016</b>	<b>\$-</b>	<b>\$-</b>



# Fund Statements by Fund



## DEBT SERVICE FUND

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>EXPENDITURES</b>					
<b>Debt Service:</b>					
Principal	28,977,396	30,008,443	28,856,655	31,543,636	33,462,054
Interest and Fiscal Charges	13,967,989	14,090,557	15,674,196	15,201,608	15,759,570
<b>TOTAL EXPENDITURES</b>	<b>42,945,385</b>	<b>44,099,000</b>	<b>44,530,851</b>	<b>46,745,244</b>	<b>49,221,624</b>
REVENUE OVER/(UNDER) EXPENDITURES	(42,945,385)	(44,099,000)	(44,530,851)	(46,745,244)	(49,221,624)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	41,545,385	43,834,000	44,430,851	46,095,244	47,921,624
Interfund Transfer	1,400,000	265,000	100,000	650,000	1,300,000
<b>TOTAL OTHER FINANCING SOURCES(USES)</b>	<b>42,945,385</b>	<b>44,099,000</b>	<b>44,530,851</b>	<b>46,745,244</b>	<b>49,221,624</b>
REVENUES AND OTHER FINANCING SOURCES OVER/ (UNDER) EXPENDITURES	-	-	-	-	-
<b>FUND BALANCE</b>					
Beginning of Year	-	-	-	-	-
End of Year	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>



# Revenue Assumptions

## LOCAL

### *Beginning Balance/Carry Forward – \$17,317,655*

The FY 2018 Adopted Budget includes \$17,317,655 in carry forward funds. Over the past several 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 2018 budget uses \$13.8 million of these reserves, which currently total \$81.8 million. The FY 2018 budget uses \$1.3 million from the Debt Service reserve, \$2.1 million from the VRS reserve, \$5.6 million from the Compensation reserve, and \$4.8 million from the Future Budget Years reserve. In addition, \$3.5 million in carry forward is anticipated from FY 2017.

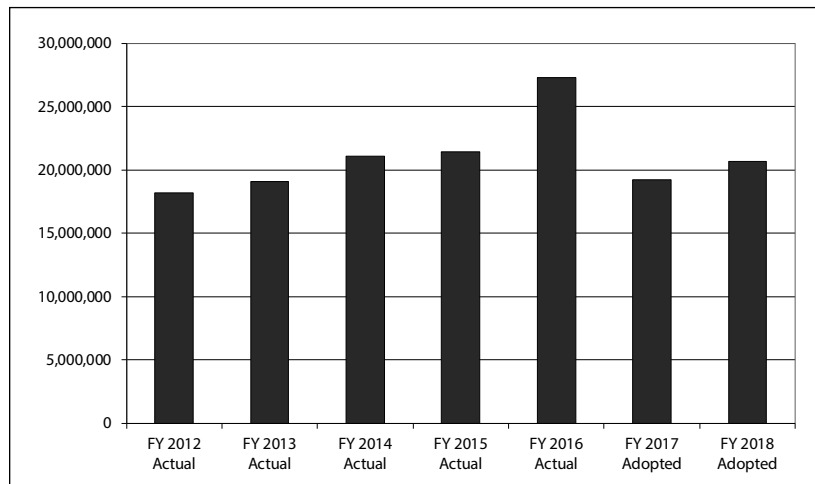
BUDGET CARRYOVER BY FISCAL YEAR				
FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
3.01%	3.53%	3.27%	1.92%	2.87%

### *Fees and Charges – \$20,656,875*

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 \$20.7 million or 3.4 percent 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 2018 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

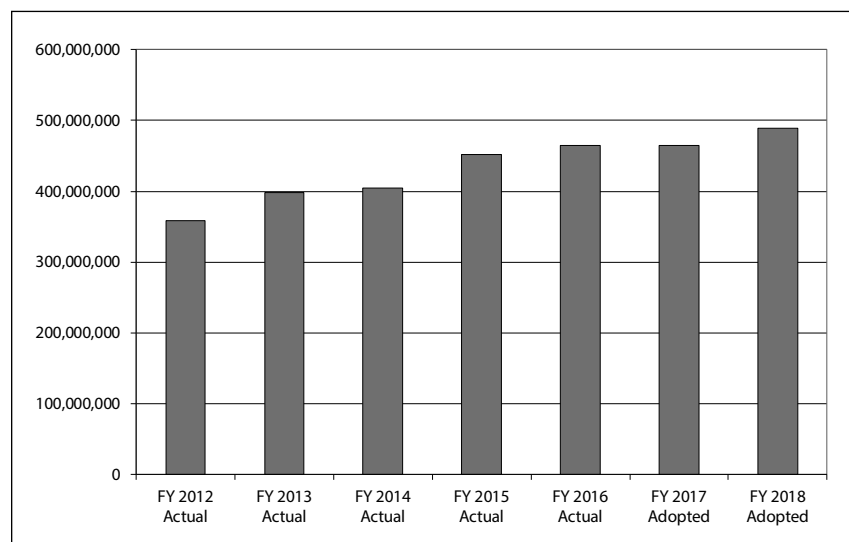
As a result of reviewing historical fee receipts, baseline fee revenue for FY 2018 was increased \$200,000. Tuition from other jurisdictions will generate an additional \$165,000 and summer school fees are expected to increase revenue by \$50,000. Food and Nutrition revenue will increase by \$594,656 based on increased student participation and increased revenue from federal programs. Increased enrollment in Extended Day and a three percent increase in tuition is expected to generate \$1,224,359 in revenue.

## *County Transfer/Revenue Sharing – \$488,762,227*

The County Transfer based on revenue sharing totals \$488.8 million or 79.7 percent of the total revenue for all funds, an increase of \$24.3 million or 5.2 percent from the FY 2017 Adopted Budget. The County Transfer comprises \$484.2 million in on-going revenue in accordance to the revenue sharing policy and an additional \$4.6 million in one-time funds. 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 46.8 percent of local tax revenue.

Within the total transfer amount, the Schools fund the expenditures in the School Operating Fund, the Community Activities Fund, the Children’s Services Act Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2018, the County Transfer for the School Operating Fund increases \$22.1 million or 5.5 percent from the FY 2017 Adopted Budget. When compared with the FY 2017 Adopted Budget, County funding is projected to increase for the Debt Service Fund (\$1.8 million) and the Capital Projects Fund (\$0.3 million); the Community Activities Fund is projected to decrease (\$0.01 million).

### COUNTY TRANSFER





# Revenue Assumptions

## STATE

State revenue provides \$72.6 million or 11.8 percent of the total revenue for all funds, a \$3.9 million increase from the FY 2017 Adopted budget. The State revenue in the FY 2018 budget is based on the General Assembly's 2016-2018 biennial budget as amended on February 25, 2017. 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 Children's Services Act Fund (\$1.9 million), Grants and Restricted Programs Fund (\$3.7 million), Food and Nutrition Services Fund (\$0.1 million), and Capital Projects Fund (\$0.7 million).

### ***State Aid to Education: Standards of Quality – \$37,444,321***

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 percent of the cost of funding the SOQ because Arlington is calculated to have the "ability to pay" 80 percent of the cost of funding the SOQ.

### ***State Aid to Education: Incentive Programs – \$1,627,583***

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-VPESA grant continues in FY 2018. For FY 2018, the General Assembly's budget also includes incentive funding of \$256,323 for a compensation supplement which covers the state share of a 2.0 percent salary increase effective February 15, 2018 for funded SOQ instructional and support positions and Academic Year Governor's Schools. Also, 78 percent of At-Risk funding is provided through the incentive programs.

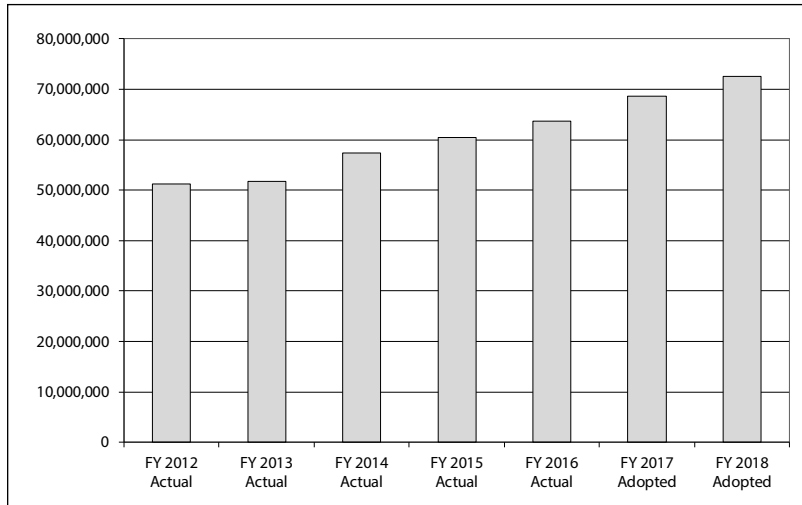
### ***State Aid to Education: Categorical Programs – \$208,574***

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.

# Revenue Assumptions



## STATE REVENUE



### **State Aid to Education: Lottery Funded Programs – \$4,059,810**

Accounts funded entirely by Lottery proceeds include: Foster Care, K-3 Primary Class Size Reduction, Virginia Preschool Initiative (VPI), Early Reading Intervention, SOL Algebra Readiness, ISAEF, Career and Technical Education, Mentor Teacher Program, School Breakfast, Project Graduation, and Special Education-Regional Tuition. At-Risk is split-funded with incentive funding and 22 percent is funded by Lottery funds. For FY 2018, the VPI funding in the General Assembly’s budget is \$1,629,250, an increase of \$67,375 from FY 2017 which will allow us to request reimbursement for 532 students.

### **State Sales Tax – \$26,232,606**

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 \$1,368,356 in sales tax revenue for APS in FY 2018. 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.

## FEDERAL

### **Federal Revenue – \$14,253,441**

Federal revenue is budgeted in the Food and Nutrition Services Fund and the Grants and Restricted Programs Fund. Federal revenue totals \$14.3 million for FY 2018, an increase of \$1.5 million or 11.4 percent from FY 2017 Adopted. No federal revenue is budgeted in the School Operating Fund. Federal revenue includes funds for the Individuals with Disabilities Education Improvement Act (IDEA), Every Student Succeeds Act (ESSA) 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.



# Revenue Assumptions

## RESERVES

The County maintains a reserve of 5 percent 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 \$13.4 million.

During FY 2012 close out, the School Board designated \$10.9 million received as a bond premium during the Spring 2012 general obligation bond sale to the capital reserve. In addition, \$0.7 million was allocated to the capital reserve in the FY 2013 School Board Adopted budget.

During FY 2013 closeout, the School Board designated \$4.3 million 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, \$3.0 million 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 \$2.0 million to the Future Debt Service reserve and \$4.0 million to the Capital reserve. The School Board also created a Compensation reserve and allocated \$2.0 million.

During the FY 2015 close out, the School Board designated \$2.1 million received as a bond premium during the Spring 2015 general obligation bond sale to the Capital reserve. In addition, \$8.5 million was added to the Future Budget Years reserve and \$6.0 million was added to the Compensation reserve.

The FY 2017 budget used \$0.7 million of the Reserve for Future Debt Service to partially offset the increases in that area. Also, \$1.0 million was taken from the VRS Reserve to partially offset the increased VRS costs and \$3.8 million was taken from the Compensation reserve to partially offset the step increase in FY 2017.

Funds totaling \$7.7 million were taken from the Future Budget Years 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 Budget Years reserves.

During the FY 2016 3rd quarter review, the School Board added \$7.1 million, received as a bond premium, to the Capital reserve and \$1.0 million to the Compensation reserve.

# Revenue Assumptions



During the FY 2016 close out, the School Board designated \$10.0 million to the Capital reserve for future infrastructure projects adopted in the FY 2017 – 2026 Capital Improvement Plan.

During the FY 2017 3rd quarter review, the School Board added \$1.0 million to the Compensation reserve. In addition, \$11.7 million received as a bond premium from the spring 2017 sale was immediately allocated to the Capital reserve.

The FY 2018 budget uses \$2.1 million from the VRS reserve to partially offset the increased VRS costs and \$1.3 million from the Debt Service reserve to offset increases in that area. Funds totaling \$4.8 million are taken from the Future Budget Years reserve to primarily offset one-time costs in the FY 2018 budget. In addition, \$5.6 million is taken from the Compensation reserve to partially offset the step increase in FY 2018 and the first year of a three-year planned increase in salaries for positions identified in the compensation study as being under market. The School Board also designated \$1.5 million in one-time funding from the County appropriation be added to the Future Budget Years reserve.

The chart below shows the sources, uses, and balances of the reserve funds as of June 30, 2017.

## 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)
	Fenwick	(\$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
	FY 2016 3rd Quarter Review - bond premium	\$7,082,347
	FY 2016 Close Out	\$10,000,000
	<i>Allocated to Gunston</i>	(\$1,000,000)
	<i>Allocated to Kenmore</i>	(\$1,000,000)
	<i>Allocated to Wakefield</i>	(\$4,000,000)
	<i>Allocated to Yorktown</i>	(\$4,000,000)
	Bond Premium from Spring 2017 Sale	\$11,714,732
	<b>Subtotal Capital Reserve</b>	<b>\$31,873,369</b>



# Revenue Assumptions

## RESERVES AVAILABLE (CONT.)

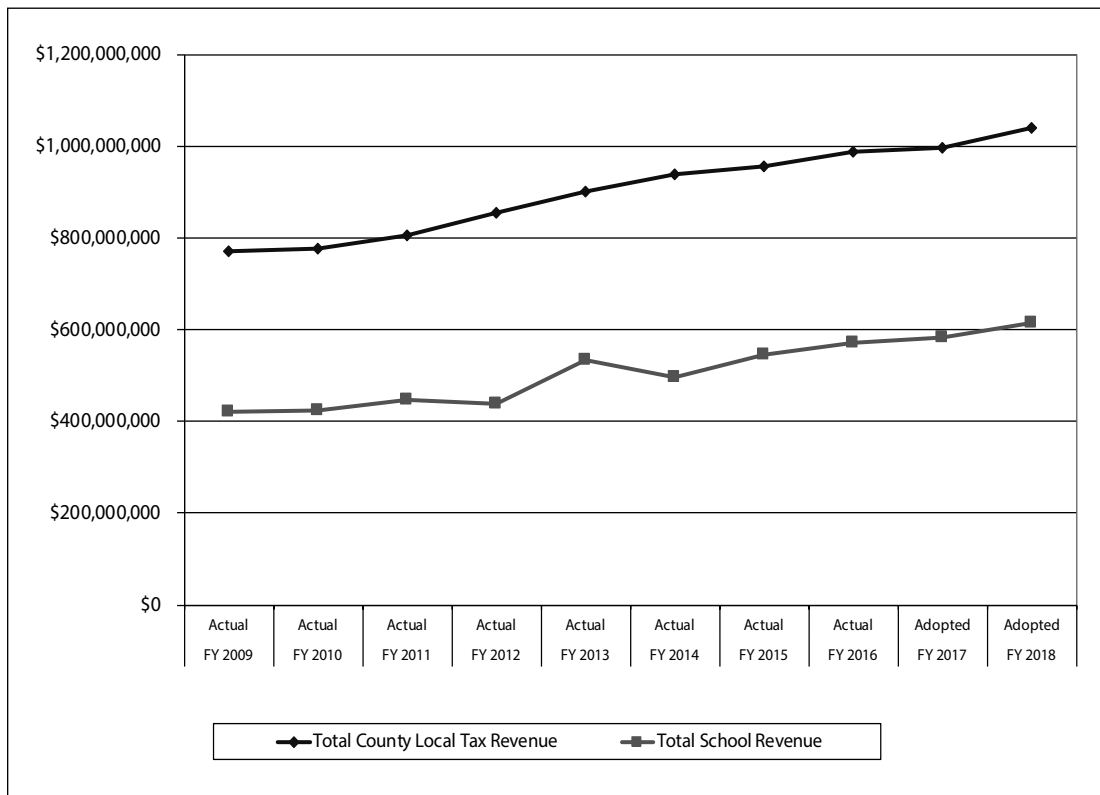
RESERVE	SOURCE	AMOUNT
VRS Reserve	FY 2011 Budget and FY 2010 Close Out	\$11,587,239
	FY 2012 SB Adopted Budget	\$1,800,000
	<i>Less: FY 2013 Adopted Budget</i>	(\$6,000,000)
	From reserve in FY 2014 SB Adopted Budget	\$2,000,000
	<i>Less: FY 2015 Adopted Budget</i>	(\$3,750,000)
	<i>Less: FY 2017 Adopted Budget</i>	(\$1,000,000)
	<i>Less: FY 2018 Adopted Budget</i>	(\$2,125,000)
	<b>Subtotal VRS Reserve</b>	<b>\$2,512,239</b>
Future Debt Service	FY 2010 Close Out	\$7,000,000
	<i>Less: FY 2013 Adopted Budget</i>	(\$1,975,000)
	<i>Less: FY 2014 Adopted Budget</i>	(\$1,400,000)
	<i>Less: FY 2015 Adopted Budget</i>	(\$265,000)
	<i>Less: FY 2016 Adopted Budget</i>	(\$100,000)
	FY 2015 3rd Quarter Review	\$2,000,000
	<i>Less: FY 2017 Adopted Budget</i>	(\$650,000)
	<i>Less: FY 2018 Adopted Budget</i>	(\$1,300,000)
	<b>Subtotal Future Debt Service</b>	<b>\$3,310,000</b>
Future Budget Years	6/30/14 Balance	\$12,308,175
	<i>Less: FY 2015 Adopted Budget</i>	(\$11,106,892)
	FY 2014 Close Out	\$18,344,811
	<i>Less: FY 2016 Adopted Budget</i>	(\$7,079,001)
	FY 2015 Appropriation	\$8,357,805
	FY 2015 Close Out	\$8,508,559
	<i>Less: FY 2017 Adopted Budget</i>	(\$7,739,537)
	FY 2017 Appropriation from County	\$2,453,402
	<i>Less: FY 2018 Adopted Budget</i>	(\$4,842,655)
	FY 2018 Appropriation from County	\$1,493,969
<b>Subtotal Future Budget Years</b>	<b>\$20,698,636</b>	
Compensation	FY 2015 3rd Quarter Review	\$2,000,000
	FY 2015 Close Out	\$6,000,000
	<i>Less: FY 2017 Adopted Budget</i>	(\$3,800,000)
	FY 2016 3rd Quarter Review	\$1,000,000
	FY 2016 Close Out	\$4,000,000
	FY 2017 3rd Quarter	\$1,000,000
	<i>Less: FY 2018 Adopted Budget</i>	(\$5,550,000)
	<b>Subtotal Compensation</b>	<b>\$4,650,000</b>
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
	<b>GRAND TOTAL</b>	<b>\$68,044,244</b>



# Revenue History

In the FY 2018 budget, 79.7% 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 46.8 percent of local tax revenue, the same percentage allocation as in FY 2017. In FY 2018, the total County Transfer comprises \$484.2 million of ongoing local tax revenue and \$4.6 million of one-time 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 2009 Actual to FY 2018 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 2018 budget, salary savings total \$3.0 million. For FY 2018, the salary calculation program budgets an average salary for all vacant positions.

The budget includes funding for a step increase for all eligible employees at a cost of \$8.7 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 \$2.4 million for the first year of a three-year plan to increase salaries for positions identified on the compensation study as being below market rate.

In FY 2018, salaries and the associated benefits account for 89.1 percent of the School Operating Fund and 79.2 percent of the total budget; no change from FY 2017.

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

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
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

Benefits are allocated using the direct cost of personnel.

### Retirement and Life Insurance

The General Assembly's 2016-2018 biennial budget as amended on February 25, 2017 increases the VRS rate from 14.66 percent to 16.32 percent. The budget is adjusted to reflect a 1.66 percentage point increase in the Virginia Retirement System (VRS) retirement rate for professional personnel. This will require \$4.2 million in additional funding.

### VIRGINIA RETIREMENT SYSTEM (VRS) RATE

RATE TYPE	FY17 ADOPTED	FY18 ADOPTED	RATE CHANGE	PERCENT CHANGE
Retirement – Professional	14.66%	16.32%	1.66%	11.3%
Retirement – Non-professional	5.81%	5.81%	0.00%	0.0%
Group Life Insurance	1.31%	1.19%	(0.12%)	(9.2%)
Retiree Health Care Credit	1.11%	1.23%	0.12%	10.8%

### Health Insurance and Other Post-Employment Benefits (OPEB)

The employer contribution for health insurance is estimated to increase by \$1.2 million in FY 2018 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. The contribution to the OPEB trust decreases \$0.7 million to \$2.6 million. APS currently has an unfunded OPEB obligation of \$96.7 million and a Net OPEB Obligation of \$15.7 million.

### Defined Contribution Match

For FY 2018, the defined contribution match remains at 0.4 percent 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 2018 budget reflects an increase in enrollment over that which was projected for FY 2017. The FY 2017 Adopted budget included funds and positions based on a projected enrollment of 26,414 students. On September 30, 2016, actual enrollment was 26,152 students. For FY 2018, the projected enrollment is 27,276 students. This represents an increase of 862 students from the FY 2017 projected enrollment of 26,414 students, upon which the FY 2017 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 2018 projections.

The projected enrollment included in the School Board's Adopted budget results in an increase of \$6.2 million, based on changes in positions and materials and supplies allocations generated by the planning factors currently in place and a contingency for Special Education and/or WIDA Level 6 changes. In addition, as a result of the increased enrollment, funding totaling \$2.1 million is provided for relocatables, including furniture and technology, and additional transportation demands. The total cost of enrollment growth for FY 2018 is \$8.3 million.

ENROLLMENT GROWTH	IN MILLIONS	FTE
<b>Enrollment</b>		
Elementary	\$1.79	18.70
Secondary	\$2.49	22.30
Other School-based	\$0.94	6.80
Special Education and/or WIDA Level 6 Contingency	\$1.00	
<b>Total Enrollment Costs</b>	<b>\$6.22</b>	<b>47.80</b>
<b>Capacity</b>		
Relocatables	\$1.20	
Furniture and technology for relocatables	\$0.30	
<b>Total Capacity Costs</b>	<b>\$1.50</b>	
<b>Transportation</b>		
Additional buses (5) with radios	\$0.55	
<b>Total Transportation Costs</b>	<b>\$0.55</b>	
<b>TOTAL ENROLLMENT GROWTH</b>	<b>\$8.27</b>	<b>47.80</b>

# 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 2018 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

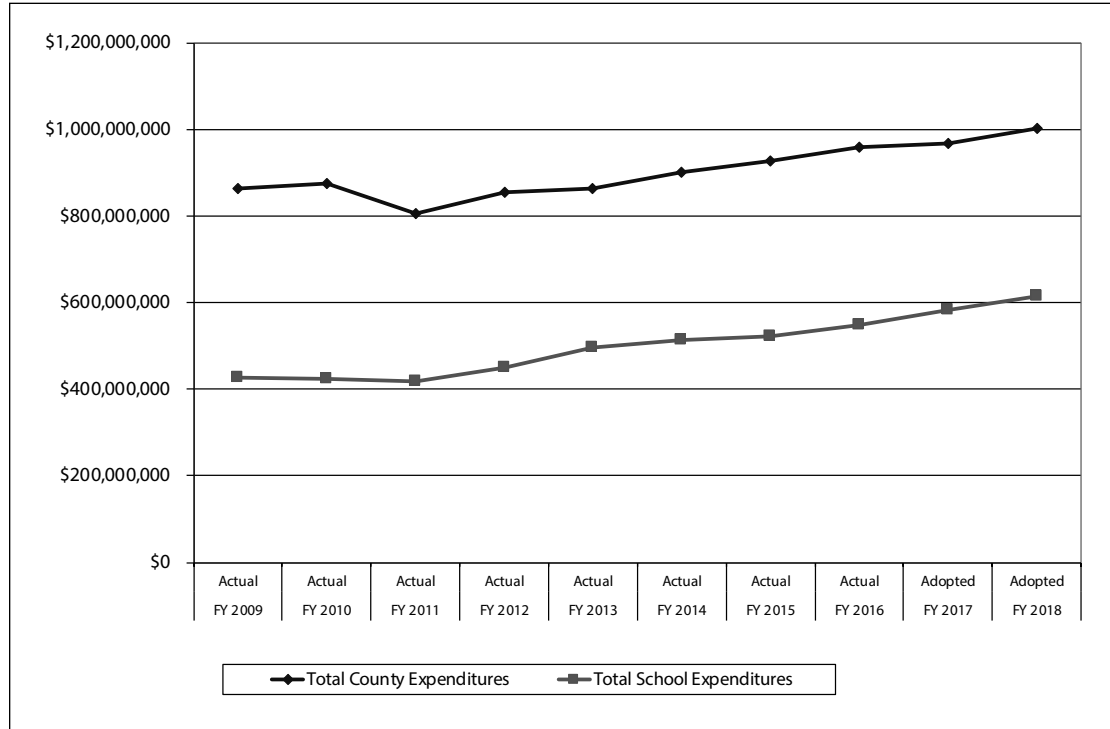
Debt Service increases by \$2,476,380 to account for the principal and interest payments on bonds previously sold for construction projects and for the \$138.83 million to be sold in spring 2017 to fund construction projects as outlined in the School Board's Adopted FY 2017 – FY 2026 Capital Improvement. Projected Debt Service is 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 2009 Actual to FY 2018 Adopted.

## EXPENDITURE HISTORY



# Budget Forecast



## BUDGET FORECAST SUMMARY

	FY 2018 SCHOOL BOARD'S ADOPTED		FY 2019 PROJECTED	FY 2020 PROJECTED	FY 2021 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
<b>REVENUE</b>					
Prior Year Budget - All Funds	\$581,941,859		\$613,554,404	\$617,808,208	\$626,757,175
Increase in County Revenue	\$19,667,886		\$10,651,932	\$10,391,444	\$11,114,886
County One-Time Revenue	\$4,583,507		(\$4,583,507)	\$0	\$0
Increase/(Decrease) in Local Revenue	\$1,367,947		\$500,000	\$500,000	\$500,000
Increase/(Decrease) in State Funds - All funds	\$4,451,518		\$788,534	\$1,375,284	\$1,206,107
Increase/(Decrease) in Federal Revenue	\$913,569		\$200,000	\$200,000	\$200,000
<b>TOTAL REVENUE</b>	<b>\$612,926,286</b>		<b>\$621,111,363</b>	<b>\$630,274,936</b>	<b>\$639,778,168</b>
VRS Reserve Used in Prior Year Budget	(\$1,000,000)		(\$2,125,000)	(\$1,500,000)	(\$1,012,239)
Debt Service Reserve Used in Prior Year Budget	(\$650,000)		(\$1,300,000)	(\$2,900,000)	(\$410,000)
Future Budget Years Reserve Used in Prior Year Budget	(\$7,739,537)		(\$4,842,655)	(\$1,464,500)	(\$5,574,500)
Compensation Reserve Used in Prior Year Budget	(\$3,800,000)		(\$5,550,000)	(\$4,650,000)	\$0
Future Budget Years Reserve Used in Current Year Budget	\$4,842,655		\$1,464,500	\$5,574,500	\$5,100,000
Compensation Reserve Used in Current Year Budget (see Note 1)	\$5,550,000		\$4,650,000	\$0	\$0
VRS Reserve Used in Current Year Budget (see Note 1)	\$2,125,000		\$1,500,000	\$1,012,239	\$0
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$1,300,000		\$2,900,000	\$410,000	\$0
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$613,554,404</b>		<b>\$617,808,208</b>	<b>\$626,757,175</b>	<b>\$637,881,429</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$581,941,859	4,544.85	\$613,554,404	\$643,677,465	\$679,093,522
<b>BASELINE ADJUSTMENTS</b>					
Salaries and Benefits Baseline Adjustments & Efficiencies	\$2,425,000		\$2,500,000	\$2,500,000	\$2,500,000
<b>Baseline Savings</b>					
Eliminate one-time costs in prior year	(\$7,753,537)	0.00	(\$2,050,000)	(\$1,000,000)	(\$1,000,000)
Other baseline savings	(\$65,541)	(1.50)	\$0	\$0	\$0
<b>Contractual Obligations</b>					
Debt Service	\$2,476,380		\$5,817,102	\$1,768,827	\$2,836,989
Other contractual obligations	\$436,335		\$1,987,500	\$1,912,000	\$855,000
<b>Additional Funds for Baseline Services</b>					
Baseline services in other funds (CSA, F&NS, Grants, Ext. Day)	\$2,817,150	11.30	\$400,000	\$400,000	\$400,000
Other baseline services	\$1,791,325	(1.00)	\$112,700	\$112,700	\$112,700
<b>Additional Costs for New Capacity</b>					
Additional operating costs	\$0	0.00	\$483,200	\$5,428,000	\$244,005
Start-up costs	\$275,000		(\$275,000)	\$3,100,000	(\$3,100,000)
<b>NET BASELINE ADJUSTMENTS</b>	<b>\$2,402,112</b>	<b>8.80</b>	<b>\$8,975,502</b>	<b>\$14,221,527</b>	<b>\$2,848,694</b>



# Budget Forecast

## BUDGET FORECAST SUMMARY (CONT.)

	FY 2018 SCHOOL BOARD'S ADOPTED		FY 2019 PROJECTED	FY 2020 PROJECTED	FY 2021 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
<b>NEW INVESTMENTS</b>					
<b>Enrollment Growth</b>					
Changes in enrollment	\$6,215,024	47.80	\$6,800,000	\$5,900,000	\$6,900,000
Other enrollment-related needs	\$2,050,000		\$1,000,000	\$1,000,000	\$1,000,000
<b>Compensation</b>					
Step increase	\$8,700,000		\$9,700,000	\$10,700,000	\$11,700,000
Additional compensation - below market positions	\$2,400,000		\$2,400,000	\$2,400,000	\$0
<b>New Initiatives</b>					
Student Services and Instructional Support	\$364,524	4.00	(\$75,000)		
Building Maintenance and Security	\$767,984	3.00	(\$40,000)		
Transportation Needs	\$446,630	11.00	\$446,630	\$446,630	\$446,630
Other Infrastructure Support	\$777,328	6.00	\$0	\$0	\$0
<b>Growth Initiatives</b>					
Arlington Tech	\$1,214,312	10.00	\$960,000	\$752,900	
Central Registration	\$63,708	1.00			
Student and Instructional Support	\$3,275,896	16.50	\$1,317,127	\$10,000	
Safety and Security Needs	\$321,250		(\$50,000)	(\$15,000)	
Infrastructure and Support Needs	\$1,113,777	21.50	\$188,802	\$0	\$0
<b>TOTAL NEW INVESTMENTS</b>	<b>\$27,710,433</b>	<b>120.80</b>	<b>\$22,647,559</b>	<b>\$21,194,530</b>	<b>\$20,046,630</b>
USE OF ONE-TIME FUNDS (NOT INCLUDED ELSEWHERE)	\$1,500,000		(\$1,500,000)	\$0	\$0
<b>TOTAL EXPENDITURES</b>	<b>\$613,554,404</b>	<b>4,674.45</b>	<b>\$643,677,465</b>	<b>\$679,093,522</b>	<b>\$701,988,846</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$25,869,257)</b>	<b>(\$52,336,348)</b>	<b>(\$64,107,418)</b>
<b>POSSIBLE COMPENSATION ADJUSTMENTS</b>					
Step increase			\$9,700,000	\$10,700,000	\$11,700,000
1% Compensation adjustment			\$4,600,000	\$4,800,000	\$5,000,000

Note 1: Compensation Reserve, VRS Reserve, and Debt Service Reserve used in FY 2019 through FY 2021 assumes full depletion of current reserve balances if no additional funding is provided.



# Budget Forecast



The budget forecasts for FY 2019 through FY 2021 are based on the adopted budget for FY 2018. Given the revenue and expenditure assumptions below, the potential deficits or surpluses are as shown on the previous pages. 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 2021. 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 2.2% growth in total County local tax revenue in FY 2019, 2.1% in FY 2020, and 2.2% growth in FY 2021. The County Transfer amount is based on 46.8%, the share received in FY 2018, 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 2019 based on the General Assembly’s adopted 2016-2018 biennial budget. Also assumes some growth in State funding in FY 2020 and FY 2021 strictly for increased enrollment. Any changes to the General Assembly’s adopted 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 2018.
- **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 2018 budget and in the out years until depleted. Reserves are also used to offset one-time costs in the FY 2018 budget and any known one-time costs in the out years related to Enrollment, Additional Capacity, and New Investments in FY 2018. Compensation reserves are used only in the FY 2018 budget to offset 50 percent of the step increase cost. A step compensation increase is assumed in the out years so compensation reserves are used to offset 50 percent of the cost until the funds are depleted. 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 1.00 percentage points in FY 2019. For FY 2020 and FY 2021, it is estimated that the rate will continue to increase one percentage point each year. The VRS retirement rate for non-professional staff, the group life insurance rate, and the retiree health care credit rate are projected to remain the same as in FY 2018 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 2019 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 2017, 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 2018 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.
- *Compensation* in FY 2018 consists of a step increase for eligible employees plus \$2.4 million to bring positions identified in the compensation study up to market over the next three years. The baseline forecast also includes a step increase in FY 2019 and beyond.
- *Student Services and Instructional Support* are costs associated with increasing paraprofessional support for elementary interlude classrooms, Medicaid billing software, and an increase in the number of technicians. Any one-time costs are funded with one-time funds and eliminated in the following year.
- *Building Maintenance and Security* includes costs for HVAC maintenance technicians and a preventative maintenance contract as well as consulting fees for a Safety Coordinator.

# Budget Forecast



- *Transportation Needs* includes funding for full-time positions for additional bus drivers and bus attendants. Any known out-years costs are included in fiscal years 2019 through 2021.
- *Other Infrastructure Support* includes funding to provide additional central office support for our growing school division such as additional AETV Producer for increased AETV programming, a Planner to support the Joint Facilities Advisory Commission, an Integrated Project Planning Team, and a Transportation Planner.
- *Arlington Tech* includes the costs expansion of the program in FY 2018 and the continuing expansion of the program in fiscal years 2019 through 2020. Staffing costs were increased based on projected enrollment in this program being higher than previously stated. Any one-time costs are funded with one-time funds and eliminated in the following year.
- *Central Registration* includes the second-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 2019 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 2019 through 2020 and any one-time costs are funded with one-time funds and eliminated in the following year.
- *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 2019 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 Abingdon 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 and Continuing Growth Initiatives.
- *Possible Compensation Adjustments* outlines the costs of possible adjustments to compensation in the out years.

## Long-Range Sustainability

In the FY 2018 School Board's Adopted Budget, a total of \$13.8 million is used from a number of reserves in order to balance the budget. Reserves are one-time revenue sources and must be eliminated in subsequent years, which increases the shortfall for APS in future years. While this practice works for expenditures that are funded one-time, such as purchasing a vehicle or a software package, this is not sustainable over time for ongoing expenditures. As indicated in the budget forecast, the compensation reserve, VRS reserve, and debt service reserve will be fully depleted if no additional funding is provided. APS will work to reduce its dependence on reserves to balance the budget in the future.



# 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,

A handwritten signature in cursive script that reads "Emma Violand-Sánchez".

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



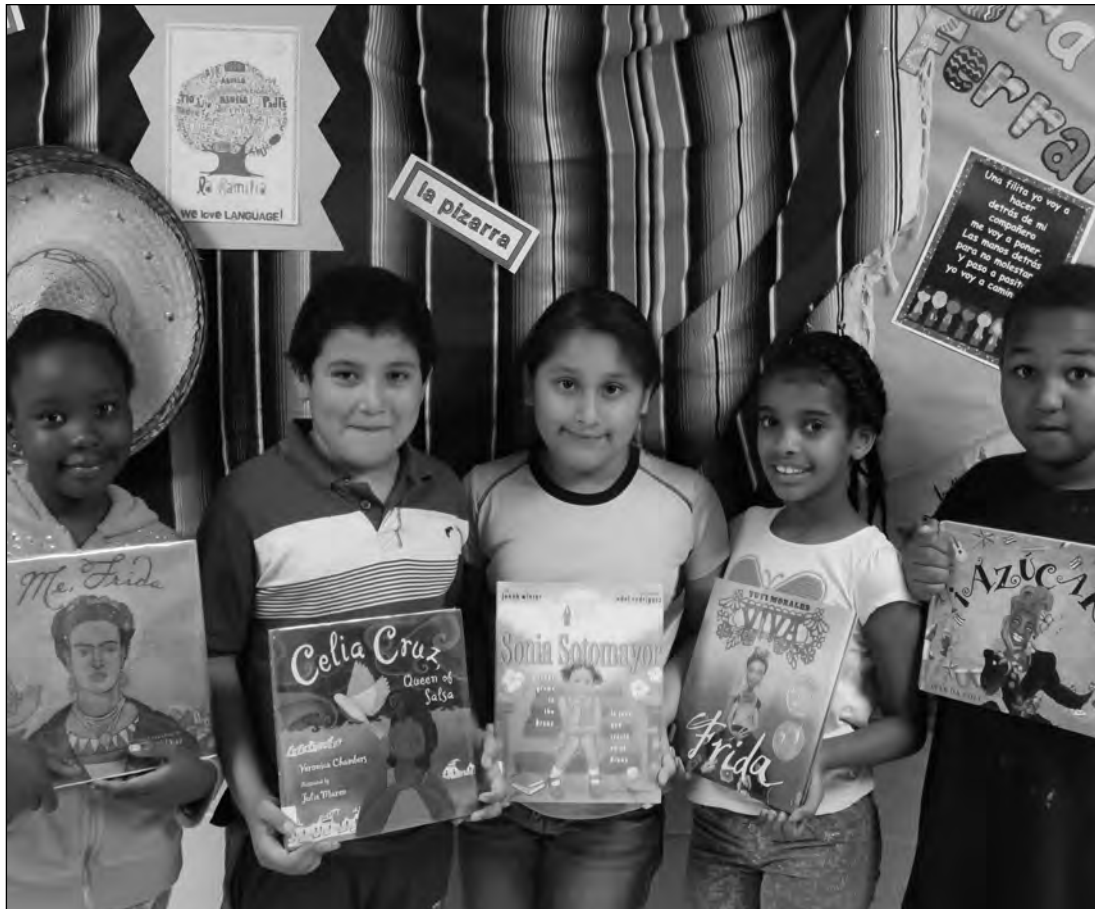
### *Middle School Internal Modifications*

- 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	
<b>SEATS AVAILABLE IN</b>					
<b>COMMITTED PROJECTS</b>					
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
<b>PROPOSED PROJECTS</b>					
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	
<b>TOTAL COMMITTED AND PROPOSED PROJECTS</b>	<b>\$6.42</b>	<b>\$21.65</b>	<b>\$12.44</b>	<b>\$12.44</b>	<b>\$22.31</b>
<b>BOND REFERENDA AMOUNTS</b>					
Debt Service Ratio Target ≤9.8%					
Debt Service Ratio — APS					
Annual APS Debt Service Increase					
<b>TOTAL COUNTY AND SCHOOLS DEBT SERVICE RATIO</b>					

# 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
<b>\$49.50</b>	<b>\$77.30</b>	<b>\$58.73</b>	<b>\$48.15</b>	<b>\$46.10</b>	<b>\$23.55</b>	<b>\$26.50</b>	<b>\$33.20</b>	<b>\$56.40</b>	<b>\$15.60</b>	<b>\$510.29</b>
<b>2016</b>		<b>2018</b>		<b>2020</b>		<b>2022</b>		<b>2024</b>		
<b>\$138.83</b>		<b>\$146.60</b>		<b>\$17.90</b>		<b>\$89.49</b>		<b>\$42.21</b>		
<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>	<b>FY 2026</b>	<b>TOTAL</b>
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
<b>8.08%</b>	<b>8.26%</b>	<b>8.91%</b>	<b>9.35%</b>	<b>9.77%</b>	<b>9.78%</b>	<b>9.65%</b>	<b>9.58%</b>	<b>9.49%</b>	<b>9.28%</b>	



# 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/arlington/board.nsf/public](http://www.boarddocs.com/vsba/arlington/board.nsf/public).  
Additional resources may be found at [www.apsva.us/moreseats](http://www.apsva.us/moreseats).*

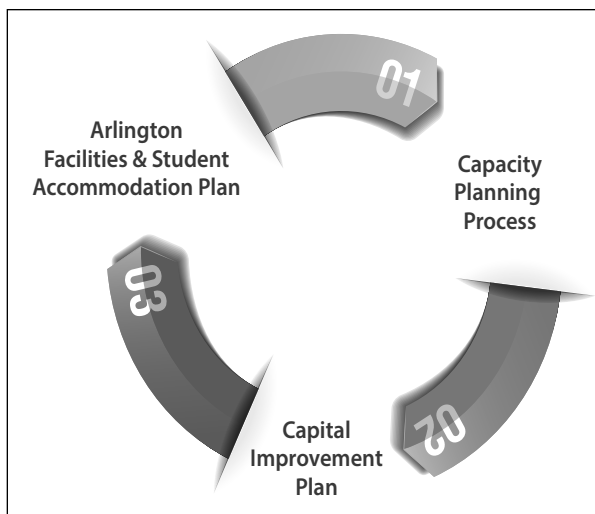
# FY 2017-FY 2026 Capital Improvement Fund

## 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

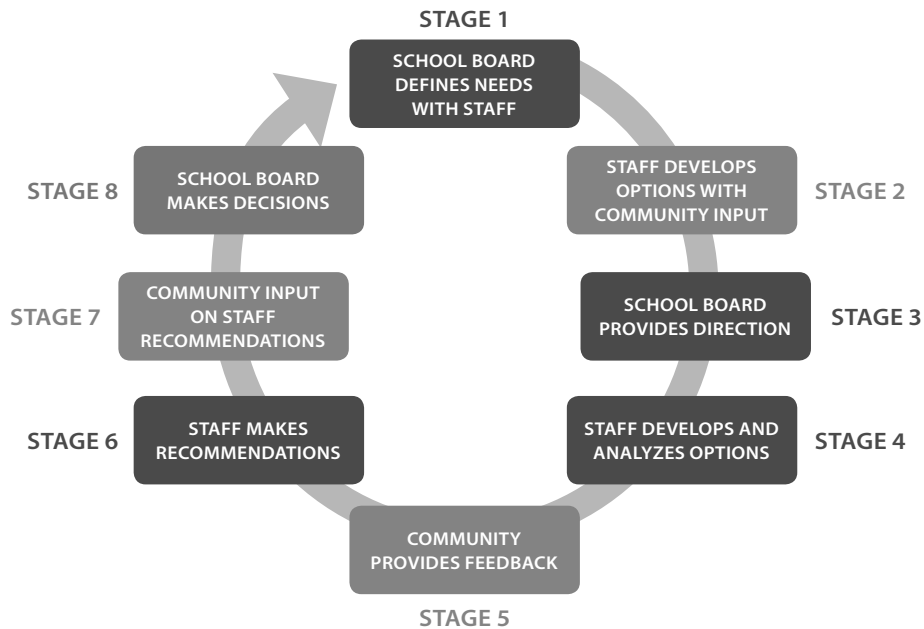
The CIP is the outcome of the School Board's year-long, eight step process (described below) for engaging the community and working together with staff before making decisions on critical issues including the Budget and the CIP. Through this process, the School Board obtained substantial feedback from 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 AND LEARNING**

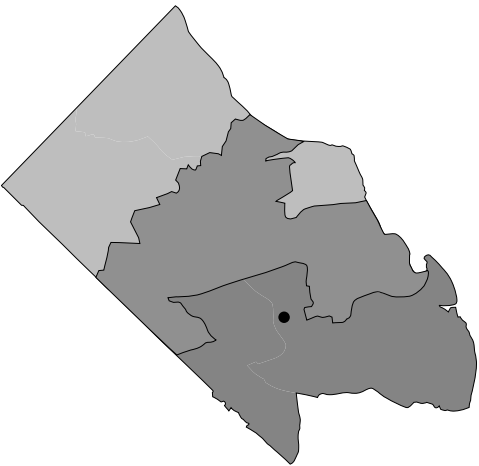
APS has made environmental sustainability a priority in developing its facilities, not only to protect the environment and reap the economic benefit of using less energy, but also to integrate opportunities for students to learn about design, sustainability, and environmental stewardship.

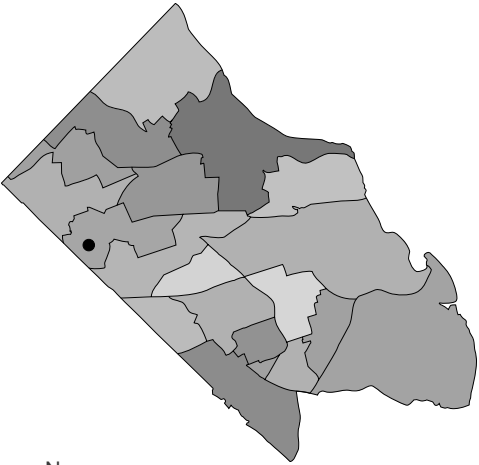
*The Arlington Public Schools FY 2017–26 Capital Improvement Plan will ensure that APS continues to provide high-quality, safe, efficient and environmentally friendly facilities for current and future students and staff.*

# FY 2017-FY 2026 Capital Improvement Fund

## Major Capital Projects

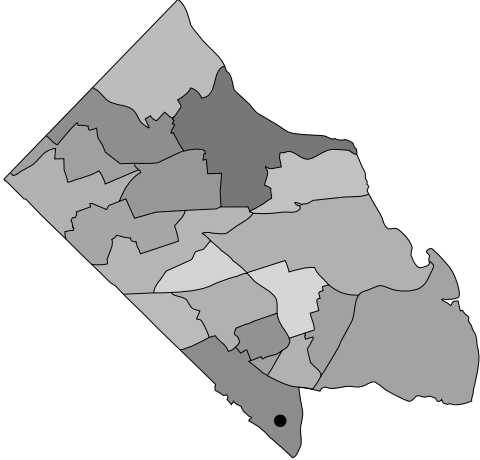


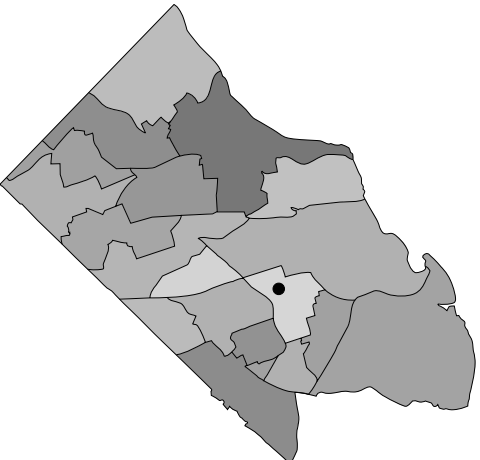
COMPLETED PROJECT	
<p><b>Fenwick Center Renovation</b></p>  <p><b>Arlington County High School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 300+</li> <li>▪ Projected completion: August 2016</li> <li>▪ Maximum estimated total project cost: \$398,000</li> <li>▪ Reserve funding: \$398,000</li> <li>▪ 2016 bond funding: \$0</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>▪ Additional overhead costs will be required to operate this new addition to APS facilities.</li> </ul> <p><i><b>Note:</b> 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><b>McKinley Elementary School Addition/ Renovation</b></p>  <p><b>Arlington County Elementary School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 241</li> <li>▪ Projected completion: December 2016</li> <li>▪ Prior bond funding: \$19,616,500</li> <li>▪ Joint funding: \$750,000</li> <li>▪ Other funds: \$1,618,435</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>▪ Additional staffing, transportation and overhead costs will be required to operate the expanded school.</li> </ul>

# FY 2017-FY 2026 Capital Improvement Fund

## Major Capital Projects

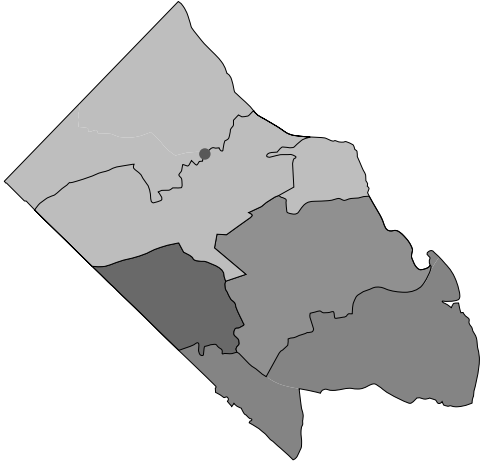
ONGOING CIP PROJECT	
<p><b>Abingdon Elementary School Addition/Renovation</b></p>  <p><b>Arlington County Elementary School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 136</li> <li>▪ Projected completion: December 2017</li> <li>▪ Prior bond funding: \$30,197,959</li> <li>▪ Joint funding: \$1,239,206</li> <li>▪ Other funds: \$539,365</li> <li>▪ 2016 bond funding: \$0</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>▪ Additional staffing, transportation and overhead costs will be required to operate the expanded school.</li> </ul>


ONGOING CIP PROJECT	
<p><b>New Elementary School Adjacent to Thomas Jefferson Middle School</b></p>  <p><b>Arlington County Elementary School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 725</li> <li>▪ Projected completion: August 2019</li> <li>▪ Prior bond funding: \$40,300,000</li> <li>▪ Joint funding: \$17,900,000</li> <li>▪ Other funds: \$800,000</li> <li>▪ 2016 bond funding: \$0</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>▪ Additional staffing, transportation and overhead costs will be required to operate the new school.</li> </ul> <p><i><b>Note:</b> 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



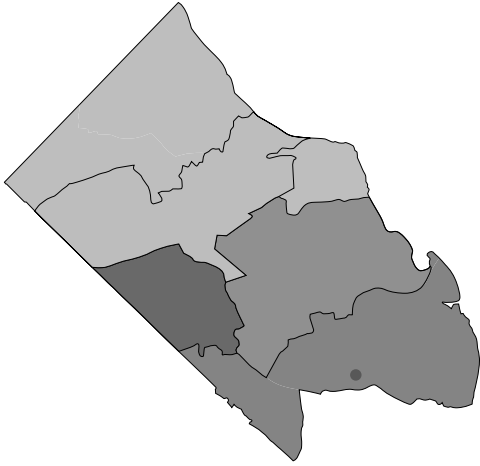
ONGOING CIP PROJECT	
<p><b>New Middle School at Stratford Building</b></p>  <p><b>Arlington County Middle School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 339</li> <li>▪ Seats already existing: 661</li> <li>▪ Total seats at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

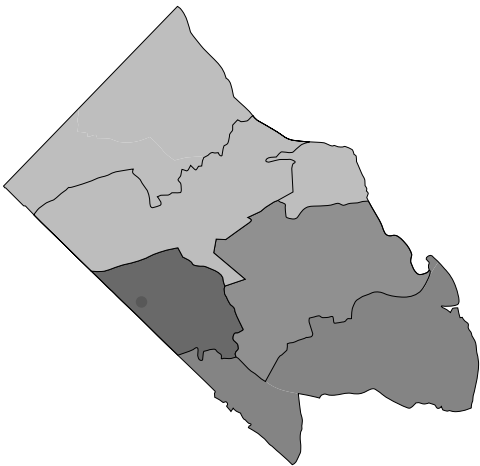
ONGOING CIP PROJECT	
<p><b>New School at Wilson Site</b></p>  <p><b>Arlington County High School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 775</li> <li>▪ Projected completion: August 2019</li> <li>▪ Maximum estimated total project cost: \$100,800,000</li> <li>▪ Prior bond funding: \$7,500,000</li> <li>▪ Joint funding: \$6,000,000</li> <li>▪ Reserves: \$7,000,000</li> <li>▪ Other funds: \$1,900,000</li> <li>▪ 2016 bond funding: \$78,400,000</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>▪ Additional staffing, transportation and overhead costs will be required to operate the school.</li> </ul> <p><i><b>Note:</b> 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><b>Gunston Middle School Internal Modifications</b></p>  <p><b>Arlington County Middle School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"><li>▪ Additional seats provided: 60+</li><li>▪ Projected completion: August 2017</li><li>▪ Maximum estimated total project cost: \$1,000,000</li><li>▪ Reserve funding: \$1,000,000</li><li>▪ 2016 bond funding: \$0</li></ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"><li>▪ Minimal operating impact.</li></ul>

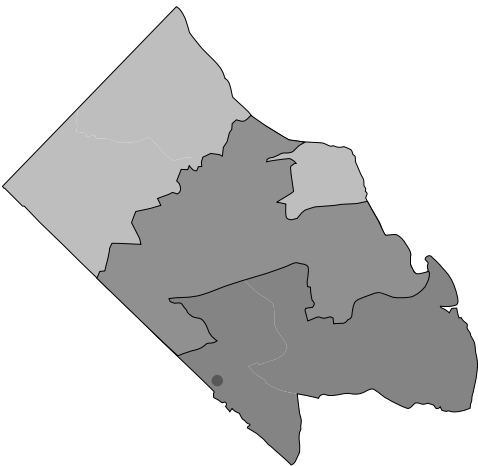
NEW CIP PROJECT	
<p><b>Kenmore Middle School Internal Modifications</b></p>  <p><b>Arlington County Middle School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"><li>▪ Additional seats provided: 60+</li><li>▪ Projected completion: August 2017</li><li>▪ Maximum estimated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

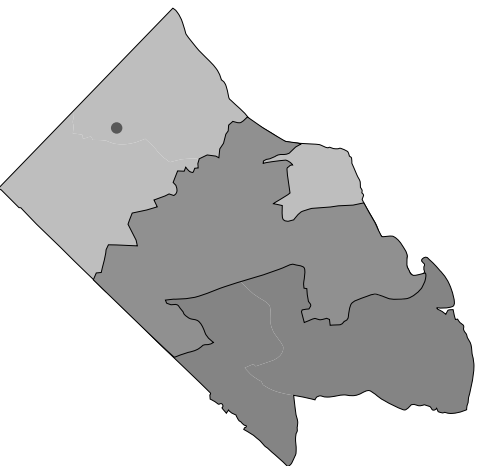


# FY 2017-FY 2026 Capital Improvement Fund

## Major Capital Projects

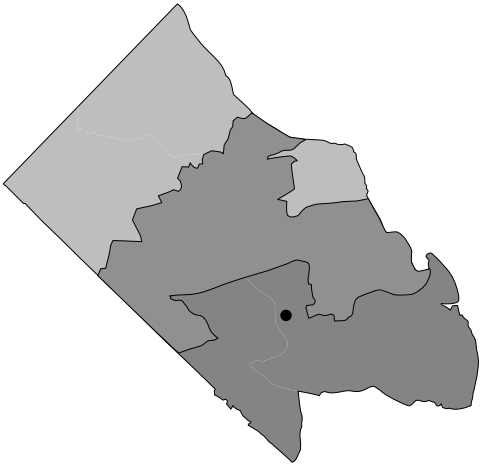


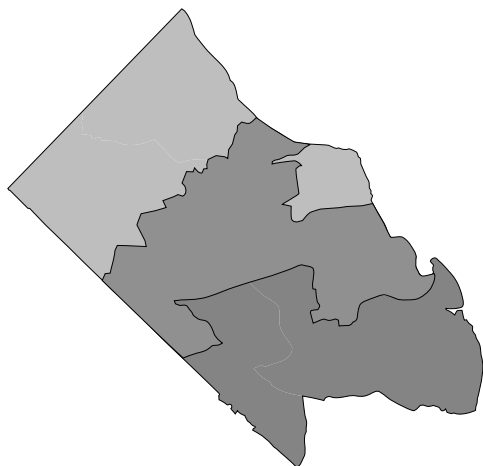
NEW CIP PROJECT	
<p><b>Wakefield High School Internal Modifications</b></p>  <p><b>Arlington County High School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 300+</li> <li>▪ Projected completion: August 2017</li> <li>▪ Maximum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

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

# FY 2017-FY 2026 Capital Improvement Fund

## Major Capital Projects

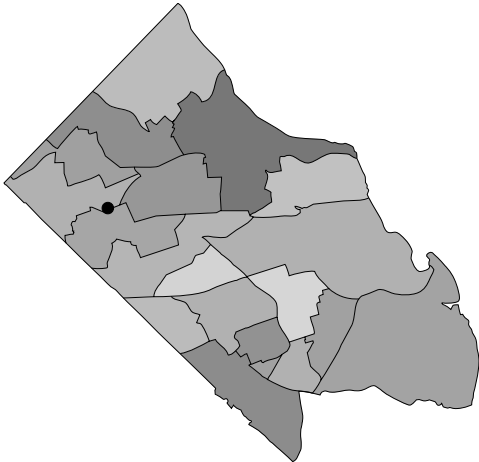
NEW CIP PROJECT	
<p><b>Career Center / Arlington Tech</b></p>  <p><b>Arlington County High School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 300+</li> <li>▪ Projected completion: August 2018</li> <li>▪ Maximum estimated total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

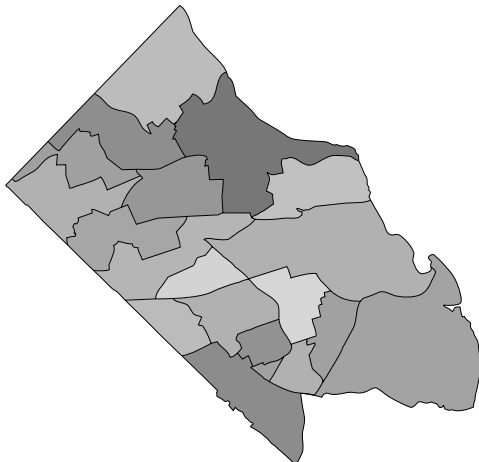
NEW CIP PROJECT	
<p><b>High School Seats Location(s) To Be Determined</b></p>  <p><b>Arlington County High School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>▪ Additional seats provided: 1,300+</li> <li>▪ Projected completion: August 2022</li> <li>▪ Maximum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

# FY 2017-FY 2026 Capital Improvement Fund

## Major Capital Projects



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

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



# 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.

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

#### Operating Impact

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



# 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	ADOPTED	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
<b>TOTAL</b>	<b>\$5,617,929</b>	<b>\$6,438,495</b>	<b>\$6,747,998</b>	<b>\$6,946,232</b>	<b>\$7,150,414</b>	<b>\$7,360,722</b>



# FY 2017-FY 2026 Capital Improvement Fund

## Other CIP Projects

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

	ADOPTED	ADOPTED	ADOPTED	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 and 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
<b>TOTAL</b>	<b>\$7,580,842</b>	<b>\$7,803,957</b>	<b>\$8,033,766</b>	<b>\$8,270,469</b>	<b>\$8,517,864</b>	<b>\$74,850,759</b>



# FY 2017-FY 2026 Capital Improvement Fund

## Background

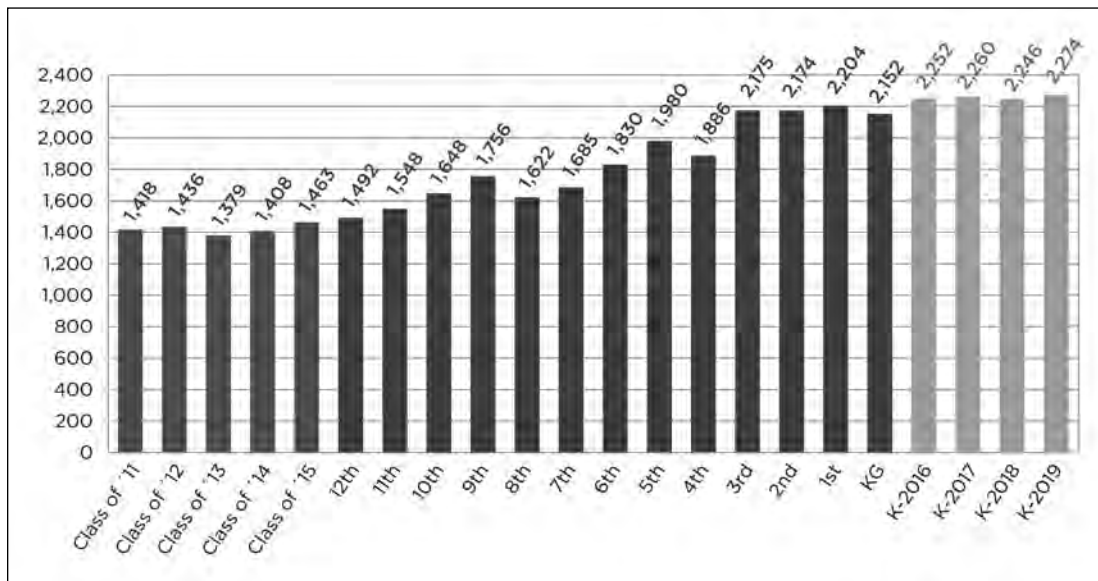


### PROJECTING FUTURE ENROLLMENT

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

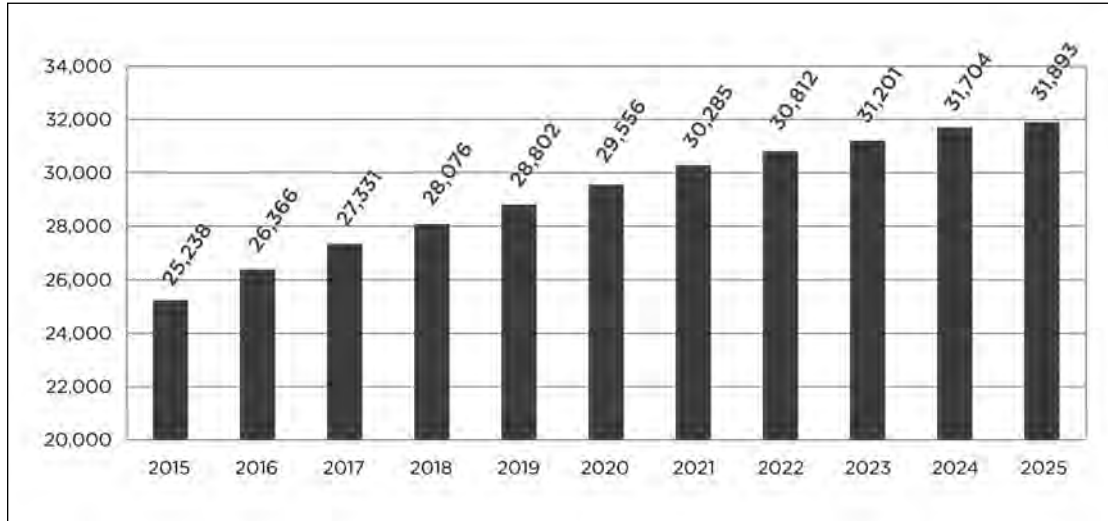


As the 6,444 students currently in high school graduate over the next four years, 9032 new students are projected to enter APS.

# 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](http://www.apsva.us/afsap). Work on the next AFSAP will commence in fall 2016.

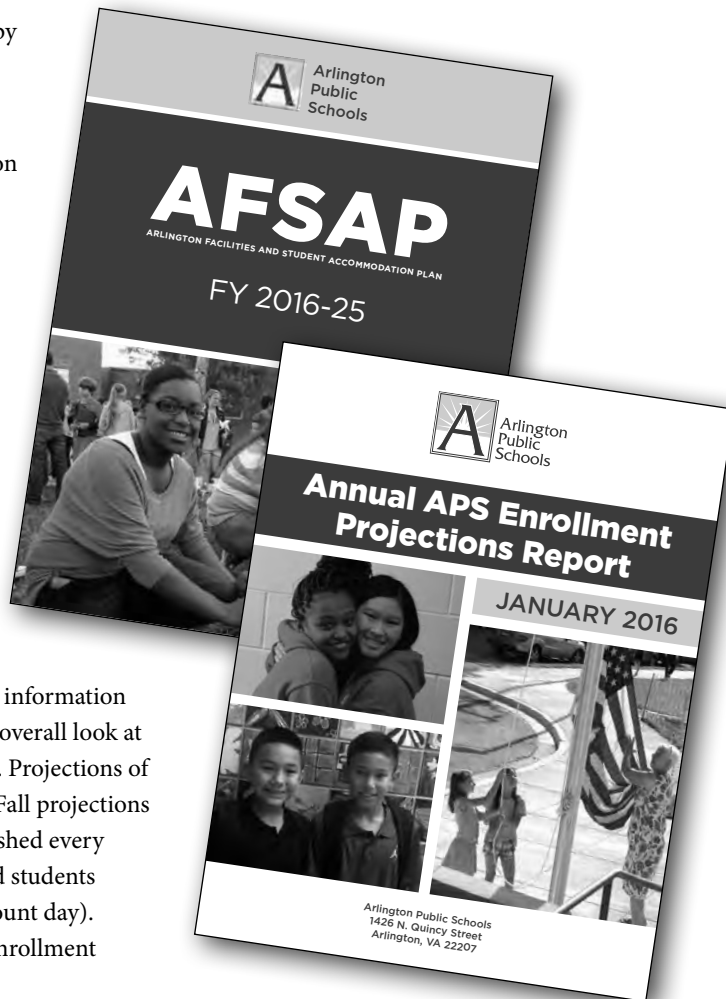
Information provided in the AFSAP includes:

- 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

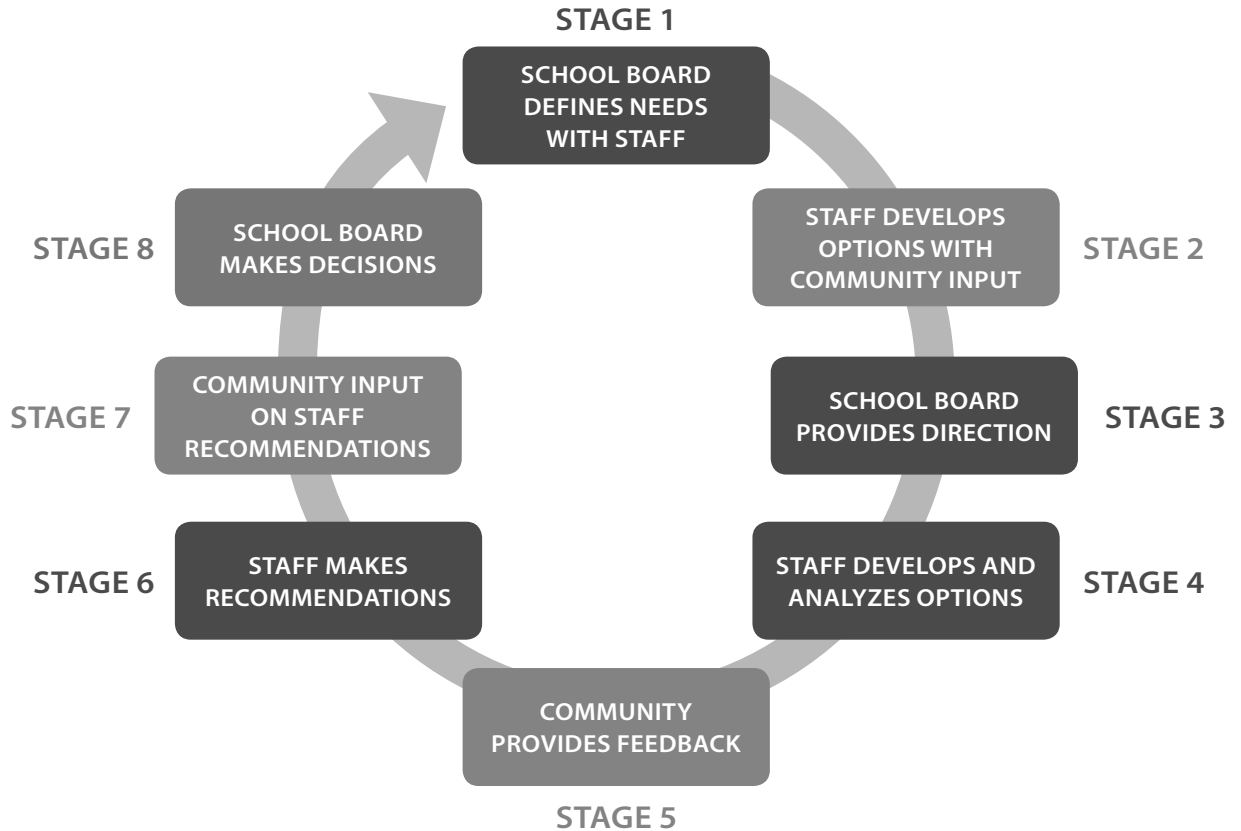
### COMMUNITY ENGAGEMENT

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.

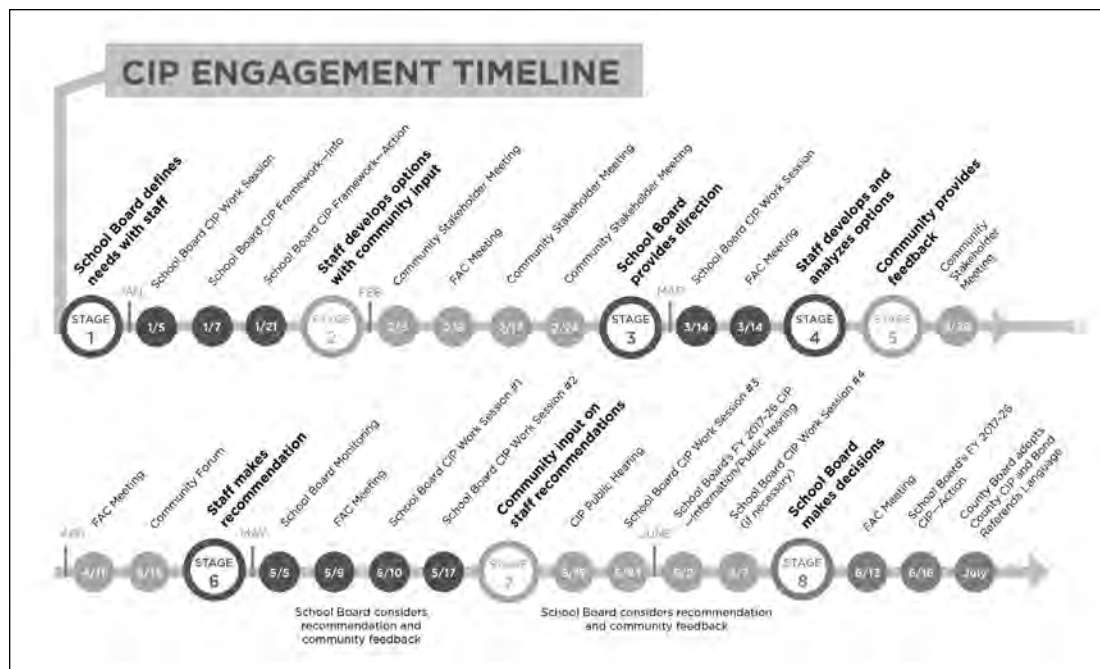
Throughout the CIP planning process, a variety of school and community stakeholders provided valuable feedback that helped shape the scope of the projects included in the CIP. Those stakeholders included individual school communities, School Board advisory councils, citizen groups and civic associations, 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](http://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 and 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 and 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	
<b>COMMITTED PROJECTS</b>					
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
<b>PROPOSED PROJECTS</b>					
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	
<b>TOTAL COMMITTED AND PROPOSED PROJECTS</b>	<b>\$6.42</b>	<b>\$21.65</b>	<b>\$12.44</b>	<b>\$12.44</b>	<b>\$22.31</b>
<b>BOND REFERENDA AMOUNTS</b>					
<b>GRAND TOTAL PROJECTS</b>	<b>\$6.42</b>	<b>\$21.65</b>	<b>\$12.44</b>	<b>\$12.44</b>	<b>\$22.31</b>

# 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
<b>\$49.50</b>	<b>\$77.30</b>	<b>\$58.73</b>	<b>\$48.15</b>	<b>\$46.10</b>	<b>\$23.55</b>	<b>\$26.50</b>	<b>\$33.20</b>	<b>\$56.40</b>	<b>\$15.60</b>	<b>\$510.29</b>
<b>2016</b>		<b>2018</b>		<b>2020</b>		<b>2022</b>		<b>2024</b>		
<b>\$138.83</b>		<b>\$146.60</b>		<b>\$17.90</b>		<b>\$89.49</b>		<b>\$42.21</b>		
<b>\$55.98</b>	<b>\$84.05</b>	<b>\$65.68</b>	<b>\$55.30</b>	<b>\$53.46</b>	<b>\$31.13</b>	<b>\$34.30</b>	<b>\$41.23</b>	<b>\$64.67</b>	<b>\$24.12</b>	<b>\$585.19</b>

### 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
<b>2016</b>	<b>\$138,830,000</b>





# 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
<b>RENEWALS AND/OR EXPANSIONS</b>		
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
<b>REPLACEMENT/RECONSTRUCTION</b>		
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
<b>NEW SCHOOL</b>		
Carlin Springs	\$15,232,091	2004
<b>OTHER</b>		
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
<b>MC/MM (BOND FUNDED)</b>		
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
<b>RENEWALS AND/OR EXPANSIONS</b>		
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
<b>NEW SCHOOL</b>		
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%
<b>ELEMENTARY TOTAL</b>	<b>12,929</b>	<b>13,546</b>	<b>104.80%</b>	<b>13,186</b>	<b>13,987</b>	<b>106.10%</b>	<b>13,322</b>	<b>14,386</b>	<b>108.00%</b>

\*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%
<b>ELEMENTARY TOTAL</b>	<b>13,322</b>	<b>14,437</b>	<b>108.40%</b>	<b>14,047</b>	<b>14,581</b>	<b>103.80%</b>	<b>14,047</b>	<b>14,713</b>	<b>104.70%</b>

\*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%
<b>ELEMENTARY TOTAL</b>	<b>14,772</b>	<b>14,901</b>	<b>100.90%</b>	<b>14,772</b>	<b>15,026</b>	<b>101.70%</b>	<b>14,772</b>	<b>15,151</b>	<b>102.60%</b>

\*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%
<b>ELEMENTARY TOTAL</b>	<b>14,772</b>	<b>15,300</b>	<b>103.60%</b>	<b>15,172+</b>	<b>15,434</b>	<b>99.60%</b>

\*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%
<b>PK-12 TOTAL</b>	<b>24,950</b>	<b>25,127</b>		<b>25,807</b>	<b>26,255</b>		<b>26,363</b>	<b>27,220</b>	

\*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%
<b>MIDDLE TOTAL</b>	<b>5,311</b>	<b>6,044</b>	<b>113.80%</b>	<b>6,425</b>	<b>6,248</b>	<b>97.20%</b>	<b>6,425</b>	<b>6,569</b>	<b>102.20%</b>
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%
<b>HIGH TOTAL</b>	<b>8,330</b>	<b>7,484</b>	<b>89.80%</b>	<b>8,330</b>	<b>7,862</b>	<b>94.40%</b>	<b>8,330</b>	<b>8,163</b>	<b>98.00%</b>
<b>PK-12 TOTAL</b>	<b>26,963</b>	<b>27,965</b>		<b>28,802</b>	<b>28,691</b>		<b>28,802</b>	<b>29,445</b>	

\*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%
<b>MIDDLE TOTAL</b>	<b>6,425</b>	<b>6,581</b>	<b>102.40%</b>	<b>6,425</b>	<b>6,614</b>	<b>102.90%</b>	<b>6,425</b>	<b>6,608</b>	<b>102.80%</b>
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%
<b>HIGH TOTAL</b>	<b>8,330</b>	<b>8,692</b>	<b>104.30%</b>	<b>9,630</b>	<b>9,061</b>	<b>94.10%</b>	<b>9,630</b>	<b>9,331</b>	<b>96.90%</b>
<b>PK-12 TOTAL</b>	<b>29,527</b>	<b>30,174</b>		<b>30,827</b>	<b>30,701</b>		<b>30,827</b>	<b>31,090</b>	

\*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%
<b>MIDDLE TOTAL</b>	<b>6,425</b>	<b>6,649</b>	<b>103.50%</b>	<b>6,425</b>	<b>6,670</b>	<b>103.80%</b>
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%
<b>HIGH TOTAL</b>	<b>9,630</b>	<b>9,644</b>	<b>100.10%</b>	<b>9,630</b>	<b>9,678</b>	<b>100.50%</b>
<b>PK-12 TOTAL</b>	<b>30,827</b>	<b>31,593</b>		<b>31,552</b>	<b>31,782</b>	

# 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 4.6%.

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 2018 ADOPTED	FY 2019 ADOPTED	FY 2020 PROJECTED	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED	FY 2025 PROJECTED	FY 2026 PROJECTED	FY 2027 PROJECTED
Debt Service as % of Expenditures (not to exceed 10%)	8.2%	8.2%	9.0%	9.3%	9.5%	9.6%	9.6%	9.5%	9.5%	9.4%
Net Tax Supported Debt as % of Market Valuation (not to exceed 4%)	1.4%	1.5%	1.6%	1.6%	1.6%	1.5%	1.5%	1.4%	1.4%	1.3%
Net Tax-Supported General Obligation Debt to Income (not to exceed 6%)	4.9%	5.5%	5.7%	5.7%	5.6%	5.4%	5.2%	5.0%	5.0%	4.7%
% 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	4.4%



# 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

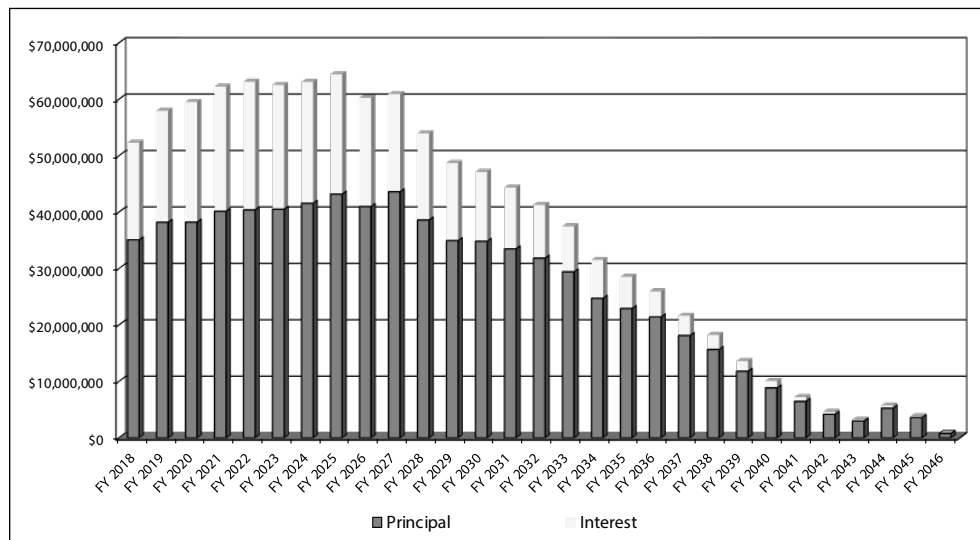
FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2018	\$35,122,054	\$17,178,870	\$52,300,924
2019	\$38,224,215	\$19,770,218	\$57,994,433
2020	\$38,253,214	\$21,284,843	\$59,538,057
2021	\$40,167,751	\$22,085,933	\$62,253,683
2022	\$40,410,492	\$22,713,373	\$63,123,866
2023	\$40,526,999	\$22,022,103	\$62,549,103
2024	\$41,576,500	\$21,508,178	\$63,084,678
2025	\$43,211,500	\$21,223,520	\$64,435,020
2026	\$41,011,500	\$19,256,203	\$60,267,703
2027	\$43,626,500	\$17,302,844	\$60,929,344
2028	\$38,631,500	\$15,339,057	\$53,970,557
2029	\$34,976,500	\$13,721,249	\$48,697,749
2030	\$34,846,500	\$12,276,405	\$47,122,905
2031	\$33,516,500	\$10,839,910	\$44,356,410
2032	\$31,856,500	\$9,428,212	\$41,284,713
2033	\$29,426,500	\$8,056,256	\$37,482,756
2034	\$24,756,500	\$6,792,050	\$31,548,550
2035	\$22,936,500	\$5,604,025	\$28,540,525
2036	\$21,436,500	\$4,512,375	\$25,948,875
2037	\$18,151,500	\$3,489,475	\$21,640,975
2038	\$15,676,500	\$2,581,900	\$18,258,400
2039	\$11,811,500	\$1,798,075	\$13,609,575
2040	\$8,875,000	\$1,207,500	\$10,082,500
2041	\$6,467,500	\$763,750	\$7,231,250
2042	\$4,162,500	\$440,375	\$4,602,875
2043	\$2,985,000	\$232,250	\$3,217,250
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
<b>TOTAL</b>	<b>\$752,283,725</b>	<b>\$302,168,949</b>	<b>\$1,054,452,675</b>

# Debt Service

Since FY 2002, \$680.4 million in bonds have been sold resulting in increasing debt service for APS. For FY 2018 through FY 2026, APS is expected to sell \$446.36 million in bonds, assuming voter approval of the bond referenda in 2018, 2020, 2022, and 2024.

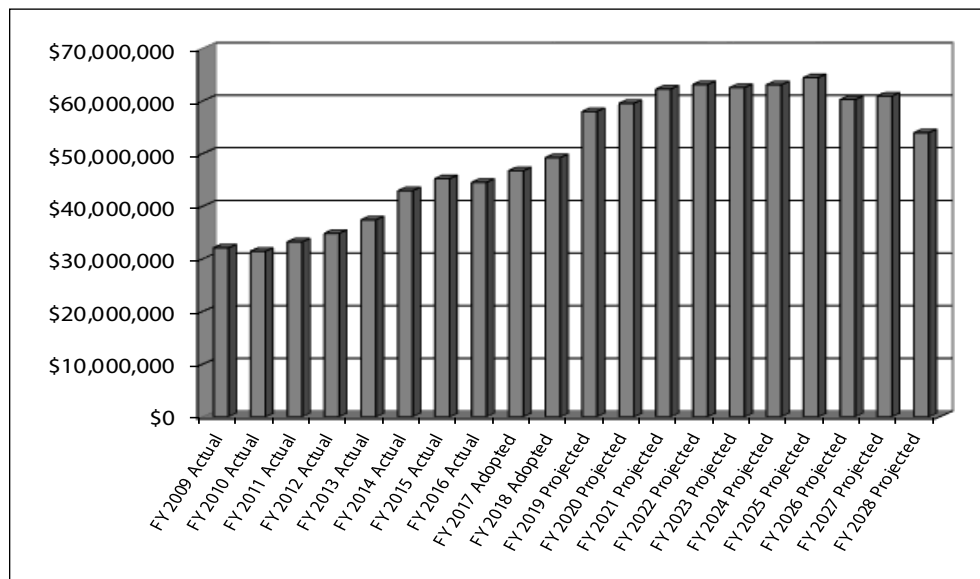
The chart below illustrates graphically bond amortization through maturity as outlined in the previous chart.

## 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 2017 Adopted Budget, debt service increases 5.3% in FY 2018. Additional information on debt service in FY 2018 can be found in the Other Funds section of the budget on page 495.

## 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 Tech  
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 2018 Adopted Budget Planning Factor document at the following website address: [www.apsva.us/budget-finance/planning-factors](http://www.apsva.us/budget-finance/planning-factors)

## Class Size

The following reflects the average class size in Arlington Public Schools for FY 2017 as reported in the WABE (Washington Area Boards of Education) Guide.

## STUDENTS PER CLASSROOM TEACHER

- Elementary        21.0
- Middle             20.2
- High                19.4

## 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 2018 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	6.00
Custodians	4.50
<b>TOTAL</b>	<b>72.50</b>

AVERAGE ENROLLMENT BY GRADE	
Kindergarten	93
Grade 1	93
Grade 2	96
Grade 3	94
Grade 4	95
Grade 5	94
<b>TOTAL ENROLLMENT</b>	<b>565</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	133
VPI	32
Special Ed PreK	13
Special Ed	64



# Typical School Staffing

TYPICAL STAFFING FOR AN AVERAGE MIDDLE SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	2.00
Administrative Assistants	7.00
Classroom Teachers	60.60
Health Ed Specialist	0.40
Guidance Counselors	4.40
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	23.00
ESOL/HILT Staffing	5.00
Custodians	9.50
<b>TOTAL</b>	<b>125.10</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 6	365
Grade 7	377
Grade 8	353
<b>TOTAL ENROLLMENT</b>	<b>1095</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	68
Special Education	158

TYPICAL STAFFING FOR AN AVERAGE HIGH SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.50
Administrative Assistants	15.50
Classroom Teachers	95.00
Health Ed Specialist	0.60
Guidance Counselors	9.20
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	45.40
ESOL/HILT Staffing	13.20
Custodians	20.00
<b>TOTAL</b>	<b>222.40</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 9	529
Grade 10	564
Grade 11	536
Grade 12	487
<b>TOTAL ENROLLMENT</b>	<b>2116</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	199
Special Education	298

# Schools Summary



FINANCIAL:  
SCHOOLS

The Schools section includes position and enrollment information for all of the schools. These include twenty-three elementary schools, five middle schools, one alternative school and three high schools. The “Other School Programs” in this section provides information for Arlington 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 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Elementary Schools	\$169,049,311	1,928.50	\$180,290,400	1,950.20	\$185,660,464
Secondary Schools	\$135,637,346	1,430.67	\$148,332,978	1,454.47	\$155,471,724
Other School Programs	\$16,987,241	158.84	\$17,768,277	169.34	\$18,910,664
<b>TOTAL</b>	<b>\$321,673,898</b>	<b>3,518.01</b>	<b>\$346,391,655</b>	<b>3,574.01</b>	<b>\$360,042,852</b>



# Schools Enrollment Summary

SCHOOL	FY 2018 PROJECTIONS						FY 2017 ADOPTED	DIFFERENCE
	PREK	K	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Abingdon	51	101	506			658	620	38
Arlington Science Focus	17	104	551			672	671	1
Arlington Traditional	38	96	408			542	542	0
Ashlawn	36	104	550			690	705	-15
Barcroft	42	71	331			444	492	-48
Barrett	57	83	418			558	559	-1
Campbell	75	68	299			442	420	22
Carlin Springs	103	80	428			611	603	8
Claremont	32	133	585			750	733	17
Discovery	29	90	481			600	572	28
Drew	177	91	456			724	688	36
Glebe	22	86	488			596	573	23
Henry	50	121	506			677	602	75
Hoffman-Boston	185	67	301			553	576	-23
Jamestown	71	87	438			596	569	27
Key	49	135	578			762	745	17
Long Branch	27	93	472			592	594	-2
McKinley	22	123	635			780	712	68
Nottingham	1	84	419			504	489	15
Oakridge	32	127	656			815	824	-9
Randolph	69	73	343			485	472	13
Taylor	16	114	576			706	717	-11
Tuckahoe	18	92	457			567	586	-19
Integration Station (Reed)	77	0	0			77	61	16
<b>TOTAL ELEMENTARY</b>	<b>1296</b>	<b>2223</b>	<b>10882</b>			<b>14401</b>	<b>14125</b>	<b>276</b>
Gunston				1036		1036	1009	27
Jefferson				1015		1015	914	101
Kenmore				931		931	907	24
Swanson				1239		1239	1205	34
Williamsburg				1257		1257	1220	37
H-B Woodlawn				249		249	240	9
<b>TOTAL MIDDLE</b>				<b>5727</b>		<b>5727</b>	<b>5495</b>	<b>232</b>
Arlington Community					85	85	101	-16
Langston					69	69	73	-4
Wakefield					2034	2034	1920	114
Washington-Lee					2341	2341	2361	-20
Arlington Tech*					140	140		
Yorktown					1974	1974	1839	135
H-B Woodlawn					453	453	439	14
<b>TOTAL HIGH</b>					<b>7096</b>	<b>7096</b>	<b>6733</b>	<b>363</b>
Stratford				22	30	52	61	-9
<b>TOTAL</b>	<b>1296</b>	<b>2223</b>	<b>10882</b>	<b>5749</b>	<b>7126</b>	<b>27276</b>	<b>26414</b>	<b>862</b>
Career Center						459	459	0
Reed (Community Services)						48	36	12

\* Arlington Tech enrollment for FY 2017 is included in the home school.

# Elementary Schools Summary



The FY 2018 School Board's Adopted Budget for the twenty-three elementary schools and a PreK special education program totals \$185,660,464 and includes 1,950.20 positions.

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Abingdon	\$8,467,953	84.80	\$8,603,934	88.20	\$9,129,392
Arlington Science Focus	\$7,103,970	81.20	\$7,365,388	79.70	\$7,293,148
Arlington Traditional	\$6,058,724	70.50	\$7,009,077	69.50	\$6,943,431
Ashlawn	\$7,952,246	90.55	\$8,587,484	89.15	\$8,557,907
Barcroft	\$7,621,428	74.90	\$7,549,584	72.90	\$7,570,154
Barrett	\$8,361,071	96.30	\$8,844,415	90.30	\$8,338,471
Campbell	\$6,340,140	68.60	\$6,630,009	71.20	\$6,837,472
Carlin Springs	\$8,058,305	90.10	\$8,625,083	96.90	\$9,193,306
Claremont	\$7,555,517	82.20	\$7,783,061	84.40	\$8,000,236
Discovery	\$5,310,566	67.90	\$5,832,213	69.40	\$6,296,233
Drew	\$9,122,881	112.10	\$9,492,281	113.30	\$10,030,634
Glebe	\$6,915,957	69.90	\$7,144,483	69.40	\$7,128,989
Henry	\$7,921,677	104.10	\$8,647,366	109.60	\$9,591,333
Hoffman-Boston	\$7,616,062	99.50	\$8,752,606	98.70	\$8,780,776
Jamestown	\$6,692,493	75.55	\$7,218,288	77.05	\$7,536,359
Key	\$8,348,066	93.00	\$8,950,714	94.30	\$9,385,888
Long Branch	\$6,469,608	78.50	\$7,020,796	80.70	\$7,374,759
McKinley	\$5,989,363	76.40	\$7,336,311	83.60	\$7,939,356
Nottingham	\$5,368,610	60.30	\$5,936,910	57.70	\$6,063,661
Oakridge	\$8,763,031	96.30	\$9,031,543	96.50	\$9,141,683
Randolph	\$7,290,851	76.60	\$7,491,728	77.10	\$7,426,104
Reed	\$1,694,061	28.70	\$2,089,172	33.70	\$2,653,213
Taylor	\$7,238,522	83.60	\$7,754,872	82.50	\$7,927,090
Tuckahoe	\$6,788,209	66.90	\$6,593,082	64.40	\$6,520,869
<b>TOTAL</b>	<b>\$169,049,311</b>	<b>1,928.50</b>	<b>\$180,290,400</b>	<b>1,950.20</b>	<b>\$185,660,464</b>

## ◀ 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 2018, 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, 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 2018 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- The planning factor formula for the elementary Interlude Program changed from allocating 1.0 paraprofessional position for 1-10 identified students with IEP's to 2.0 paraprofessional positions for 1-10 identified students with IEP's. Funds are added for 2.0 positions. (203200-41237)
- A 0.5 PreK special education assistant is added to Discovery and Randolph elementary schools to cover planning time for PreK special education teachers and lunch breaks for the teachers and assistants. All other elementary schools with PreK special education programs are already budgeted these positions. (203300-41375)
- A 1.0 instructional technology coordinator position is added to support Langston, New Directions, Integration Station, and the Stratford program. This position is budgeted at Langston. (809710-41228)
- Based on the application of the custodian allocation formula, a 0.5 custodian position is added at Abingdon and McKinley and a 0.5 custodian position is reduced at Claremont. (217000-41316)
- In FY 2017, a 0.50 reading teacher position was grandfathered at Randolph and Barcroft elementary schools to prevent the loss of staffing for one year as a result of the application of the planning factor formula and enrollment change. In FY 2018, positions calculated by the planning factor formula are budgeted in the schools. (201020-41254)
- A 0.50 reading teacher is added to Barcroft to reinstate for one year the reading teacher position that was lost due to the formula calculation of the planning factor. Maintaining this position continues the high quality reading program at the school. (201020-41254)

## Elementary Schools Summary

### Other Charges

- 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 \$28,660. (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

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education K-5	580
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
<b>TOTAL ENROLLMENT</b>	<b>658</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	35
HILT	184
Gifted*	45
Special Education Resource	42
Receiving Free and Reduced Lunch*	304

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	21.0
First Grade	20.2
Second Grade	23.0
Third Grade	22.2
Fourth Grade	27.3
Fifth Grade	23.3

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
606	632	658

# Abingdon



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,273,193	\$6,145,935	\$6,590,158
Employee Benefits	\$1,966,808	\$2,206,854	\$2,279,866
Purchased Services	\$4,012	\$7,915	\$7,915
Other Charges	\$110,827	\$137,263	\$138,612
Materials and Supplies	\$95,636	\$79,590	\$84,828
Capital Outlay	\$17,478	\$26,377	\$28,013
<b>TOTAL</b>	<b>\$8,467,953</b>	<b>\$8,603,934</b>	<b>\$9,129,392</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	21.00
Foreign Language Teachers	3.00	3.50
Special Project Teachers	2.00	2.00
Kindergarten Teachers	5.00	5.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	1.00	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	5.40	5.60
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	1.20	1.40
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	5.00	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	2.00	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	5.50
<b>TOTAL</b>	<b>84.80</b>	<b>88.20</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	623
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	16
PreK Special Education**	1
<b>TOTAL ENROLLMENT</b>	<b>672</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	20
HILT	98
Gifted*	67
Special Education Resource	30
Receiving Free and Reduced Lunch*	137

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	20.8
First Grade	22.8
Second Grade	22.2
Third Grade	23.4
Fourth Grade	21.8
Fifth Grade	23.5

## ENROLLMENT

FY 206	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
662	666	672

# Arlington Science Focus



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,261,367	\$5,381,367	\$5,252,275
Employee Benefits	\$1,611,505	\$1,745,482	\$1,798,797
Purchased Services	\$4,472	\$0	\$0
Other Charges	\$116,147	\$124,461	\$126,094
Materials and Supplies	\$83,525	\$85,074	\$86,936
Capital Outlay	\$26,954	\$29,004	\$29,046
<b>TOTAL</b>	<b>\$7,103,970</b>	<b>\$7,365,388</b>	<b>\$7,293,148</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	5.00
PreK Teachers	1.00	1.00
Special Education Teachers	6.00	5.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.20	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	2.50	2.00
Special Education Teacher Assistant	3.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>81.20</b>	<b>79.70</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	476
Special Education Self-Contained	28
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
<b>TOTAL ENROLLMENT</b>	<b>542</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	16
HILT	81
Gifted*	100
Special Education Resource	34
Receiving Free and Reduced Lunch*	113

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	24.0
First Grade	24.0
Second Grade	24.0
Third Grade	23.7
Fourth Grade	23.5
Fifth Grade	23.3

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
502	534	542

# Arlington Traditional



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,464,619	\$5,020,481	\$4,997,142
Employee Benefits	\$1,395,683	\$1,762,987	\$1,724,153
Purchased Services	\$2,519	\$0	\$0
Other Charges	\$104,731	\$131,893	\$125,498
Materials and Supplies	\$64,601	\$70,224	\$73,146
Capital Outlay	\$26,571	\$23,492	\$23,492
<b>TOTAL</b>	<b>\$6,058,724</b>	<b>\$7,009,077</b>	<b>\$6,943,431</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	17.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
PreK Teachers	2.00	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	2.20	2.70
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	4.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.00	1.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	3.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>70.50</b>	<b>69.50</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	596
Special Education Self-Contained	52
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
<b>TOTAL ENROLLMENT</b>	<b>690</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	37
HILT	89
Gifted*	58
Special Education Resource	34
Receiving Free and Reduced Lunch*	139

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	19.5
First Grade	20.5
Second Grade	22.8
Third Grade	26.0
Fourth Grade	22.0
Fifth Grade	23.5

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
659	668	690



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,811,528	\$6,170,989	\$6,119,445
Employee Benefits	\$1,843,728	\$2,122,821	\$2,145,691
Purchased Services	\$5,220	\$13,920	\$13,920
Other Charges	\$142,914	\$151,974	\$153,433
Materials and Supplies	\$114,506	\$97,442	\$95,727
Capital Outlay	\$34,349	\$30,338	\$29,691
<b>TOTAL</b>	<b>\$7,952,246</b>	<b>\$8,587,484</b>	<b>\$8,557,907</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	23.00
Foreign Language Teachers	3.50	3.50
Kindergarten Teachers	5.00	5.00
PreK Teacher	1.00	1.00
Special Education Teachers	7.00	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	2.80	2.60
Art Teachers	2.80	2.60
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	2.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	4.00	4.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.00
Custodians	5.00	5.00
<b>TOTAL</b>	<b>90.55</b>	<b>89.15</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	378
Special Education Self-Contained	24
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
<b>TOTAL ENROLLMENT</b>	<b>444</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	48
HILT	138
Gifted*	52
Special Education Resource	31
Receiving Free and Reduced Lunch*	273

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	15.3
First Grade	17.5
Second Grade	19.5
Third Grade	16.8
Fourth Grade	22.0
Fifth Grade	25.3

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
490	453	444

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,659,857	\$5,439,473	\$5,519,009
Employee Benefits	\$1,761,604	\$1,889,358	\$1,839,613
Purchased Services	\$2,099	\$958	\$958
Other Charges	\$107,481	\$126,196	\$124,037
Materials and Supplies	\$75,679	\$72,344	\$67,350
Capital Outlay	\$14,709	\$21,255	\$19,187
<b>TOTAL</b>	<b>\$7,621,428</b>	<b>\$7,549,584</b>	<b>\$7,570,154</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	15.00
Even Start Teacher	2.00	2.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	0.90	0.90
Kindergarten Teachers	4.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	4.00
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	4.90	5.10
First Language Support Teacher	0.20	0.20
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.80	1.60
Reading/Skills Teachers	2.00	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	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	3.50	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>74.90</b>	<b>72.90</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	454
Special Education Self-Contained	29
Countywide Special Education K-5	18
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	32
PreK Special Education**	8
<b>TOTAL ENROLLMENT</b>	<b>558</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	24
HILT	202
Gifted*	65
Special Education Resource	51
Receiving Free and Reduced Lunch*	306

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	18.8
First Grade	20.3
Second Grade	18.3
Third Grade	18.3
Fourth Grade	23.3
Fifth Grade	19.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
534	546	558

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,134,010	\$6,365,542	\$6,018,172
Employee Benefits	\$1,974,964	\$2,235,759	\$2,084,717
Purchased Services	\$992	\$0	\$0
Other Charges	\$132,474	\$142,992	\$134,671
Materials and Supplies	\$99,529	\$74,557	\$75,389
Capital Outlay	\$19,102	\$25,565	\$25,522
<b>TOTAL</b>	<b>\$8,361,071</b>	<b>\$8,844,415</b>	<b>\$8,338,471</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	18.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	2.00	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	4.00
Special Education County-wide Teachers	4.00	3.00
Special Education Resource Teachers	2.00	2.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	5.90	5.40
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	4.00	4.00
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
<b>TOTAL</b>	<b>96.30</b>	<b>90.30</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	336
Special Education Self-Contained	31
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	48
PreK Special Education**	10
<b>TOTAL ENROLLMENT</b>	<b>442</b>

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	21
HILT	106
Gifted*	48
Special Education Resource	29
Receiving Free and Reduced Lunch*	241

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	19.7
First Grade	21.3
Second Grade	20.0
Third Grade	19.0
Fourth Grade	18.3
Fifth Grade	21.5

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
419	431	442

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,618,348	\$4,727,130	\$4,832,579
Employee Benefits	\$1,470,877	\$1,648,973	\$1,734,701
Purchased Services	\$55,426	\$71,942	\$71,942
Other Charges	\$103,126	\$103,587	\$112,228
Materials and Supplies	\$69,005	\$60,223	\$66,922
Capital Outlay	\$23,360	\$18,154	\$19,100
<b>TOTAL</b>	<b>\$6,340,140</b>	<b>\$6,630,009</b>	<b>\$6,837,472</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	13.00	14.00
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	1.00	1.50
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	3.40
Music Teachers	1.80	1.60
Art Teachers	1.80	1.60
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	1.00	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	2.50	2.50
Testing Coordinator	0.50	0.50
PreK Special Education Teacher Assistant	1.50	1.50
Interlude Resource Assistants	2.00	4.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>68.60</b>	<b>71.20</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	469
Special Education Self-Contained	39
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	64
PreK Special Education**	22
<b>TOTAL ENROLLMENT</b>	<b>611</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	53
HILT	250
Gifted*	28
Special Education Resource	42
Receiving Free and Reduced Lunch*	488

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	17.0
First Grade	21.8
Second Grade	18.3
Third Grade	17.6
Fourth Grade	23.5
Fifth Grade	20.5

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
589	605	611



# Carlin Springs



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,901,850	\$6,121,095	\$6,495,063
Employee Benefits	\$1,878,745	\$2,121,843	\$2,313,426
Purchased Services	\$5,877	\$73,413	\$73,413
Other Charges	\$164,404	\$187,934	\$188,789
Materials and Supplies	\$83,587	\$94,938	\$96,411
Capital Outlay	\$23,843	\$25,860	\$26,204
<b>TOTAL</b>	<b>\$8,058,305</b>	<b>\$8,625,083</b>	<b>\$9,193,306</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	19.00
Foreign Language Teachers	2.50	3.00
Kindergarten Teachers	4.00	4.00
Montessori Teacher	1.00	1.00
PreK Teachers	4.00	4.00
Special Education Teachers	6.00	5.00
Special Education Resource Teachers	1.00	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	7.30	7.30
First Language Support Teacher	0.20	0.20
Music Teachers	2.60	3.00
Art Teachers	2.60	3.00
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	1.00	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	5.50	5.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	4.00
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	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>90.10</b>	<b>96.90</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	692
Special Education Self-Contained	26
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	0
<b>TOTAL ENROLLMENT</b>	<b>750</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	47
HILT	149
Gifted*	100
Special Education Resource	44
Receiving Free and Reduced Lunch*	289

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	23.2
First Grade	21.0
Second Grade	21.5
Third Grade	22.3
Fourth Grade	22.2
Fifth Grade	27.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
727	762	750

# Claremont



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,523,387	\$5,483,060	\$5,704,436
Employee Benefits	\$1,745,101	\$1,987,737	\$1,989,410
Purchased Services	\$23,248	\$26,026	\$26,026
Other Charges	\$129,633	\$162,187	\$153,458
Materials and Supplies	\$110,372	\$92,336	\$94,459
Capital Outlay	\$23,776	\$31,715	\$32,448
<b>TOTAL</b>	<b>\$7,555,517</b>	<b>\$7,783,061</b>	<b>\$8,000,236</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	24.00
Foreign Language Teachers	4.00	4.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	3.00	3.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	0.00	0.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.40	4.60
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	1.60	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	1.50
ESOL Teacher Assistants	2.50	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.00
<b>TOTAL</b>	<b>82.20</b>	<b>84.40</b>

# Discovery

## SCHOOL INFORMATION

Discovery Elementary School, Arlington's newest neighborhood school, opened in September 2015. The warm and inviting 97,600 square foot building exemplifies collaboration between a myriad of stakeholders including design and construction experts, educational leaders and community members. As one of the first Net Zero Energy schools on the East Coast, the green building is designed to support experiential learning and encourage students to become stewards of the environment. 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.



Astronaut John Glenn lived in the neighborhood and ran orbital patterns with his children on the very site on which the school is being built. The name Discovery is not only a nod to Glenn, but evokes the spirit of learning.

At Discovery Elementary School, children are challenged and encouraged to reach their highest potential through researched-based instructional practices. A rigorous academic curriculum is complimented by a focus on social and emotional wellness.

## 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 2018 PROJECTED ENROLLMENT	
General Education K-5	552
Special Education Self-Contained	13
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
<b>TOTAL ENROLLMENT</b>	<b>600</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	2
HILT	8
Gifted*	76
Special Education Resource	49
Receiving Free and Reduced Lunch*	20

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	22.8
First Grade	21.5
Second Grade	24.7
Third Grade	22.4
Fourth Grade	22.0
Fifth Grade	20.8

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
534	595	600

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,959,557	\$4,356,341	\$4,590,354
Employee Benefits	\$1,201,969	\$1,342,890	\$1,573,357
Purchased Services	\$14	\$0	\$0
Other Charges	\$52,674	\$33,119	\$27,998
Materials and Supplies	\$76,614	\$75,252	\$78,708
Capital Outlay	\$19,739	\$24,611	\$25,816
<b>TOTAL</b>	<b>\$5,310,566</b>	<b>\$5,832,213</b>	<b>\$6,296,233</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	21.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	5.00	4.00
Montessori Teachers	1.00	1.00
Special Education Teachers	2.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.50
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	5.00	4.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	0.00
PreK Special Education Teacher Assistant	1.00	1.50
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	5.00	5.00
<b>TOTAL</b>	<b>67.90</b>	<b>69.40</b>

# Drew

## 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 2018 PROJECTED ENROLLMENT	
General Education K-5	512
Special Education Self-Contained	19
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	119
Pre-School 4 year-old students	32
PreK Special Education**	26
<b>TOTAL ENROLLMENT</b>	<b>724</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	32
HILT	140
Gifted*	74
Special Education Resource	52
Receiving Free and Reduced Lunch*	363

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	15.5
First Grade	18.0
Second Grade	16.3
Third Grade	20.5
Fourth Grade	15.0
Fifth Grade	15.8

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
659	680	724

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,665,705	\$6,827,883	\$7,122,655
Employee Benefits	\$2,144,431	\$2,366,286	\$2,589,638
Purchased Services	\$2,272	\$0	\$0
Other Charges	\$188,138	\$179,867	\$194,317
Materials and Supplies	\$108,563	\$88,554	\$92,623
Capital Outlay	\$13,772	\$29,691	\$31,401
<b>TOTAL</b>	<b>\$9,122,881</b>	<b>\$9,492,281</b>	<b>\$10,030,634</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	8.00	10.00
Foreign Language Teachers	3.50	3.50
Kindergarten Teachers	3.00	2.00
Montessori Teachers	19.00	19.00
PreK Teachers	2.00	2.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.50
PreK Special Education Teachers	2.00	3.00
Math Coach	1.00	1.00
ESOL/HILT Teachers	4.90	4.20
Music Teachers	2.80	3.00
Art Teachers	2.80	3.00
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	2.00	2.50
Gifted Teachers	1.00	1.00
Counselors	2.00	2.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.50	1.00
Kindergarten Assistants	3.00	2.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.50	2.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	1.00
PreK Special Education Teacher Assistant	2.50	3.50
Montessori Teacher Assistants	19.00	19.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	5.00	5.00
<b>TOTAL</b>	<b>112.10</b>	<b>113.30</b>

# 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

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education K-5	553
Special Education Self-Contained	21
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
<b>TOTAL ENROLLMENT</b>	<b>596</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	20
HILT	52
Gifted*	131
Special Education Resource	54
Receiving Free and Reduced Lunch*	104

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	20.2
First Grade	23.0
Second Grade	21.3
Third Grade	22.3
Fourth Grade	21.8
Fifth Grade	20.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
594	578	596



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,090,599	\$5,099,507	\$5,102,095
Employee Benefits	\$1,602,851	\$1,788,706	\$1,773,439
Purchased Services	\$5,323	\$5,353	\$5,353
Other Charges	\$118,485	\$152,504	\$144,683
Materials and Supplies	\$72,943	\$74,189	\$78,205
Capital Outlay	\$25,756	\$24,224	\$25,214
<b>TOTAL</b>	<b>\$6,915,957</b>	<b>\$7,144,483</b>	<b>\$7,128,989</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	22.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	4.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	2.00	2.50
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	4.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education Teacher Assistant	1.00	0.00
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
<b>TOTAL</b>	<b>69.90</b>	<b>69.40</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	541
Special Education Self-Contained	54
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
<b>TOTAL ENROLLMENT</b>	<b>677</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	34
HILT	134
Gifted*	98
Special Education Resource	46
Receiving Free and Reduced Lunch*	207

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	20.2
First Grade	21.0
Second Grade	20.0
Third Grade	22.0
Fourth Grade	19.0
Fifth Grade	19.8

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
561	620	677

# Patrick Henry



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,813,506	\$6,313,945	\$6,894,307
Employee Benefits	\$1,871,590	\$2,087,450	\$2,432,707
Purchased Services	\$18,163	\$18,823	\$18,823
Other Charges	\$97,458	\$125,019	\$130,094
Materials and Supplies	\$89,724	\$76,312	\$86,356
Capital Outlay	\$31,236	\$25,817	\$29,046
<b>TOTAL</b>	<b>\$7,921,677</b>	<b>\$8,647,366</b>	<b>\$9,591,333</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	22.00
Foreign Language Teachers	3.00	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	6.00
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	1.50	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.40	3.90
Music Teachers	2.40	2.60
Art Teachers	2.40	2.60
Physical Education Teachers	2.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.40
Librarian	1.00	1.00
ESOL Resource Assistants	1.00	1.00
Kindergarten Assistants	5.00	6.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.00
Special Education County-wide Teacher Assistant	15.00	15.00
Special Education Teacher Assistant	3.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	3.50	3.50
<b>TOTAL</b>	<b>104.10</b>	<b>109.60</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	326
Special Education Self-Contained	36
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
<b>TOTAL ENROLLMENT</b>	<b>553</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	26
HILT	136
Gifted*	43
Special Education Resource	36
Receiving Free and Reduced Lunch*	285

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	18.5
First Grade	19.7
Second Grade	20.7
Third Grade	14.8
Fourth Grade	20.7
Fifth Grade	23.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
511	513	553

# Hoffman-Boston



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,591,497	\$6,286,760	\$6,280,883
Employee Benefits	\$1,759,714	\$2,179,530	\$2,214,839
Purchased Services	\$6,232	\$5,616	\$5,616
Other Charges	\$173,337	\$181,160	\$183,536
Materials and Supplies	\$76,467	\$74,713	\$72,065
Capital Outlay	\$8,814	\$24,827	\$23,837
<b>TOTAL</b>	<b>\$7,616,062</b>	<b>\$8,752,606</b>	<b>\$8,780,776</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	14.00	14.00
Foreign Language Teachers	2.00	2.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	3.00	2.00
Montessori Teachers	4.00	4.00
PreK Teachers	3.00	3.00
Special Education Teachers	7.00	6.00
Special Education County-wide Teachers	4.00	4.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	2.00	2.00
Math Coach	1.00	1.00
ESOL/HILT Teachers	4.90	5.10
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	1.00	1.00
Librarian	1.00	1.00
STEM Coordinator	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	3.00	2.00
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	5.00
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
<b>TOTAL</b>	<b>99.50</b>	<b>98.70</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	488
Special Education Self-Contained	25
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
<b>TOTAL ENROLLMENT</b>	<b>596</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	1
HILT	10
Gifted*	83
Special Education Resource	40
Receiving Free and Reduced Lunch*	13

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	24.3
First Grade	19.5
Second Grade	24.3
Third Grade	20.5
Fourth Grade	21.3
Fifth Grade	22.5

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
568	586	596

# Jamestown



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,898,663	\$5,127,235	\$5,357,517
Employee Benefits	\$1,551,240	\$1,850,558	\$1,943,575
Purchased Services	\$0	\$0	\$0
Other Charges	\$119,111	\$142,116	\$132,729
Materials and Supplies	\$95,327	\$73,896	\$76,892
Capital Outlay	\$28,152	\$24,483	\$25,646
<b>TOTAL</b>	<b>\$6,692,493</b>	<b>\$7,218,288</b>	<b>\$7,536,359</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	20.00
Foreign Language Teachers	2.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	3.00	3.00
Montessori Teachers	3.00	3.00
Special Education Teachers	3.00	4.00
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	2.00	1.00
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
<b>TOTAL</b>	<b>75.55</b>	<b>77.05</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	682
Special Education Self-Contained	31
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	17
<b>TOTAL ENROLLMENT</b>	<b>762</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	50
HILT	185
Gifted*	75
Special Education Resource	38
Receiving Free and Reduced Lunch*	312

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	22.3
First Grade	19.8
Second Grade	20.5
Third Grade	23.8
Fourth Grade	21.5
Fifth Grade	22.8

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
723	705	762



# Key



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,159,595	\$6,509,108	\$6,756,116
Employee Benefits	\$1,966,032	\$2,175,348	\$2,360,696
Purchased Services	\$3,255	\$2,880	\$2,880
Other Charges	\$117,965	\$138,241	\$138,272
Materials and Supplies	\$88,086	\$93,293	\$95,348
Capital Outlay	\$13,133	\$31,844	\$32,576
<b>TOTAL</b>	<b>\$8,348,066</b>	<b>\$8,950,714</b>	<b>\$9,385,888</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	1.00	2.00
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	3.40
Art Teachers	3.00	3.40
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	1.50
ESOL Teacher Assistants	4.50	4.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	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
<b>TOTAL</b>	<b>93.00</b>	<b>94.30</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	533
Special Education Self-Contained	26
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
<b>TOTAL ENROLLMENT</b>	<b>592</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	28
HILT	127
Gifted*	56
Special Education Resource	34
Receiving Free and Reduced Lunch*	195

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	21.5
First Grade	21.2
Second Grade	19.5
Third Grade	22.5
Fourth Grade	25.3
Fifth Grade	26.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
570	561	592

# Long Branch



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,720,816	\$5,087,226	\$5,250,955
Employee Benefits	\$1,561,077	\$1,725,445	\$1,913,993
Purchased Services	\$2,493	\$33	\$33
Other Charges	\$88,810	\$107,040	\$105,706
Materials and Supplies	\$80,107	\$75,536	\$78,641
Capital Outlay	\$16,306	\$25,516	\$25,430
<b>TOTAL</b>	<b>\$6,469,608</b>	<b>\$7,020,796</b>	<b>\$7,374,759</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	1.00	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.70	3.90
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	3.00	3.00
Testing Coordinator	0.00	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>78.50</b>	<b>80.70</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	726
Special Education Self-Contained	26
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
<b>TOTAL ENROLLMENT</b>	<b>780</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	7
HILT	35
Gifted*	104
Special Education Resource	24
Receiving Free and Reduced Lunch*	55

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	23.2
First Grade	21.0
Second Grade	24.2
Third Grade	23.6
Fourth Grade	23.8
Fifth Grade	25.3

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
610	729	780

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,413,091	\$5,240,097	\$5,627,711
Employee Benefits	\$1,381,464	\$1,813,401	\$2,023,607
Purchased Services	\$12,914	\$17,183	\$17,183
Other Charges	\$89,978	\$143,564	\$137,573
Materials and Supplies	\$72,107	\$91,471	\$99,759
Capital Outlay	\$19,808	\$30,595	\$33,523
<b>TOTAL</b>	<b>\$5,989,363</b>	<b>\$7,336,311</b>	<b>\$7,939,356</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	26.00
Foreign Language Teachers	3.50	4.00
Kindergarten Teachers	5.00	6.00
Montessori Teachers	1.00	1.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	1.00
Music Teachers	2.60	3.00
Art Teachers	2.60	3.00
Physical Education Teachers	2.60	3.00
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	1.50
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	0.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	5.00	5.50
<b>TOTAL</b>	<b>76.40</b>	<b>83.60</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	485
Special Education Self-Contained	18
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	1
<b>TOTAL ENROLLMENT</b>	<b>504</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	5
HILT	10
Gifted*	78
Special Education Resource	39
Receiving Free and Reduced Lunch*	17

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	20.0
First Grade	22.0
Second Grade	25.7
Third Grade	23.0
Fourth Grade	24.3
Fifth Grade	19.7

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
443	472	504

# Nottingham



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,957,429	\$4,324,492	\$4,364,183
Employee Benefits	\$1,213,220	\$1,394,138	\$1,478,603
Purchased Services	\$666	\$0	\$0
Other Charges	\$112,517	\$129,961	\$130,319
Materials and Supplies	\$65,608	\$67,152	\$68,742
Capital Outlay	\$19,171	\$21,167	\$21,813
<b>TOTAL</b>	<b>\$5,368,610</b>	<b>\$5,936,910</b>	<b>\$6,063,661</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	18.00
Foreign Language Teachers	2.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	4.00
Special Education Teachers	4.00	3.00
Special Education Resource Teachers	1.50	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.60	2.00
Art Teachers	1.60	2.00
Physical Education Teachers	1.60	2.00
Reading/Skills Teachers	1.00	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
Kindergarten Assistants	6.00	4.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	2.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>60.30</b>	<b>57.70</b>

# 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) classroom
- 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 2018 PROJECTED ENROLLMENT	
General Education K-5	760
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	16
PreK Special Education**	16
<b>TOTAL ENROLLMENT</b>	<b>815</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	45
HILT	197
Gifted*	98
Special Education Resource	47
Receiving Free and Reduced Lunch*	209

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	22.2
First Grade	23.0
Second Grade	21.2
Third Grade	23.5
Fourth Grade	23.3
Fifth Grade	22.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
781	814	815



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,488,182	\$6,531,358	\$6,576,828
Employee Benefits	\$1,984,317	\$2,226,579	\$2,291,201
Purchased Services	\$2,887	\$0	\$0
Other Charges	\$111,729	\$134,964	\$136,204
Materials and Supplies	\$130,957	\$103,354	\$102,549
Capital Outlay	\$44,959	\$35,288	\$34,901
<b>TOTAL</b>	<b>\$8,763,031</b>	<b>\$9,031,543</b>	<b>\$9,141,683</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	28.00	28.00
Foreign Language Teachers	4.00	4.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	1.50	2.00
Math Coach	0.50	0.50
PreK Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	4.90	5.60
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	1.80	1.80
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	1.50	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	5.00	5.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>96.30</b>	<b>96.50</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	397
Special Education Self-Contained	19
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
PreK Special Education**	21
<b>TOTAL ENROLLMENT</b>	<b>485</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	51
HILT	200
Gifted*	37
Special Education Resource	49
Receiving Free and Reduced Lunch*	338

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	19.7
First Grade	15.2
Second Grade	16.5
Third Grade	19.7
Fourth Grade	24.7
Fifth Grade	21.0

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
466	454	485

# Randolph



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,339,995	\$5,361,668	\$5,345,130
Employee Benefits	\$1,712,335	\$1,903,662	\$1,845,420
Purchased Services	\$11,211	\$10,000	\$10,000
Other Charges	\$123,824	\$134,869	\$141,113
Materials and Supplies	\$83,484	\$61,265	\$63,618
Capital Outlay	\$20,002	\$20,264	\$20,823
<b>TOTAL</b>	<b>\$7,290,851</b>	<b>\$7,491,728</b>	<b>\$7,426,104</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	16.00	15.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	1.50	1.50
Kindergarten Teachers	3.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	2.00	2.50
Pre-K Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	6.10	6.10
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	1.80	1.80
Reading/Skills Teachers	2.00	1.50
Gifted Teachers	1.00	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	3.00	4.00
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	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>76.60</b>	<b>77.10</b>



# 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 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
39	44	77



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,215,000	\$1,463,439	\$1,814,655
Employee Benefits	\$402,633	\$512,955	\$722,639
Purchased Services	\$0	\$0	\$0
Other Charges	\$69,187	\$100,899	\$100,671
Materials and Supplies	\$4,168	\$7,587	\$9,749
Capital Outlay	\$3,073	\$4,292	\$5,498
<b>TOTAL</b>	<b>\$1,694,061</b>	<b>\$2,089,172</b>	<b>\$2,653,213</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
PreK Special Education Teachers	9.00	12.00
Special Education County-wide Teachers	2.00	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	4.00	4.00
PreK Special Education Teacher Assistants	10.00	12.00
Custodians	2.50	2.50
<b>TOTAL</b>	<b>28.70</b>	<b>33.70</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	653
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
<b>TOTAL ENROLLMENT</b>	<b>706</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	9
HILT	24
Gifted*	109
Special Education Resource	45
Receiving Free and Reduced Lunch*	29

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	20.4
First Grade	24.0
Second Grade	23.2
Third Grade	22.0
Fourth Grade	24.0
Fifth Grade	26.3

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
731	692	706

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,304,834	\$5,642,634	\$5,687,375
Employee Benefits	\$1,670,039	\$1,814,920	\$1,956,805
Purchased Services	\$38,781	\$43,200	\$43,200
Other Charges	\$91,875	\$132,074	\$119,218
Materials and Supplies	\$101,031	\$91,362	\$90,283
Capital Outlay	\$31,962	\$30,682	\$30,209
<b>TOTAL</b>	<b>\$7,238,522</b>	<b>\$7,754,872</b>	<b>\$7,927,090</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	25.00
Foreign Language Teachers	4.00	3.50
Kindergarten Teachers	6.00	5.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	2.00	2.00
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	0.50	0.50
Music Teachers	2.60	2.40
Art Teachers	2.60	2.40
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
Kindergarten Assistants	6.00	5.00
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	3.00
PreK Special Education Teacher Assistants	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.00
Custodians	4.50	4.50
<b>TOTAL</b>	<b>83.60</b>	<b>82.50</b>

# 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 2018 PROJECTED ENROLLMENT	
General Education K-5	525
Special Education Self-Contained	24
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	18
<b>TOTAL ENROLLMENT</b>	<b>567</b>

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	2
HILT	16
Gifted*	77
Special Education Resource	34
Receiving Free and Reduced Lunch*	14

\*FY 2017 Actual Enrollment

\*\*Includes any dual enrolled, countywide, and peer pal students

## AVERAGE CLASS SIZE

FY 2017 ACTUAL	
GRADE	REGULAR
Kindergarten	22.0
First Grade	20.4
Second Grade	20.3
Third Grade	24.3
Fourth Grade	23.0
Fifth Grade	25.5

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
679	582	567



# Tuckahoe



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,960,986	\$4,753,978	\$4,660,684
Employee Benefits	\$1,604,150	\$1,614,242	\$1,640,923
Purchased Services	\$13,247	\$0	\$0
Other Charges	\$104,279	\$124,269	\$121,568
Materials and Supplies	\$78,862	\$75,637	\$73,556
Capital Outlay	\$26,685	\$24,956	\$24,138
<b>TOTAL</b>	<b>\$6,788,209</b>	<b>\$6,593,082</b>	<b>\$6,520,869</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	4.00
Special Education Teachers	3.00	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	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	5.00	4.00
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	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>66.90</b>	<b>64.40</b>



# 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 2018 School Board's Adopted Budget for these nine schools totals \$155,471,724 and includes 1,454.47 positions.

## SCHOOLS SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
SCHOOL	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Gunston	\$10,590,305	119.30	\$12,267,850	119.30	\$12,310,421
Jefferson	\$12,154,296	126.40	\$12,848,650	129.90	\$13,977,889
Kenmore	\$13,827,779	135.17	\$14,218,193	129.87	\$14,229,190
Swanson	\$12,093,692	138.80	\$13,875,200	140.20	\$14,561,480
Williamsburg	\$13,094,313	140.90	\$14,152,312	138.70	\$14,677,735
H-B Woodlawn	\$7,888,644	78.20	\$8,636,618	79.50	\$8,758,260
Wakefield	\$21,666,715	233.70	\$24,080,804	245.30	\$26,113,269
Washington-Lee	\$23,777,976	255.50	\$26,240,373	255.50	\$27,270,784
Yorktown	\$20,543,625	202.70	\$22,012,978	216.20	\$23,572,696
<b>TOTAL</b>	<b>\$135,637,346</b>	<b>1,430.67</b>	<b>\$148,332,978</b>	<b>1,454.47</b>	<b>\$155,471,724</b>

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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Due to increased enrollment and participation, funds are added for a Model United Nations sponsor stipend (\$2,010) and a visual arts exhibit stipend (\$1,096) at Wakefield. (401000-41204)
- Based on the application of the custodian allocation formula, a 0.5 custodian position is reduced at Williamsburg. (317000-41316)

### Other Charges

- 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 an increase of \$48,419. (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)

# Gunston

## SCHOOL INFORMATION

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](http://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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
939	949	1036

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	957
Special Education Self-Contained	71
Countywide Special Education	8
<b>TOTAL ENROLLMENT</b>	<b>1036</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
ESOL	45
HILT	45
Gifted*	291
Special Education Resource	65
Interlude	8
Receiving Free and Reduced Lunch*	321

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,958,038	\$9,007,476	\$8,997,547
Employee Benefits	\$2,466,154	\$3,063,633	\$3,111,482
Purchased Services	\$1,196	\$0	\$0
Other Charges	\$5,140	\$13,595	\$13,791
Materials and Supplies	\$106,869	\$121,564	\$124,733
Capital Outlay	\$52,907	\$61,582	\$62,868
<b>TOTAL</b>	<b>\$10,590,305</b>	<b>\$12,267,850</b>	<b>\$12,310,421</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	57.80	59.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.40	2.40
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.00	1.00
HILT Teachers	5.00	5.40
Special Education Teachers	11.00	10.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	3.20	3.20
Director of Counseling	1.00	1.00
Counselors	4.00	4.20
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistant/Aides	13.00	12.00
Clerical	7.50	7.50
Custodians*	0.00	0.00
<b>TOTAL</b>	<b>119.30</b>	<b>119.30</b>

\* 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
865	959	1015

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	907
Special Education Self-Contained	72
Countywide Special Education	36
<b>TOTAL ENROLLMENT</b>	<b>1015</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	48
HILT/EX	30
Gifted*	299
Special Education Resource	79
Interlude	7
Receiving Free and Reduced Lunch*	416

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,110,144	\$9,430,582	\$10,198,037
Employee Benefits	\$2,808,550	\$3,179,132	\$3,524,329
Purchased Services	\$5,606	\$0	\$0
Other Charges	\$31,974	\$10,436	\$11,169
Materials and Supplies	\$128,780	\$167,596	\$178,637
Capital Outlay	\$69,242	\$60,904	\$65,716
<b>TOTAL</b>	<b>\$12,154,296</b>	<b>\$12,848,650</b>	<b>\$13,977,889</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	3.00
Classroom Teachers	48.80	56.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	2.20	2.20
HILT Teachers	4.40	4.60
Project Pathways Teachers	2.50	2.50
Special Education Teachers	13.00	10.00
Special Education Countywide Teachers	5.00	5.00
Special Education Resource Teachers	4.20	3.70
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
Specialist	0.50	0.50
Assistant/Aides	21.50	18.00
Clerical	7.00	7.50
Custodians*	0.00	0.00
<b>TOTAL</b>	<b>126.40</b>	<b>129.90</b>

\* 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
885	894	931

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	812
Special Education Self-Contained	100
Countywide Special Education	19
<b>TOTAL ENROLLMENT</b>	<b>931</b>

*\*FY 2017 Actual Enrollment*

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	48
HILT/EX	48
Gifted*	235
Special Education Resource	81
Interlude	6
Receiving Free and Reduced Lunch*	441



# Kenmore



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,164,237	\$10,113,332	\$10,159,302
Employee Benefits	\$3,167,826	\$3,552,773	\$3,522,944
Purchased Services	\$20,138	\$19,500	\$19,500
Other Charges	\$318,669	\$354,486	\$345,559
Materials and Supplies	\$115,060	\$130,860	\$133,500
Capital Outlay	\$41,849	\$47,242	\$48,385
<b>TOTAL</b>	<b>\$13,827,779</b>	<b>\$14,218,193</b>	<b>\$14,229,190</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	45.00	48.60
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.60	1.60
HILT Teachers	5.40	5.80
Special Education Teachers	17.00	13.00
Special Education Countywide Teachers	4.17	3.17
Special Education Resource Teachers	3.20	3.70
Director of Counseling	1.00	1.00
Counselors	3.60	3.80
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	17.00
Clerical	7.00	7.00
Custodians	11.00	11.00
<b>TOTAL</b>	<b>135.17</b>	<b>129.87</b>

# 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
1065	1179	1239

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	1129
Special Education Self-Contained	101
Countywide Special Education	9
<b>TOTAL ENROLLMENT</b>	<b>1239</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	32
HILT/EX	15
Gifted*	445
Special Education Resource	57
Interlude	8
Receiving Free and Reduced Lunch*	157

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,910,855	\$10,088,407	\$10,484,917
Employee Benefits	\$2,804,619	\$3,333,622	\$3,599,274
Purchased Services	\$1,570	\$0	\$0
Other Charges	\$221,237	\$228,889	\$247,795
Materials and Supplies	\$125,012	\$162,840	\$166,433
Capital Outlay	\$30,398	\$61,442	\$63,061
<b>TOTAL</b>	<b>\$12,093,692</b>	<b>\$13,875,200</b>	<b>\$14,561,480</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	68.20	69.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
HILT Teachers	2.20	2.80
Special Education Teachers	13.00	13.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	3.20	2.70
Director of Counseling	1.00	1.00
Counselors	4.80	5.00
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	14.50	14.00
Clerical	8.50	8.50
Custodians	8.00	8.00
<b>TOTAL</b>	<b>138.80</b>	<b>140.20</b>

# 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
1130	1215	1257

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	1180
Special Education Self-Contained	68
Countywide Special Education	9
<b>TOTAL ENROLLMENT</b>	<b>1257</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	15
HILT/EX	14
Gifted*	373
Special Education Resource	62
Interlude	5
Receiving Free and Reduced Lunch*	118

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,619,979	\$10,274,267	\$10,470,530
Employee Benefits	\$3,077,732	\$3,398,233	\$3,728,255
Purchased Services	\$3,090	\$0	\$0
Other Charges	\$209,089	\$250,539	\$243,926
Materials and Supplies	\$140,058	\$167,117	\$171,105
Capital Outlay	\$44,365	\$62,156	\$63,919
<b>TOTAL</b>	<b>\$13,094,313</b>	<b>\$14,152,312</b>	<b>\$14,677,735</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	70.20	73.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
HILT Teachers	1.80	1.80
Special Education Teachers	11.00	10.00
Special Education Countywide Teachers	3.00	1.00
Special Education Resource Teachers	2.70	3.20
Director of Counseling	1.00	1.00
Counselors	4.80	5.00
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	10.00
Clerical	8.50	8.50
Custodians	10.50	10.00
<b>TOTAL</b>	<b>140.90</b>	<b>138.70</b>

# 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
639	679	702

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	670
Special Education Self-Contained	12
Countywide Special Education	20
<b>TOTAL ENROLLMENT</b>	<b>702</b>

*\*FY 2017 Actual Enrollment*

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	51
HILT/EX	25
Gifted*	327
Special Education Resource	67
Interlude	0
Receiving Free and Reduced Lunch*	115

# H-B Woodlawn



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,808,703	\$6,209,713	\$6,272,645
Employee Benefits	\$1,774,678	\$2,095,222	\$2,162,119
Purchased Services	\$35,936	\$4,826	\$4,972
Other Charges	\$160,069	\$195,407	\$183,337
Materials and Supplies	\$98,618	\$95,646	\$98,273
Capital Outlay	\$10,642	\$35,804	\$36,913
<b>TOTAL</b>	<b>\$7,888,644</b>	<b>\$8,636,618</b>	<b>\$8,758,260</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Counselors	3.00	3.00
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	35.30	36.10
SOL Core Teacher	1.00	1.00
Health Education Specialist	0.40	0.40
Minority Achievement Teacher	0.20	0.20
Gifted Teachers	1.00	1.00
HILT Teachers	4.40	4.40
Science Program Teachers	0.60	0.60
Special Education Teachers	3.00	4.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	3.90	3.40
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants/Aides	3.50	3.50
Clerical	6.40	6.40
Custodians	7.50	7.50
<b>TOTAL</b>	<b>78.20</b>	<b>79.50</b>

# 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
1787	1915	2034

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	1833
Special Education Self-Contained	171
Countywide Special Education	30
<b>TOTAL ENROLLMENT</b>	<b>2034</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	139
HILT/EX	101
Gifted*	374
Special Education Resource	159
Interlude	27
Receiving Free and Reduced Lunch*	900



# Wakefield



FINANCIAL:  
SCHOOLS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$15,888,878	\$17,284,764	\$18,707,947
Employee Benefits	\$4,844,636	\$5,740,602	\$6,307,117
Purchased Services	\$33,860	\$53,461	\$54,652
Other Charges	\$563,780	\$566,097	\$584,218
Materials and Supplies	\$256,844	\$297,018	\$312,921
Capital Outlay	\$78,717	\$138,862	\$146,415
<b>TOTAL</b>	<b>\$21,666,715</b>	<b>\$24,080,804</b>	<b>\$26,113,269</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.50	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	8.40	9.00
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	81.40	86.60
SOL Core Teachers	5.50	6.00
Health Education Specialist	0.60	0.60
Minority Achievement Teacher	1.00	1.00
Music Teacher	1.00	1.00
Science Program Teacher	1.00	1.00
Gifted Teacher	1.00	1.00
Exemplary Projects	2.00	2.00
HILT Teachers	12.80	13.60
Special Education Teachers	19.00	19.00
Special Education Countywide Teachers	4.00	5.00
Special Education Resource Teachers	8.20	7.20
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	33.60	37.60
Clerical	15.50	15.50
Custodians	21.00	21.00
<b>TOTAL</b>	<b>233.70</b>	<b>245.30</b>

# 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 621 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 2014 earned more than \$11.1 million in scholarship awards. Ninety-four percent of graduates go directly on to higher education, with more than 71 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-five percent of seniors participated in the 2014 Senior Experience Program.

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
2258	2330	2341

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	2152
Special Education Self-Contained	139
Countywide Special Education	50
<b>TOTAL ENROLLMENT</b>	<b>2341</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	174
HILT/EX	100
Gifted*	739
Special Education Resource	88
Interlude	37
Receiving Free and Reduced Lunch*	725

# Washington-Lee



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$17,427,008	\$18,637,366	\$19,270,630
Employee Benefits	\$5,379,785	\$6,150,610	\$6,529,466
Purchased Services	\$80,672	\$122,235	\$122,026
Other Charges	\$430,108	\$582,157	\$603,681
Materials and Supplies	\$335,919	\$575,277	\$573,721
Capital Outlay	\$124,483	\$172,728	\$171,260
<b>TOTAL</b>	<b>\$23,777,976</b>	<b>\$26,240,373</b>	<b>\$27,270,784</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	10.40	10.40
Librarians	2.00	2.00
Classroom Teachers	105.20	102.40
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	14.00	15.80
Special Education Teachers	16.00	16.00
Special Education Countywide Teachers	5.00	6.00
Special Education Resource Teachers	5.20	4.20
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	33.50	34.50
Clerical	17.50	17.50
Custodians	19.00	19.00
<b>TOTAL</b>	<b>255.50</b>	<b>255.50</b>

# 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
1781	1880	1974

## SCHOOL POPULATION

FY 2018 PROJECTED ENROLLMENT	
General Education	1822
Special Education Self-Contained	134
Countywide Special Education	18
<b>TOTAL ENROLLMENT</b>	<b>1974</b>

\*FY 2017 Actual Enrollment

FY 2018 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	50
HILT/EX	33
Gifted*	444
Special Education Resource	113
Interlude	25
Receiving Free and Reduced Lunch*	233

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$15,024,801	\$15,843,087	\$16,817,650
Employee Benefits	\$4,586,782	\$5,124,853	\$5,657,982
Purchased Services	\$31,067	\$26,063	\$27,473
Other Charges	\$510,521	\$596,921	\$617,745
Materials and Supplies	\$276,153	\$286,486	\$306,013
Capital Outlay	\$114,301	\$135,568	\$145,833
<b>TOTAL</b>	<b>\$20,543,625</b>	<b>\$22,012,978</b>	<b>\$23,572,696</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	8.20	8.60
Librarians	2.00	2.00
Classroom Teachers	88.80	95.80
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	5.20	4.80
Special Education Teachers	14.00	15.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	4.20	5.20
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	21.00	25.00
Clerical	15.50	16.00
Custodians	20.50	20.50
<b>TOTAL</b>	<b>202.70</b>	<b>216.20</b>



# Other Programs Summary



FINANCIAL:  
SCHOOLS

Other School Programs includes the Arlington Community High School, Career Center/Arlington Tech, Langston High School Continuation Program, Career Center, New Directions, Stratford Program, and the Teenage Parenting Program. The FY 2018 School Board's Adopted Budget for these programs totals \$18,910,664 and includes 169.34 positions.

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arlington Community	\$3,389,088	26.80	\$3,398,913	27.30	\$3,496,735
Career Center/Arl Tech	\$7,881,934	72.65	\$8,465,552	82.65	\$9,521,289
Langston	\$1,793,338	17.79	\$1,897,891	19.79	\$2,145,322
New Directions	\$898,614	6.70	\$864,378	6.70	\$889,123
Stratford	\$2,644,439	31.90	\$2,735,983	29.90	\$2,470,844
Teenage Parenting Program	\$379,829	3.00	\$405,560	3.00	\$387,351
<b>TOTAL</b>	<b>\$16,987,241</b>	<b>158.84</b>	<b>\$17,768,277</b>	<b>169.34</b>	<b>\$18,910,664</b>

# Arlington Career Center/Arlington Tech

## DESCRIPTION

The Career Center is the Career and Technical Education center to all Arlington Public School high school students and is home to the Governor's Career and Technical Academy, Arlington Tech, Academic Academy, HILT Institute, Program for Employment Preparedness, and 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. for enrichment courses. 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 2018 PRIORITIES

- Provide high school program options for APS students by increasing the enrollment of Arlington Tech, a full-time project based learning high school program.
- 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.
- 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.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 librarian position is added at Langston to support Langston, New Directions, and the Career Center. (809710-41228).
- For the second year phase-in of the program, funds for 10.0 positions are added for Arlington Tech at the Career Center. Positions include 7.0 teacher positions, a 1.0 counselor position, a 1.0 special education teacher position, and a 1.0 special education assistant position. (601000-41254, 41219, 60300-41254, 41375)

### Other Charges

- Funds in the amount of \$50,000 are provided for professional development to begin full implementation of Project Based Learning in Arlington Tech. (601000-45474)



# Arlington Career Center/Arlington Tech



## ENROLLMENT\*

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
453	453	459

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,735,817	\$6,118,887	\$6,846,513
Employee Benefits	\$1,742,879	\$2,063,895	\$2,340,394
Purchased Services	\$191,052	\$59,549	\$59,549
Other Charges	\$22,516	\$12,471	\$62,471
Materials and Supplies	\$141,905	\$139,684	\$140,082
Capital Outlay	\$47,764	\$71,066	\$72,280
<b>TOTAL</b>	<b>\$7,881,934</b>	<b>\$8,465,552</b>	<b>\$9,521,289</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	28.85	35.85
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
HILT/HILTEX Teachers	0.00	0.00
Transition Program Teachers	1.60	1.60
Technicians	1.00	1.00
Guidance Counselor	0.20	1.20
Technology Coordinator	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Special Education Teachers	10.50	11.50
Special Ed Exp Based Teachers	2.00	2.00
Assistants	12.50	13.50
Clerical Support	2.00	2.00
<b>TOTAL</b>	<b>72.65</b>	<b>82.65</b>

\*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 Tech is located at the Arlington Career Center. Membership figures do not include 140 students projected at Arlington Tech for FY 2018.

# 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 2018 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.
- Determine the personal life goals of each student and support each student in achieving their goals.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 custodian position is moved from the Career Center to Arlington Community High School. (809720, 109600-41316)
- Planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, a 0.5 resource teacher position is reduced. (809720-41289)

### 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 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
108	95	85

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,454,590	\$2,454,697	\$2,479,930
Employee Benefits	\$736,163	\$752,618	\$826,404
Purchased Services	\$46,856	\$69,409	\$69,242
Other Charges	\$60,533	\$75,842	\$75,543
Materials and Supplies	\$30,734	\$31,248	\$31,236
Capital Outlay	\$60,212	\$15,099	\$14,380
<b>TOTAL</b>	<b>\$3,389,088</b>	<b>\$3,398,913</b>	<b>\$3,496,735</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	17.80
Resource Assistants	2.00	2.00
Custodian	0.00	1.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>26.80</b>	<b>27.30</b>

# 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 2018 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.
- Determine the personal life goals of each student and support each student in achieving their goals.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 librarian position is added to support Langston, New Directions, and the Career Center. (809710-41228)
- A 0.5 instructional technology coordinator position is added to support Langston, New Directions, Integration Station, and the Stratford program. (809710-41228)
- Planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, a 0.5 resource teacher position is added in this program. (809720-41289)

# Langston



FINANCIAL:  
SCHOOLS

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
69	76	69

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,317,947	\$1,384,057	\$1,550,191
Employee Benefits	\$426,282	\$469,217	\$550,474
Purchased Services	\$1,006	\$1,141	\$1,100
Other Charges	\$22,826	\$23,152	\$23,077
Materials and Supplies	\$20,740	\$14,614	\$14,940
Capital Outlay	\$4,537	\$5,710	\$5,540
<b>TOTAL</b>	<b>\$1,793,338</b>	<b>\$1,897,891</b>	<b>\$2,145,322</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Counselor	1.00	1.00
Teachers – School-Based	10.29	10.79
Resource Assistants	1.00	1.00
Librarian	0.00	1.00
Instructional Technology Coordinator	0.00	0.50
Clerical	2.50	2.50
Custodians	2.00	2.00
<b>TOTAL</b>	<b>17.79</b>	<b>19.79</b>



# 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 2018 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.
- Analyze various forms of data frequently and consistently to inform instruction and assist decision-making.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 librarian position is added at Langston to support Langston, New Directions, and the Career Center. (809710-41228)
- A 1.0 instructional technology coordinator position is added at Langston to support Langston, New Directions, Integration Station, and the Stratford program. (809710-41228)

# New Directions



FINANCIAL:  
SCHOOLS

## 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$689,623	\$644,198	\$663,108
Employee Benefits	\$198,088	\$208,510	\$214,302
Purchased Services	\$0	\$366	\$366
Other Charges	\$1,343	\$3,537	\$3,537
Materials and Supplies	\$7,827	\$3,801	\$3,844
Capital Outlay	\$1,733	\$3,966	\$3,966
<b>TOTAL</b>	<b>\$898,614</b>	<b>\$864,378</b>	<b>\$889,123</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Classroom Teachers	4.70	4.70
Guidance Counselor	1.00	1.00
<b>TOTAL</b>	<b>6.70</b>	<b>6.70</b>

# 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 2018 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- 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, 2.0 teacher positions are reduced in this program. (701000-41254)
- A 0.5 instructional technology coordinator position is added at Langston to support Langston, New Directions, Integration Station, and the Stratford program. (809710-41228)



# Stratford



FINANCIAL:  
SCHOOLS

## ENROLLMENT

FY 2016	FY 2017	FY 2018
ACTUAL	ACTUAL	PROJECTED
55	59	52

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,941,141	\$1,958,873	\$1,759,966
Employee Benefits	\$662,956	\$737,429	\$671,240
Purchased Services	\$0	\$475	\$475
Other Charges	\$2,005	\$8,211	\$8,211
Materials and Supplies	\$26,187	\$23,388	\$23,345
Capital Outlay	\$12,150	\$7,607	\$7,607
<b>TOTAL</b>	<b>\$2,644,439</b>	<b>\$2,735,983</b>	<b>\$2,470,844</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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	11.80	9.80
Assistants/Aides	14.00	14.00
Librarian	0.50	0.50
Clerical Support	2.00	2.00
Custodians	1.00	1.00
<b>TOTAL</b>	<b>31.90</b>	<b>29.90</b>

# 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 2018

### **Salaries and Benefits**

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$177,406	\$229,820	\$222,843
Employee Benefits	\$67,011	\$77,932	\$66,701
Purchased Services	\$21,547	\$285	\$285
Other Charges	\$77,819	\$79,520	\$79,520
Materials and Supplies	\$13,093	\$12,842	\$12,842
Capital Outlay	\$22,953	\$5,161	\$5,161
<b>TOTAL</b>	<b>\$379,829</b>	<b>\$405,560</b>	<b>\$387,351</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Counselor	1.00	1.00
Teacher Assistants	2.00	2.00
<b>TOTAL</b>	<b>3.00</b>	<b>3.00</b>





# 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 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$614,170	5.00	\$787,628	4.00	\$736,886
Superintendent's Office	\$758,104	3.00	\$615,556	6.00	\$1,009,709
Department of Instruction	\$23,426,759	115.10	\$25,034,260	124.90	\$25,067,905
School and Community Relations	\$1,892,078	13.00	\$2,310,347	14.00	\$2,387,187
Administrative Services	\$442,165	4.00	\$809,621	4.00	\$740,622
Department of Student Services and Special Education	\$21,410,184	192.60	\$24,681,265	210.90	\$27,645,437
Human Resources	\$16,357,385	33.50	\$18,964,899	34.50	\$22,627,483
Finance and Management Services	\$8,010,431	20.75	\$12,966,517	21.75	\$12,534,409
Facilities and Operations	\$32,728,995	311.75	\$34,526,919	347.25	\$39,031,925
Information Services	\$21,663,413	80.80	\$18,420,620	76.00	\$19,998,757
<b>TOTAL</b>	<b>\$127,303,683</b>	<b>779.50</b>	<b>\$139,117,632</b>	<b>843.30</b>	<b>\$151,780,320</b>

# SCHOOL BOARD AND SUPERINTENDENT'S OFFICE



FINANCIAL:  
DEPARTMENTS

## SCHOOL BOARD SUMMARY

The School Board Office is one program. The FY 2018 School Board's Adopted Budget for the School Board Office totals \$736,886 and includes 4.0 positions.

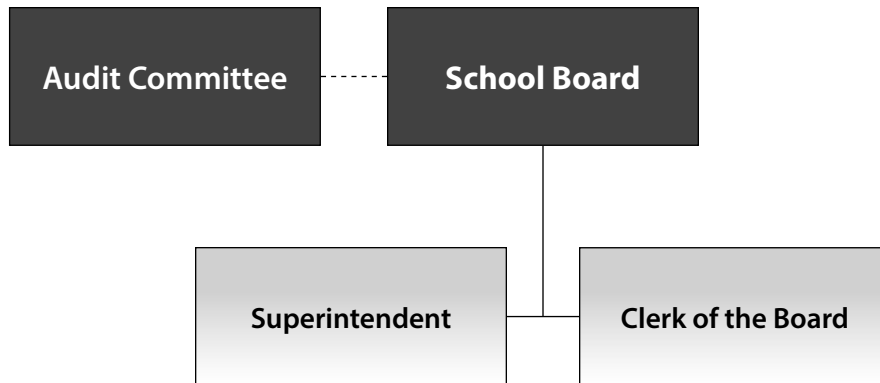
	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$614,170	5.00	\$787,628	4.00	\$736,886
<b>TOTAL</b>	<b>\$614,170</b>	<b>5.00</b>	<b>\$787,628</b>	<b>4.00</b>	<b>\$736,886</b>

## SUPERINTENDENT'S OFFICE SUMMARY

The FY 2018 School Board's Adopted Budget for the Superintendent's Office totals \$1,009,709 and includes 6.0 positions.

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Superintendent's Office	\$758,104	3.00	\$615,556	6.00	\$1,009,709
<b>TOTAL</b>	<b>\$758,104</b>	<b>3.00</b>	<b>\$615,556</b>	<b>6.00</b>	<b>\$1,009,709</b>

## Arlington School Board: *Organization Chart*





# Arlington School Board



## DESCRIPTION

The Arlington School Board represents the citizens of Arlington and acts as a body to ensure the provision of a high quality public education to Arlington's children. The Board's work reflects community 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 2017 PRIORITIES

The School Board establishes annual priorities to assist in keeping its work focused, effective, and aligned with Strategic Plan goals. This year's priorities are academic and "whole child" growth for every student, staff development, school capacity expansion, and collaboration with County government on shared interests.

### Success for All Students

- Initiate visioning processes to address:
  - ✦ Instructional opportunities at Drew Model School
  - ✦ Re-designing high school and new graduation requirements
- Review and revise policies to address instruction, diversity, differentiation, admissions and transfers, and boundaries.
- Monitor and continue to support:
  - ✦ Literacy for all students, especially ensuring that APS identifies struggling readers, provides
  - ✦ targeted interventions, and ensures that all students are reading on grade level by third grade
  - ✦ Arlington Tiered System of Support, inclusion, interventions, and extensions for all learners
  - ✦ Launch, development, and growth of Arlington Tech
  - ✦ Instructional program for 1-1 technology initiative, including development of content and tools and expansion of personalized learning opportunities
  - ✦ Final report recommendations made by the Whole Child Working Group
  - ✦ Culturally responsive practices across the curriculum, including ties to local history

### Staff Development

- Review compensation study, monitor and continue to support workforce initiative, and support new approaches for personalized, flexible planning for career and professional development.

### Infrastructure & Resource Planning: Facilities

- Ensure the following construction and planning projects proceed as planned: McKinley, Abingdon, Stratford, Wilson, new elementary school at Jefferson site, modifications at Wakefield and Yorktown, Fenwick, Gunston, and Kenmore, Arlington Tech/Career Center site, new elementary school at Reed, secondary seats at a location TBD, and high school boundaries.

# Arlington School Board

## APS/County Collaboration:

- Initiate a long-term planning process, in coordination with the County Board and consistent with the Community Facilities Study, to focus on sites for new elementary and secondary seats and recreational fields.
- Pilot transportation efforts between County and Schools, including coordination of ART and APS bus systems.

## SCHOOL BOARD FY2018 BUDGET DIRECTION

The School Board directs the Superintendent to prepare a FY 2018 budget that meets the needs of our growing school system of over 26,000 students, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for every student.

In issuing our direction, the School Board acknowledges that the current estimate for the County transfer to APS is not sufficient to meet our critical needs. Specifically, the County Board's draft FY 2018 budget direction to the County Manager, issued October 18, 2016, includes an initial minimum transfer increase to APS of \$10.2 million. While this amount is consistent with the County and Schools Revenue Sharing Principles, it does not even cover our expected cost of enrollment growth of \$11.9 million, not to mention additional critical needs, including supports for the whole child and 21st Century learning opportunities.

We anticipate that, in keeping with the Revenue Sharing Principles, as budget deliberations continue, additional ongoing funding for APS's critical needs, including enrollment growth, will be a top funding priority. Therefore, the School Board directs the superintendent's to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan with a continued emphasis on the School Board's 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.
- Continue investing in the initiatives begun in the FY 2017 budget to support the whole child and 21st Century learning opportunities.
- Include funding to add necessary instructional and administrative staff to support our growing school system.
- Be a 'needs-based' budget that assumes the County transfer will be equal to the amount required to meet the critical needs of the division.

The School Board further directs the Superintendent to:

- Provide a prioritized list of cost savings categorized by:
  - ✦ How the reduction would affect achievement of 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.

# Arlington School Board

- Identify cost savings that could be implemented in future years, including a timetable for Board consideration and action.
- Use funding set aside from FY 2016 closeout for one-time expenses in FY 2018 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 2015-16 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A 1.0 vacant administrative assistant position is reduced in the School Board Office. (101000-41309)

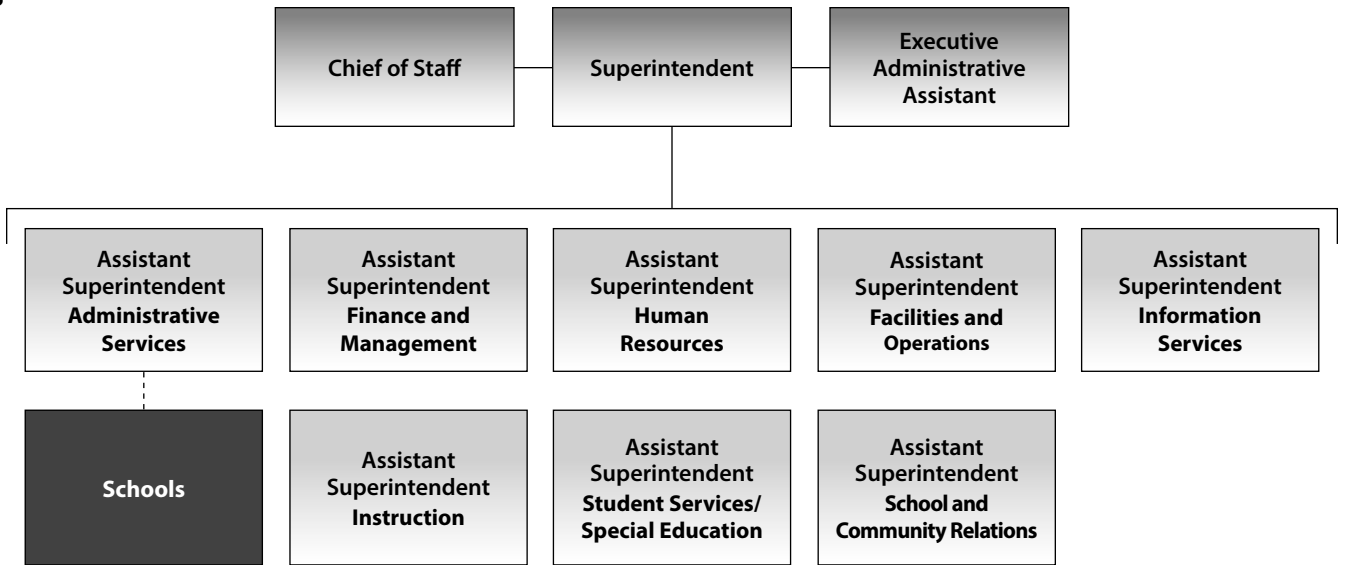
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$441,681	\$562,726	\$504,731
Employee Benefits	\$122,461	\$137,787	\$145,040
Purchased Services	\$25,480	\$54,665	\$54,665
Other Charges	\$17,130	\$29,500	\$29,500
Materials and Supplies	\$1,934	\$2,000	\$2,000
Capital Outlay	\$5,484	\$950	\$950
<b>TOTAL</b>	<b>\$614,170</b>	<b>\$787,628</b>	<b>\$736,886</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Clerical	4.00	3.00
<b>TOTAL</b>	<b>5.00</b>	<b>4.00</b>

# Superintendent's Office: *Organization Chart*



# Superintendent's Office



## DESCRIPTION

The Superintendent is the key instructional leader for the school division and 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.

## Superintendent's Office

- Maintain fiscal integrity and public confidence.
- 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 2016 ACCOMPLISHMENTS

#### Division-wide

- All 32 APS schools are fully accredited by the State of Virginia two years in a row and 10 APS schools received 2016 Virginia Index of Performance (VIP) awards for advanced learning and achievement.
- Students at APS transition to post-secondary experiences both college and career ready. We have achieved a 91.1 percent graduation rate and a 52 percentage point decrease in the dropout rate since 2009. The graduation rate at the three comprehensive high schools remains consistently high at 97.1 percent.
- The Washington Post Challenge Index ratings place APS schools in the top 100 regionally and the top 3 percent nationally.
- Arlington Public Schools was ranked the 44th best school division in the U.S. by the 2016 Niche™ Rankings, which reviewed more than 8,700 school divisions across the country.
- Arlington is ranked the number one Virginia school division on the Niche™ list and one of only two divisions from Virginia in the top 100 school districts.

# Superintendent's Office



## Instruction

- Across all grade levels, students continue to make progress and challenge themselves with rigorous coursework resulting in favorable outcomes in advanced Math, World Languages, Advanced Placement (AP) and International Baccalaureate (IB) courses.
- 81 percent of eighth-graders now complete at least one World Language course or higher.
- 78 percent of eighth-graders completed Algebra I/Geometry.
- 99 percent of APS students earn one or more high school credits during their middle school years.
- 74 percent of high school students earn one or more Career and Technical Education credentials.
- In 2011-12, no students participated in credit-by-exam as compared to 2015-16 where 460 students participated and 35 percent of participants were Limited English Proficient students.
- 13 schools offered FLES in 2011-12, compared to 2015-16 when all 23 elementary schools offered increased instructional time through FLES.
- 95 percent of kindergarten students met or exceeded the fall benchmark in literacy.

## Student Services and Special Education

- 68 percent of APS graduates earned an advanced or International Baccalaureate (IB) diploma.
- The 2016 graduating class of 1,351 students secured over \$32 million in scholarships.
- 93 percent of the APS graduates in 2016 are pursuing a post-secondary experience.
- 79 percent of eleventh and twelfth graders have taken at least one AP, IB and dual enrollment class.
- 513 graduates received the Bi-Literacy Seal in 2016, the first year it was offered.
- 432 graduates completed one or more dual enrollment courses.
- Implemented the third phase of the Arlington Tiered System of Support (ATSS), focused on providing behavioral intervention support for students.
- Phasing in of school-based psychologists, social workers, and substance abuse counselors to meet best-practice levels.

## Human Resources

- 82 percent of APS teachers hold a Master's and/or Doctoral degree, with a 10 percent increase in the number of teachers who hold an advanced degree.
- For the 2016-17, APS continues to have a 97 percent fill rate of classroom teachers on the first day of school.
- The Assistant-to-Teacher program continues to provide support to APS assistants that would like to become teachers. To date, 44 percent of the assistants who enrolled in the program have become teachers.
- APS designed and developed an ESOL/HILT cohort which allows current teachers to obtain a second endorsement in that subject area. Currently, 20 teachers are participating in this cohort.

## Superintendent's Office

- A new office within Human Resources was developed 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 Talent Acquisition and Management Office, is 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.
- Expanded employee benefit opportunities for staff that include paid parental leave, a vision plan, and expanded housing assistance.

### Information Services

- Expanded the Internet link to 10GB using an innovative approach of placing APS network equipment in a major Internet hub in Reston, VA.
- Implemented regular network security audits.
- Expanded the capacity of the Mobile Device Management (MDM) system.
- Added a 360° view of schools to the existing 360°view of individual students.
- Added several new reports to the Data Warehouse including a grade distribution report.
- Upgraded the email archiving system to a more user-friendly Google Vault system.
- 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.
- 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.
- Distributed 7,465 personalized learning devices. All second, sixth- and eighth- grade students and teachers of the 2015-16 student device cohort received a device.

### School and Community Relations

- Launched a new APS website platform on July 1, moving 10,000+ pages of content successfully to a new content management system. In addition, over 100 employees were trained to manage sub-sites for every APS school, program and department, with over 35 employees now serving as Web Liaisons to supervise, update and manage content regularly.
- A new Communications Coordinator: Community Engagement position was created to support the school division's efforts to expand community outreach and engagement with its students, families and all key stakeholders. Strategic partners (with signed partnership agreements) grew to 207 by the end of the school year. To support our focus to increase partnerships, SCR launched a Volunteer and Partnership Liaisons Program, with assigned representatives at each school who screen, orientate, support and supervise volunteers at each school. Volunteers are now tracked through a central database, with 800+ volunteers currently registered to support our schools. Liaisons also provide news and information for the monthly Volunteers and Partners newsletter and video series, which showcase the important contributions of our community volunteers make in the lives of our students.



# Superintendent's Office



FINANCIAL:  
DEPARTMENTS

- AETV producers in SCR completed 200+ video assignments during the 2015-16 school year. Regular programming included 50 videos distributed as part of regular weekly episodes for Snapshots, Green Scene, #digitalAPS and Partners in Action. In addition to broadcasts of meetings, special events and school activities, over the summer AETV launched a new 10-episode series highlighting Historical Markers throughout Arlington, and challenging students to visit and explore the rich history in their own community.
- Under the leadership of the SCR communications team, PR Liaisons continue to provide vital communications links, sharing news for all schools and programs, promoting APS activities to families through the new e-flyer distribution, on social media, and via countywide APS newsletters and communications to families and the community.
- Social media engagement continued to grow, with Facebook likes up 69 percent to 7,450+ likes, Twitter followers up 62 percent to 9,850+ followers. In addition, AETV videos generated over 40,000 views on YouTube and the APS website, and social media options now include Instagram.

## Finance and Management Services

- APS has received the Distinguished Budget Presentation Award from the Government Finance Officers Association for 13 years in a row and the Meritorious Budget Award from the Association of School Business Officials International for seven years in a row.
- All staff members of the Purchasing Office have achieved professional certification in the purchasing field.
- Operates an \$8.5 million, self-supporting Food and Nutrition program that serves 18,000 customers a day at 34 schools and satellite centers.
- Food and Nutrition Services was honored with the VSBA 2015 Food for Thought award in the Healthy School Meals category for its commitment to a sustainable farm-to-school program and its partnerships with farmers to provide locally-grown produce in its cafeterias. This commitment resulted in a record-high use of over 41,000 pounds of local fruit from Kilmer's Orchard in West Virginia.
- Operates an almost \$10 million Extended Day and Check-In Program that provides students with daily indoor and outdoor activities that are fun, enriching, and build developmental assets. The program serves almost 1600 students before school and almost 3800 students after school daily.
- Literacy and STEM continue to be integrated in Extended Day programming with regular activities and events that support classroom initiatives. As a result, professional development for staff continues to be a priority for Extended Day.

# Superintendent's Office

## Administrative Services

- Ensured 100 percent completion of School Safety Audits and monitored school compliance with monthly drills.
- Reviewed and updated Emergency Management Plans through a collaborative process with APS staff, Police and Fire Department, School Health, Office of Emergency Management, Extended Day, Parks-and-Recreation and Arlington County representatives.
- Collaborated with the Department of Human Resources to implement the APS Succession Plan with a focus on leadership development through the facilitation of professional development sessions for the APS Aspiring Administrative Leaders Program and maintained a strong partnership with George Mason University (GMU) Education and Leadership Program. The two GMU cohorts will complete year two in 2017 with 48 Arlington Public Schools' and Alexandria City Public Schools' teachers earning a Master's degree or license.
- 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.
- Monitored implementation of the discipline policy and procedures 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.

## Facilities and Operations

- The solar voltaic panels at Discovery Elementary School generated slightly more energy than the school consumed in calendar year 2016, so the school has met its goal of net zero energy performance in its first calendar year of operation.
- Recycled 310 tons of metal, paper, plastic, cardboard, electronics and building materials that resulted in the reduction of waste being dumped in the landfill.
- APS Aquatics Centers achieved a 93 percent rating on 2015-16 customer service satisfaction survey. Served more than 4,237 members, who swam a total of 111,655 times, and hosted an additional 38,188 swimmers (excluding APS students, athletes, and DPR class participants) for a swim.
- All APS buses are now equipped with ATV-GPS. New state-of-the-art routing software has been installed on all APS buses and is in the process of being rolled out.
- A total of 19 new buses were purchased in 2016; 14 buses were replaced and 5 new buses were added to the fleet to accommodate student enrollment growth. A fleet of 174 school buses traveled 676,096 miles transporting 53 percent of our students (or 14,099 students) to and from school in 2016. Our fleet is on a 12-year renewal cycle in order to incorporate the latest technologies and to keep up with new EPA emissions guidelines.
- In addition, APS is piloting a bus stop-arm camera program to ticket drivers who pass school buses loading and unloading students.
- Discovery Elementary and Kenmore Middle School continue with their "Appliance Green" Initiative. Kenmore removed more than 100 personal appliances from classrooms including microwaves, mini-refrigerators, coffee makers, and toasters. Shared use appliances for staff use are available in centrally located faculty breakrooms.

# Superintendent's Office



## FY 2017 PRIORITIES

The heart of our priorities for the coming school year is focused on evolving our instructional approach to strengthen the academic performance of our diverse student population. We will accomplish this by developing personalized learning environments where every student – regardless of race, ethnicity, disability or socioeconomic background – is challenged and fully engaged. And we will proceed based on insights and evidence gleaned from our broad array of evaluations, reports and other studies we regularly undertake to monitor and guide our progress. From a tactical standpoint, we will have several key activities, including:

### *Students*

- Engaging in high school redesign focused on the profile of the successful VA graduate
- Implementing ATSS (Arlington's Tiered System of Support)
- Building culturally responsive classrooms
- Ensuring inclusive environments

### *Integration*

- High School Redesign
- Drew Model School Visioning

### *Learning Environment*

- Boundary refinements at all levels
- Early planning process for CIP (Capital Improvement Plan)

### *Staffing*

- Recruiting, retaining and developing high-quality staff

## SUPERINTENDENT'S FY 2018 PRIORITIES

- Develop the 2018-24 APS Strategic Plan.

### **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. 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. Strengthen differentiated instruction and finalize the 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.
- 1e. 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.

## Superintendent's Office

- 1f. 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.
- 1g. 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.
- 1h. Develop APS approach to the VA profile of a graduate.
- 1i. Finalize roll out of personalized learning devices from grades two through 12.
- 1j. Review and revised APS curriculum as mandated by the Virginia Department of Education (VDOE).

### 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.
- 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. Implement the recommendations from the program evaluation of Professional Development.
- 3b. Begin action on the recommendations resulting from 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.

# Superintendent's Office



## Growing Enrollment

- 4a. Implement the 3-5 Year Action Plan for division to operate with 30,000 students by 2021.
- 4b. Complete boundary refinement process for elementary and middle schools.
- 4c. Lead process for building the new elementary, middle and high schools.
- 4d. Continue the expansion for Arlington Tech at the Career Center growing to total enrollment of 800 students.
- 4e. Complete Wakefield, Gunston and Kenmore internal capacity modifications by August 2017.
- 4f. Adopt the APS Capital Improvement Plan for FY 2019-28.
- 4g. Collaborate with multiple stakeholders to conduct budget studies to find cost savings to streamline APS operations.
- 4h. 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.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funding for 3.0 positions is provided for the development of an Integrated Project Team within the Superintendent's Office. The team will be comprised of a Demographer, a Project Planner, and a Communications and Engagement Specialist. The main responsibilities of the team would be to coordinate with other APS departments as well as organizations outside of the school system in order to provide the School Board and Superintendent with the materials and reports needed to make informed decisions.

# Superintendent's Office

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$539,455	\$453,071	\$702,777
Employee Benefits	\$144,678	\$106,987	\$251,434
Purchased Services	\$46,886	\$28,286	\$28,286
Other Charges	\$16,491	\$23,875	\$23,875
Materials and Supplies	\$10,593	\$3,337	\$3,337
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$758,104</b>	<b>\$615,556</b>	<b>\$1,009,709</b>

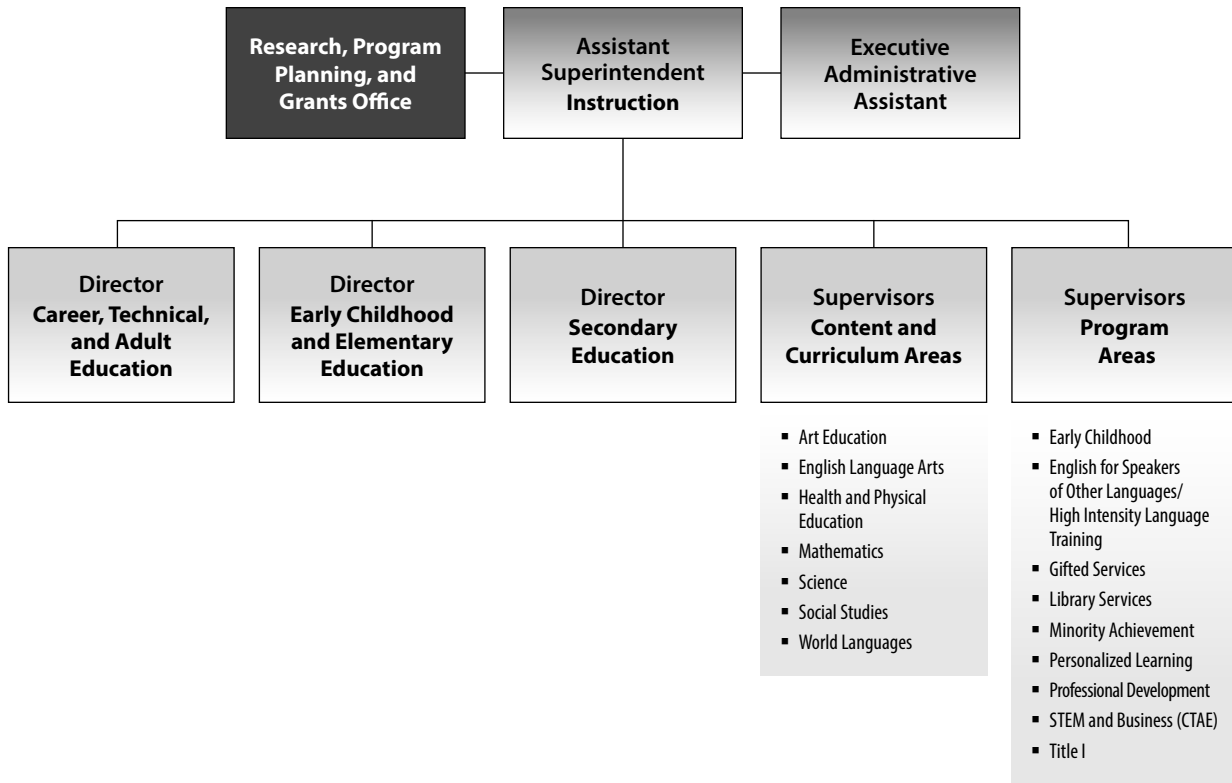
## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Superintendent	1.00	1.00
Manager	0.00	3.00
Professional	1.00	1.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>3.00</b>	<b>6.00</b>

# DEPARTMENT OF INSTRUCTION: Organization Chart



FINANCIAL:  
DEPARTMENTS



## DEPARTMENT OF INSTRUCTION

### DEPARTMENT SUMMARY

The Department of Instruction provides leadership in the development of teaching and learning experiences for students. This includes collaborating throughout the division to develop and implement a curriculum that meets the needs of individual students and is aligned with national and state standards, legislation, and evidence-based best practices. The Department of Instruction 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 staff 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, individuals, 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 as well as focusing on creative thinking, collaboration, critical thinking, communication, and citizenship.
- Implementing new resources 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 learners.
- Monitoring and coordinating the implementation of Every Student Succeeds Act (ESSA) legislation, funding, and requirements.
- Providing ongoing professional learning experiences to support teachers new to Arlington Public Schools.
- Supporting professional learning 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 student learning by implementing high-impact 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 nine programs, which are listed below. The FY 2018 School Board's Adopted Budget for the Department of Instruction totals \$25,067,905 and includes 124.9 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Curriculum/Instruction	\$12,812,551	59.30	\$12,496,469	65.10	\$12,050,784
ESOL/ HILT/ HILTEX	\$2,794,565	36.00	\$3,899,449	40.00	\$4,366,670
Gifted Services	\$1,221,449	1.00	\$1,196,392	1.00	\$1,208,867
Fine Arts	\$25,895	0.00	\$21,474	0.00	\$21,729
Minority Achievement	\$576,545	2.50	\$1,177,265	2.50	\$1,028,962
Library Media Services	\$863,614	5.00	\$842,541	5.00	\$912,731
Outdoor Lab	\$389,858	4.00	\$509,731	4.00	\$523,691
Career, Technical and Adult Education	\$955,518	6.30	\$1,452,277	6.30	\$1,508,114
Summer School	\$3,786,764	1.00	\$3,438,662	1.00	\$3,446,356
<b>TOTAL</b>	<b>\$23,426,759</b>	<b>115.10</b>	<b>\$25,034,260</b>	<b>124.90</b>	<b>\$25,067,905</b>

## DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets, 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 2016 DEPARTMENT ACCOMPLISHMENTS

The Department of Instruction has provided leadership in the development of curriculum and the implementation of effective, evidence-based instructional practices. The department focuses on:

- Implementing an instructional program that is authentic, engaging, and personalized while including the required content and skills.
- Ensuring alignment with federal and state standards, evidence-based best practices, and legislation.
- Gathering community input.

### 1. Literacy for All Students

Ensuring that every student is reading on grade level, or making at least one year's worth of growth in reading, is a priority for the Department of Instruction. During the 2016-17 school year the department engaged in a comprehensive resource adoption process for core and supplemental materials for English Language Arts, Science, and Social Studies. Additionally, universal screening assessments were implemented in kindergarten through eighth grades to provide data to support instructional decisions. The development of a standard treatment protocol will further support instructional interventions as needed.

# DEPARTMENT OF INSTRUCTION

## *Measures of progress:*

- ✦ 88% of K-5 students met the PALS benchmark in reading
- ✦ Over 200 teachers were trained in structured literacy
- ✦ Over 1,000 data points were gathered for feedback on instructional resources
- ✦ APS school libraries circulated more than 1,000,000 physical items and over 50,000 eBooks and eAudio items

## **2. Implementation of Personalized Learning**

APS continues to cultivate environments that create personalized learning experiences for all learners that are specifically tailored to the needs of each individual student. Through our work with personalized learning, we believe that every student can experience learning environments that are student-centered and build opportunities for collaboration, creativity, critical thinking, and problem-solving. To that end, throughout the year, the Department of Instruction has worked with stakeholder groups to develop a common understanding and vision for personalized learning, hired the Supervisor of Personalized Learning, recruited Teacher Design Teams, and determined the Learning Management System that will provide a foundational tool for the work.

## **3. Summer and After-School Learning Opportunities**

APS is able to offer students a variety of summer and extended learning opportunities. The summer program for elementary students will include problem-based learning experiences combined with individualized instruction to support specific student needs. Programs also include Global Village Summit, Summer Laureate, Math Academy, Spanish Immersion, Outdoor Lab, Summer Literacy Academy, Leadership Academy on Global Issues, and STARTALK for Arabic or Chinese.

### *Data that provides insight:*

- ✦ Title I Innovation Young Scholars Academy expanded to all Title I schools
- ✦ 185 girls participated in the Girls' Color of Leadership Conference in November 2016
- ✦ 6,180 students were served in summer school programs in 2016

## **4. Instructional Programs: Offerings and Options**

In addition to the focus on academic achievement in the core content areas, the Department of Instruction values opportunities for students to engage in learning experiences that encompass the Whole Child. This includes creating environments in which students are healthy, safe, engaged, supported, and challenged in a variety of ways. This also includes providing options to students in a variety of instructional arenas.

### *Data that provides insight:*

- ✦ APS was honored with the Best Communities for Music Education designation from The NAMM Foundation for its outstanding commitment to music education, one of only 4% of districts across the nation to receive this prestigious award in 2017
- ✦ Grant funding of \$375,000 through NOAA B-WET provided professional learning and training for secondary science teachers to implement storm water management projects
- ✦ 19 elementary schools implemented or enhanced learning gardens and outdoor classrooms
- ✦ 61% of secondary students were enrolled in fine arts courses
- ✦ An elementary bike program was piloted in second grade physical education classes

# DEPARTMENT OF INSTRUCTION



## 5. Professional Learning

Through collaboration with various stakeholders, the Department of Instruction is implementing several strategies in order to provide personalized professional learning. This work includes voice and choice in sessions offered, job-embedded coaching on specific instructional strategies, and consideration of flexible times and places for learning. As APS moves forward in building a framework for professional learning, the following elements are the foundation of this work:

- ✦ Collaborative time
- ✦ Coherent and aligned professional learning curricula
- ✦ Feedback systems
- ✦ School and teacher leaders as models
- ✦ Measurement of quality and impact

To support the implementation, the Department of Instruction is building a 3-5 year professional learning framework that focuses on:

- ✦ Quality professional learning to implement curricula, instructional strategies and technology
- ✦ Team and school improvement
- ✦ Individual development

### *Measures of progress:*

- ✦ 245 mentors assigned to new teachers
- ✦ 773 professional learning sessions recorded (a 14% increase over 2015-16)
- ✦ 85 National Board candidates in the largest APS cohort ever

### FY 2017 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By June 2019, 100% of students will be reading on grade level or make more than one year's worth of growth in reading as measured by SOLs, PALS, and RI	✓	✓			
Goal 2: By June 2019, all students will demonstrate learning at high levels to include proficiency rates of 75% or higher for all student groups with the goal of 85% by 2021.	✓	✓			

### FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
STUDENT ACHIEVEMENT AND SUCCESS		
Literacy for all students	1b, 1c, 1d, 2a	1,2
MEETING THE NEEDS OF THE WHOLE CHILD		
Eliminate opportunity gaps ensuring high level of learning for all students	1b, 1c, 1d, 2a	1,2

# Curriculum/Instruction

## DESCRIPTION

The Department of Instruction provides leadership in the development of curriculum and the implementation of best practices as well as evaluation of the overall instructional program. This includes the required content and skills which students must learn and be able to do in each of the content areas, aligned with national and state standards. The Department of Instruction focuses on 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 staff 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.

## CURRICULUM AREAS BY CONTENT:

- Arts Education
- English Language Arts
- Health and Physical Education
- Mathematics
- Science
- Social Studies
- World Languages

## MAJOR SERVICES PROVIDED

- The major services provided by the Department of Instruction can be found at the following link on the APS web site: [www.apsva.us/instruction](http://www.apsva.us/instruction).
- In addition, Department of Instruction services that are of particular interest to parents can be found at: [www.apsva.us/instruction/for-parents](http://www.apsva.us/instruction/for-parents).

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A total of 6.80 FTE World Language teachers have been moved from Instructional and Innovative Technologies to the World Languages office. In addition, \$50,000 in aide hourly funding is also moved to the World Languages office. (801070, 916000-41377, 41254)
- For better funds management, all central office stipends have been consolidated into the Human Resources department. (106200, 801000, 801090, 801200-41204, 41207, 41346)

# Curriculum/Instruction

- Funds for a 1.0 K-12 Director of Curriculum are provided. The new Director will support teaching and learning within each of the schools through the coordination of content offices in the ongoing writing and revision of curriculum including assessments and resource alignment. The addition of this position is offset by the reduction of 2.0 Specialist positions. Through increased collaboration with the Department of Student Services and between offices in the Department of Instruction, the Assessment Data Analyst positions are no longer required. Additionally, with the departmental focus on personalized learning and the increased emphasis by all offices in this area, the existing supervisors and specialists are able to perform the duties and responsibilities that would have been completed by the person in these positions. (801000-41318, 41244)

## Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Curriculum/Instruction in purchased services accounts is a net decrease of \$120,034. (801070/801200-43433, 80100/801200-43482, 801200-43498, 801200-43544, 801030-43586, 801000/801010/801030/801040/801070/801090/801140/807000-43587, 801090-43885)
- For better funds management, \$68,799 is moved from Human Resources to the Office of Professional Development. (106000, 801140-43456)
- One-time funds of \$200,000 provided in FY 2017 for the visioning and strategic planning for the new Drew Model School are eliminated in FY 2018. (801000-43586)

## Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Curriculum/Instruction in other charges accounts is a net increase of \$84,977. (801010/801030/801040/801050/801060/801200-45430, 801200-45472, 801200-45474, 801000/801020/801200-45478, 801140-45485, 801030-45536, 801000-45696)

## Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Curriculum/Instruction in materials and supplies accounts is a net increase of \$20,207. (801050/801060-46510, 801140/801200-46516, 801000-46517, 801000/801200-46525, 801070/801200-46533, 801130-46537, 801200-46725)
- One-time funds of \$10,000 are added for supplemental materials that will be needed to support the 2017 Social Studies resource adoption (digital subscriptions and course specific texts). To the extent possible, all subscriptions and materials will be integrated into the personalized learning initiative. This is the second year of a phased in implementation. (801000-46533)
- One-time funds of \$400,000 provided in FY 2018 for the new adoption of K-12 Social Studies textbooks to replace expiring or no longer available digital textbooks adopted in 2009 and 2010 are eliminated in FY 2018. (801060-46533)

## Capital Outlay

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Curriculum/Instruction in capital outlay accounts is a net decrease of \$64,600. (801070-48814, 801000/801200-48822)

# Curriculum/Instruction

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	6,756,013	7,167,117	7,114,982
Employee Benefits	\$1,878,866	\$1,939,511	\$2,154,627
Purchased Services	\$763,028	\$1,458,074	\$1,206,839
Other Charges	\$696,969	\$431,450	\$506,927
Materials and Supplies	\$2,360,187	\$1,259,601	\$889,808
Capital Outlay	\$357,489	\$240,716	\$177,601
<b>TOTAL</b>	<b>\$12,812,551</b>	<b>\$12,496,469</b>	<b>\$12,050,784</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	3.00
Coordinator	1.00	1.00
Professional Staff	2.00	2.00
Specialists	14.00	12.00
Supervisors	9.00	9.00
Teachers	15.30	22.10
Clerical	15.00	15.00
<b>TOTAL</b>	<b>59.30</b>	<b>65.10</b>

# ESOL/HILT

## DESCRIPTION

English for Speakers of Other Languages (ESOL), High Intensity Language Training (HILT), and HILT Extension (HILTEX) comprise a competency-based program to teach academic English and content to English learners (ELs) at all English Language Proficiency (ELP) levels. Program services ensure that ELs attain English proficiency to develop high levels of academic achievement and meet State academic content standards that apply to all students. Annual assessments measure speaking, listening, reading and writing development for all ELs. The ESOL/HILT Office supports schools in facilitating implementation and compliance with Title III requirements. Parents receive annual information about their child's placement in the program and language acquisition progress.

## 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for ESOL/HILT in hourly accounts is a net decrease of \$10,293. (802000-41220, 41230, 41311, 41329)
- Funds are added for 3.0 positions for the second year of a three-year plan 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 provides a 1.0 position per 43 Level 5 students and is phased in over a three-year period. FY 2017 funded 3.5 positions and FY 2018 funds an additional 3.0 positions. FY 2019 will fund an estimated 3.0 positions. (802000-41219)
- 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 1.0 position. (802000-41254)
- To properly reflect the position title, a 1.0 coordinator position is moved to the specialist account. (802000-41208, 41244)

### Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for ESOL/HILT in materials and supplies accounts is a net increase of \$11,393. (802000-46510, 46525, 46532)

# ESOL/HILT

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,101,703	\$2,860,399	\$3,158,182
Employee Benefits	\$633,599	\$998,139	\$1,156,185
Purchased Services	\$13,012	\$8,963	\$8,963
Other Charges	\$2,257	\$0	\$0
Materials and Supplies	\$43,995	\$31,948	\$43,341
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,794,565</b>	<b>\$3,899,449</b>	<b>\$4,366,670</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Coordinator	1.00	0.00
Teachers Specialists	2.00	3.00
Counselor	4.00	7.00
Teachers School-Based	22.70	23.70
Teacher Assistants	4.50	4.50
Clerical	0.80	0.80
<b>TOTAL</b>	<b>36.00</b>	<b>40.00</b>



# Gifted Services



FINANCIAL:  
DEPARTMENTS

## DESCRIPTION

The Gifted Services Office supports the provision of daily, ongoing differentiated instruction for students who meet the multiple criteria established by the Arlington Local Plan for the Education of the Gifted, 2012-17 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Gifted Services in hourly accounts is a net decrease of \$5,527. (804000-41220, 41230)

### Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Gifted Services in purchased services accounts is a net increase of \$13,000. (804000-43400, 43406, 43442)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Gifted Services in other charges accounts is a net decrease of \$3,000. (804000-45430)

### Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Gifted Services in materials and supplies accounts is a net decrease of \$4,000. (804000-46506)

# Gifted Services

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$151,767	\$154,326	\$156,808
Employee Benefits	\$41,425	\$41,281	\$45,274
Purchased Services	\$956,512	\$949,355	\$962,355
Other Charges	\$31,159	\$33,954	\$30,954
Materials and Supplies	\$40,586	\$17,476	\$13,476
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,221,449</b>	<b>\$1,196,392</b>	<b>\$1,208,867</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# Fine Arts

## DESCRIPTION

The Fine Arts Program 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Fine Arts in purchased services accounts is a net increase of \$380. (804010-43433)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Fine Arts in other charges accounts is a net decrease of \$380. (804010-45454)

### Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Fine Arts in materials and supplies accounts is a net increase of \$256. (804010-46525)

# Fine Arts

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,811	\$8,070	\$8,070
Employee Benefits	\$1,972	\$618	\$617
Purchased Services	\$10,758	\$9,341	\$9,721
Other Charges	\$670	\$380	\$0
Materials and Supplies	\$3,484	\$3,065	\$3,321
Capital Outlay	\$2,200	\$0	\$0
<b>TOTAL</b>	<b>\$25,895</b>	<b>\$21,474</b>	<b>\$21,729</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# Office of Minority Achievement



## DESCRIPTION

The Office of Minority Achievement provides leadership and support in creating, developing, and coordinating services and programs for students in order to meet high academic standards and achieve success by:

- Facilitating equitable access to educational opportunities for students and their families
- Remedying opportunity gaps
- Advancing high and clear expectations

## 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Minority Student Achievement in hourly accounts is a net decrease of \$9,060. (805000-41210, 41220, 41249, 41250, 41298)
- For better funds management, all central office stipends have been consolidated into the Human Resources department. (106200, 805000-41346)

### Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Minority Student Achievement in purchased services accounts is a net increase of \$5,000. (805000-43401, 43433, 43587)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Minority Student Achievement in other charges accounts is a net increase of \$15,000. (805000-45472, 45474)

### Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Minority Student Achievement in materials and supplies accounts is a net increase of \$5,141. (805000-46516, 46724, 46725)

# Office of Minority Achievement

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$256,600	\$460,023	\$307,184
Employee Benefits	\$60,457	\$108,699	\$88,093
Purchased Services	\$196,491	\$499,601	\$504,601
Other Charges	\$28,822	\$37,768	\$52,768
Materials and Supplies	\$13,484	\$34,609	\$39,750
Capital Outlay	\$20,690	\$36,565	\$36,565
<b>TOTAL</b>	<b>\$576,545</b>	<b>\$1,177,265</b>	<b>\$1,028,962</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Teachers School-Based	1.50	1.50
<b>TOTAL</b>	<b>2.50</b>	<b>2.50</b>

# 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 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

- Collaborates with Information Services to ensure that the federally mandated internet filter is in alignment with state and federal regulations
- Maintains a close working relationship with the Arlington Public Library to expand resources and opportunities for students and for our larger community
- Collaborates 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.
- The major services provided by Library Services can be found at the following link on the APS website: <http://www.apsva.us/library-services/>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Library Services in purchased services accounts is a net increase of \$3,312. (814000,43430, 43544)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Library Services in other charges accounts is a net increase of \$4,507. (814000-45430)

### Materials and Supplies

# Library Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Library Services in materials and supplies accounts is a net increase of \$38,000. (814000-46507, 46538)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$247,168	\$385,238	\$410,488
Employee Benefits	\$83,538	\$149,624	\$148,745
Purchased Services	\$52,243	\$61,612	\$64,924
Other Charges	\$1,528	\$543	\$5,050
Materials and Supplies	\$453,391	\$245,524	\$283,524
Capital Outlay	\$25,746	\$0	\$0
<b>TOTAL</b>	<b>\$863,614</b>	<b>\$842,541</b>	<b>\$912,731</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Technical	2.00	2.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>5.00</b>	<b>5.00</b>



# Outdoor Laboratory

## DESCRIPTION

The Phoebe Hall Knipling Outdoor Laboratory is located in Fauquier County, near Gainesville, Virginia. This 225-acre tract of land is owned by the Arlington Outdoor Education Association (AOEA). Through a lease arrangement with AOE, 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 aligned with 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for the Outdoor Laboratory in hourly accounts is a net decrease of \$2,805. (801031-41230, 41317, 41377)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for the Outdoor Laboratory in other charges accounts is a net increase of \$2,500. (801031-45454, 45468)
- The Lease Agreement account for the Outdoor Laboratory increased a total of \$1,088. (801031-45643)

# Outdoor Laboratory

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$191,650	\$270,603	\$281,903
Employee Benefits	\$78,274	\$114,666	\$113,738
Purchased Services	\$26	\$0	\$0
Other Charges	\$106,441	\$108,812	\$112,400
Materials and Supplies	\$13,468	\$15,650	\$15,650
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$389,858</b>	<b>\$509,731</b>	<b>\$523,691</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Teacher	1.00	1.00
Specialist	1.00	1.00
Assistant	2.00	2.00
<b>TOTAL</b>	<b>4.00</b>	<b>4.00</b>

# 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, four of the sixteen fastest-growing clusters within the next decade will require career and technical education.

The office is responsible for curriculum design and implementation of CTAE programs that prepare students for high-wage and high demand careers and postsecondary education. This process involves selecting and purchasing of instructional resources and specialized equipment for program updates and equipment repairs required for exploratory and technical programs at the elementary, middle, high schools, alternative programs, and the Arlington Career Center and its Arlington Tech program.

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. Competency based instruction, dual enrollment programs, and industry credentialing provide students advanced study and skills to accelerate greater access to the workforce and further education. National data continue to show the falling market value of only a high school diploma and the need for industry credentials. Parents and students need to understand the importance of knowledge, skills attainment, and the necessity of technical certificates and credentials in order to ensure portable skills that benefit future employers. In a fast paced global economy, students must not only demonstrate academic achievement as reflected by Virginia's State Standards of Learning, but must also be prepared for some type of post- secondary training. Engaging in a lifetime of learning will ensure the ability to keep pace with the rapidly changing work and social environments.

Career and Technical Education (CTE) programs are mandated by the Standards of Quality and the Standards for Accreditation in Virginia. 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.

Follow-up studies of graduates are conducted and 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 in order to meet state mandated reports and provide feedback for APS office evaluations.

## MAJOR SERVICES PROVIDED

- Career, Technical and Adult Education provides educational services along a continuum to empower students to acquire the knowledge, attitudes and skills necessary to manage change and succeed in a diverse technological society. Please visit the CTAE webpage at <http://www.apsva.us/ctae/> for a comprehensive list of the major services provided within the CTAE program.

# Career, Technical, and Adult Education

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Career, Technical, and Adult Education in hourly accounts is a net decrease of \$28,500. (810000-41220, 41230, 41311)
- Hourly funds of \$24,000 are added for the Arlington Tech summer program. (810000-41230)

### Purchased Services

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Career, Technical, and Adult Education in purchased services accounts is a net increase of \$2,000. (810050-43433, 810000-43544, 810300-43792, 810100-43885)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Career, Technical, and Adult Education in other charges accounts is a net decrease of \$6,095. (810300-45472, 810000-45478, 45585)

### Materials and Supplies

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Career, Technical, and Adult Education in materials and supplies accounts is a net increase of \$579. (810000-46519, 46525, 46528, 810300-46506, 46515, 46516, 46517, 46533)
- Funding of \$6,000 is provided for materials and supplies for Arlington Tech. (810000-46521)

### Capital Outlay

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Career, Technical, and Adult Education in capital outlay accounts is a net increase of \$35,000. (810050-48822, 810300-48800)
- One-time funds of \$253,500 provided in FY 2017 for laboratory equipment for the Fabrication and CyberSecurity labs, TV production equipment, and software licenses are eliminated in FY 2018. (810000-46528, 48801, 48809, 48810)
- One-time funding in the amount of \$240,000 is added to update laboratory equipment for Arlington Tech. (810000-48809)

# Career, Technical, and Adult Education



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$594,856	\$707,350	\$738,140
Employee Benefits	\$174,898	\$220,295	\$221,358
Purchased Services	\$41,500	\$86,487	\$88,487
Other Charges	\$16,084	\$15,295	\$9,200
Materials and Supplies	\$74,636	\$181,012	\$166,591
Capital Outlay	\$53,544	\$241,838	\$284,338
<b>TOTAL</b>	<b>\$955,518</b>	<b>\$1,452,277</b>	<b>\$1,508,114</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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
<b>TOTAL</b>	<b>6.30</b>	<b>6.30</b>

# 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 skills in mathematics, English language arts and Spanish Immersion. Summer strengthening programs designed to meet the needs of students according to the services they received during the previous school year include ESOL/HILT courses and special education courses. Elementary students may also choose from enrichment opportunities including the Global Village Summit Program, Math Academy, 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 embedded within the Department of Instruction.

## 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Summer School in hourly accounts is a net increase of \$12,000. (809300-41230)

### Other Charges

- For better funds management and to reflect actual needs, the Department of Instruction has realigned funding within its different programs/offices. The net change for Summer School in other charges accounts is a net increase of \$5,000. (809300-445585)

# Summer School



FINANCIAL:  
DEPARTMENTS

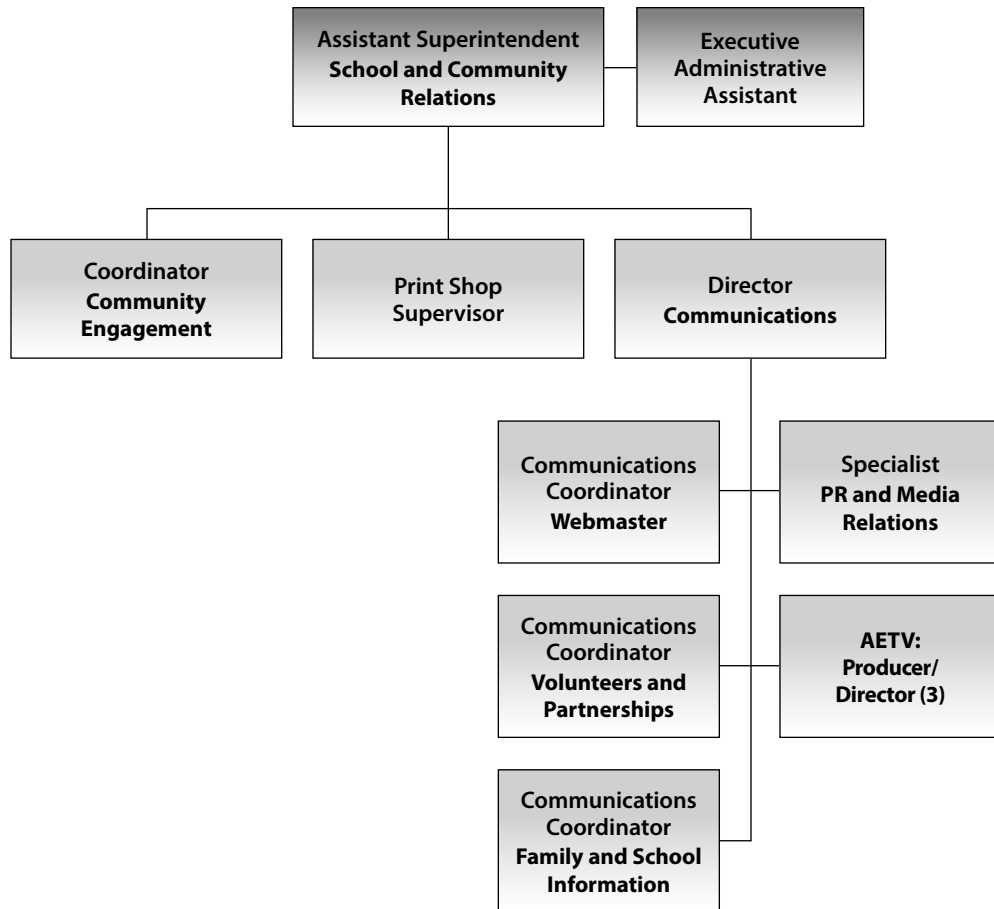
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,121,595	\$2,932,369	\$2,939,457
Employee Benefits	\$610,611	\$252,927	\$248,534
Purchased Services	\$49,168	\$56,522	\$56,522
Other Charges	\$4,986	\$0	\$5,000
Materials and Supplies	\$405	\$196,844	\$196,844
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$3,786,764</b>	<b>\$3,438,662</b>	<b>\$3,446,356</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Coordinator	0.50	0.50
Clerical	0.50	0.50
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# 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 presence, volunteers and partnership programs, Arlington Educational Television (AETV), and Printing Services.

The FY 2018 School Board's Adopted Budget for School and Community Relations totals \$2,387,187 and includes 14.0 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School and Community Relations	\$1,851,680	12.00	\$2,121,546	13.00	\$2,195,397
Printing Services	\$40,397	1.00	\$188,801	1.00	\$191,790
<b>TOTAL</b>	<b>\$1,892,078</b>	<b>13.00</b>	<b>\$2,310,347</b>	<b>14.00</b>	<b>\$2,387,187</b>

## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2016	FY 2017	FY 2018
METRIC	ACTUAL	ACTUAL	TARGET
<b>APS WEBSITE</b>			
Number of page views	4,200,000	5,919,212	6,500,000
Number of unique visitors	2,000,000	2,520,089	3,000,000
<b>VIDEO PRODUCTION</b>			
Number of video views	55,000	60,000	65,000
<b>E-COMMUNICATIONS</b>			
School Talk average monthly use	300	359	350
<b>SOCIAL MEDIA PLATFORM</b>			
Facebook Reach (weekly)	5,000	8,000	12,500
Twitter Reach (monthly)	3.5 M	4.0 M	4.5 M
YouTube subscribers	120	195	250
<b>VOLUNTEERS AND PARTNERSHIPS</b>			
Number of strategic partners	220	226	240

# SCHOOL AND COMMUNITY RELATIONS

## FY 2016 DEPARTMENT ACCOMPLISHMENTS

Over the past year, School and Community Relations (SCR) continues to deepen and expand community engagement and outreach through integrated communication plans, broader community connections, and expansion of school-based communications liaisons. The major achievements include the following highlights:

### Enhanced Community Engagement and Outreach

- Hired a new Community Engagement Coordinator to focus on strengthening connections with civic associations, churches, ethnic and cultural advocacy groups, advisory council groups, and nonprofits supporting families and youth.
  - ✦ Biweekly updates on community engagement distributed to 500+ community leaders
- Launched the new “Engage with Us” web subsite to centralize all of the current APS community engagement processes with an easy-to-use online form, calendar, and information about each.
  - ✦ 12,000+ views of the new “Engage with Us” subsite
  - ✦ 200+ “Engage feedback forms submitted for community processes

### Expanded School-Based Liaisons for Public Relations (PR), Website, and Partners & Volunteers

- Now in their third year, the PR liaisons continued to support shared messaging and promote positive news consistently. New this year,
  - ✦ APS social media accounts grew to 7,700+ Facebook Likes and 10,500+ Twitter followers
  - ✦ #APSBack2School was a top Twitter hashtag through the D.C. region on first day of school
  - ✦ This year, #APSiisAwesome became a recognized brand on Twitter, with 2,500+ tweets from 1,400+ accounts, and nearly 1.2 million impressions on Twitter
- New this year, the Webmaster liaisons maintain each school’s main website and keep it updated with news on a monthly basis.
- Also new this year, Volunteer liaisons recruit, screen and provide orientation for volunteers, maintain a database of all volunteers and partners, and highlight the contributions of volunteers and partners on social media and in the monthly APS newsletter or video series.
- Nearly 1,000 volunteers have been recruited, screened, and regularly support our schools.

### Launch of the New APS Website

- The new APS website platform utilizes open-source software that supports a flexible format for future site development and expansion and is easier to update content.
- The redesign also supports improved video livestreaming, social media integration, and mobile-friendly access and navigation.
  - ✦ This year, the website had over 5.9 million page views, averaging 580,000 views per month
  - ✦ 31% of website views occurred on a mobile device

# SCHOOL AND COMMUNITY RELATIONS

## Expanded Video Programming

- New AETV programs featured the Whole Child framework, the Summer Literacy Academy, the Arlington Tiered System of Support (ATSS), and cultural literacy and local history including the “Living Legends” in Arlington’s African-American community and the exploration of Arlington’s “Historical Markers.”
  - ✦ AETV had 45,000+ views from September to May — more than half on mobile devices
  - ✦ “Historical Markers” garnered nearly 5,000 views
  - ✦ “Living Legends” profiled during Black History Month had 659 views online and on social media

## Broader Digital Communications Platform

- SCR continued to expand digital communications to reach more of the community with news about APS.
  - ✦ Over 2,500 School Talk messages were sent this year
  - ✦ Since launching in February, more than 3,500 viewers watched livestreaming of work sessions and community meetings
  - ✦ The APS Mobile App has been downloaded by 17,000 users
  - ✦ Over 1,500 families watched Kindergarten Information Night on Facebook Live
- Peachjar replaced traditional backpack mail, distributing flyers electronically from schools.
  - ✦ All PTAs and schools and more than 65 community nonprofit organizations utilize this service
  - ✦ Peachjar delivery has eliminated 2.1 million pieces of paper in backpack mail
  - ✦ The new e-flyer system saved 475 trees and \$2.1 million in staff and printing costs.

# SCHOOL AND COMMUNITY RELATIONS

## FY 2017 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By July 1, 2017, APS will complete a review of external communications and community relations functions within APS					✓
Goal 2: By July 1, 2017, APS will develop a communication plan to inform and educate the community about the services that support the APS strategic plan goal to meet the needs of the whole child.					✓
Goal 3: By July 1, 2017, 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 4: Successfully manage Web Liaisons as they implement and maintain the new website and fulfill the requirements of the stipend position.					✓
Goal 5: By July 1, 2017, APS will increase engagement with the community as measured by the Parent Site-Based and Communication Satisfaction Surveys.					✓

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>MEETING THE NEEDS OF THE WHOLE CHILD</b>		
Develop a framework for engaging families using face-to-face and online communication tools.	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	3
<b>COMMUNICATIONS</b>		
Develop a communication plan to inform and educate the community about the services that support the APS strategic plan goal to meet the needs of the whole child.	5a	2

# 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

- Produce wide range of publications, including informational brochures.
- Provide editorial and creative support for print, electronic and TV/video communications and maintain relationships with local media to support communications about APS programs and services to the community.
- Distribute announcements to media, parents and the local community about news, events and activities.
- Plan, organize and promote countywide celebrations and recognitions to showcase the work and accomplishments of the school division.
- Organize informational events to inform parents and citizens about the school system.
- Help families research and learn about the school system.
- Maintain the APS website.
- Serve as a liaison with the Arlington community and facilitate effective relationships and face-to-face contacts as needed with residents, businesses, community groups and civic organizations to maintain an ongoing dialogue about the goals and accomplishments of the school division.
- Support schools to effectively recruit and maintain volunteers and partners in support of the education of our students.
- Manage and coordinate family engagement and educational programs offered through the APS Parent Academy.
- Provide guidance, training and support to schools and departments for strategic communications to ensure effective interaction and dialogue with internal and external audiences.
- Support departments as they work to engage the community and build effective relations with parents and the community so that they know about and actively support the education of our students.
- Provide management, support and training for effective e-communications through the APS website, APS School Talk and other electronic services, including social media, and the APS App.
- Collaborate with schools and departments to develop communication strategies to inform parents and the community about programs, services, special projects and new initiatives to serve APS students and the community.
- Train, supervise, support and coordinate the work of the school-based public relations liaisons, webmaster liaisons and volunteer and partnership liaisons to effectively communicate the work of our schools.
- Manage emergency communications, utilizing effective strategies to update the APS community about changes in operations due to local, regional or national emergencies.
- Maintain communications through AETV cable programming, broadcast and video production services, and produce regular programming including APS Snapshots, Green Scene, Partners in Action, and other broadcasts of meetings and events including the School Board meetings.
- Respond to all Freedom of Information Act requests.

# School and Community Relations

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for a 1.0 AETV Producer position are added. This position will script, shoot, edit and produce videos about APS programs and initiatives, and provide live streaming video broadcasts of public meetings and community events. In addition, this position will help meet the growing need for video programming and support. (103000-41396)
- One-time funding of \$50,000 provided in FY 2017 to support website content assistance for all APS departments is eliminated in FY 2018. (103000-41298)
- Stipend funding for web, volunteer, and public relations liaisons is increased by \$50,000 to cover the increased stipend amounts approved by the stipend committee. (103000-41346)
- For better funds management, stipend funds of \$201,500 are realigned to Human Resources. (103000-41346, 106000-41346)
- For better funds management, \$5,000 is realigned from the translator hourly account to the technician hourly account. (103000-41333, 41379)

### Purchased Services

- One-time funds of \$20,000 provided in FY 2017 to review current communications policies, activities and programs is eliminated in FY 2018. (103000-43449)
- Due to the increase in student enrollment, \$20,000 is added to the publications account for increases in printing materials. (103000-43588)
- The software licensing account is increased by \$12,500 to cover the cost of adding two new websites for two new schools. (103000-43566)
- Funding of \$12,000 is added to the educational television channel to cover the increases due to additional programming. (103000-43570)
- Funding of \$75,000 is added to contract services account to provide livestream coverage of all School Board sessions and community meetings through APS website. (103000-43544)

### Materials and Supplies

- For better funds management, \$1,000 is moved from additional miscellaneous equipment to cover increases in equipment costs due to increased staff. (103000-46528, 48822)

### Capital Outlay

- For better funds management, \$1,000 is moved to computer equipment and software to cover increases in equipment costs due to increased staff. (103000-46528, 48822)

# School and Community Relations



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,043,839	\$1,358,570	\$1,291,085
Employee Benefits	\$317,186	\$404,614	\$446,450
Purchased Services	\$462,793	\$322,124	\$421,624
Other Charges	\$15,259	\$10,115	\$10,115
Materials and Supplies	\$7,945	\$14,133	\$15,133
Capital Outlay	\$4,658	\$11,990	\$10,990
<b>TOTAL</b>	<b>\$1,851,680</b>	<b>\$2,121,546</b>	<b>\$2,195,397</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	1.00	1.00
Coordinator	1.00	1.00
Program Specialists	4.00	4.00
Technical	3.00	4.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>12.00</b>	<b>13.00</b>

# 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. 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.
- Production capabilities include a variety of options in folding, drilling and binding as well as printing larger off-size documents.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

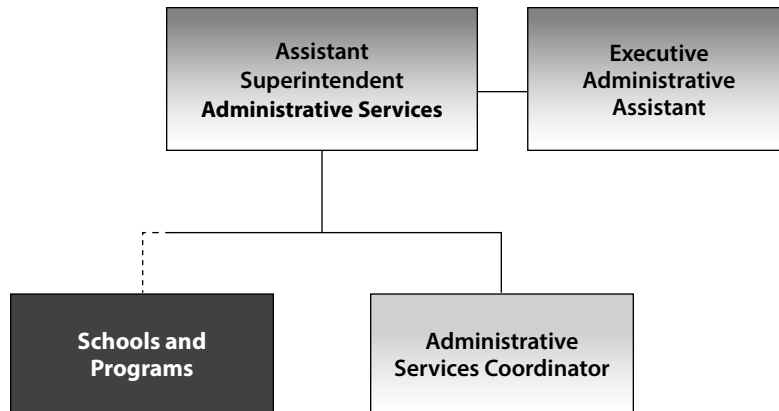
	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$88,415	\$94,291	\$95,643
Employee Benefits	\$23,799	\$25,338	\$26,975
Purchased Services	(\$112,275)	\$14,999	\$14,999
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$40,458	\$54,173	\$54,173
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$40,397</b>	<b>\$188,801</b>	<b>\$191,790</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>



# 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.
- **School Management Plan (SMP)/90-Day Progressive Plan:** Providing direction on yearly plans with specific focus on APS Strategic Plan and utilizing monitoring systems throughout the year.
- **Succession Planning for Leadership Development:** Providing professional learning opportunities to develop leadership skills and competencies 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 2018 School Board's Adopted Budget for Administrative Services totals \$740,622 and includes 4.0 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Administrative Services	\$442,165	4.00	\$809,621	4.00	\$740,622
<b>TOTAL</b>	<b>\$442,165</b>	<b>4.00</b>	<b>\$809,621</b>	<b>4.00</b>	<b>\$740,622</b>

# 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 2016 DEPARTMENT ACCOMPLISHMENTS

- Funds were allocated to increase opportunities for current and future division leaders for scholarships, conferences, workshops and special training opportunities such as SCOPE and Harvard Institute.
- Leadership programs provided learning opportunities for teachers and current administrators interested in 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).
- 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.
- Funds were allocated to reduce the out-of-school suspension rate and to implement intervention initiatives that provide students with the skills needed to make good decisions and resolve conflict.

## FY 2017 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 2017.			✓		
Goal 3: Increase by 2 percent participation in safety and security management processes including after school programs, community events and central office by June 2017.			✓		
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 2017.			✓		

# ADMINISTRATIVE SERVICES

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>STUDENT ACHIEVEMENT AND SUCCESS</b>		
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.	3c, 3d	1
Design and implement an improved administrator recruitment.	3c, 3d	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
<b>MEETING THE NEEDS OF THE WHOLE CHILD</b>		
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.	2c	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](http://www.apsva.us/department-of-administration).

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- One-time funding of \$20,000 provided in FY 2017 for the Second Chance program to support piloting a school-based initiative that aligns to Second Chance is eliminated in FY 2018. (104000-43430)

# Administrative Services

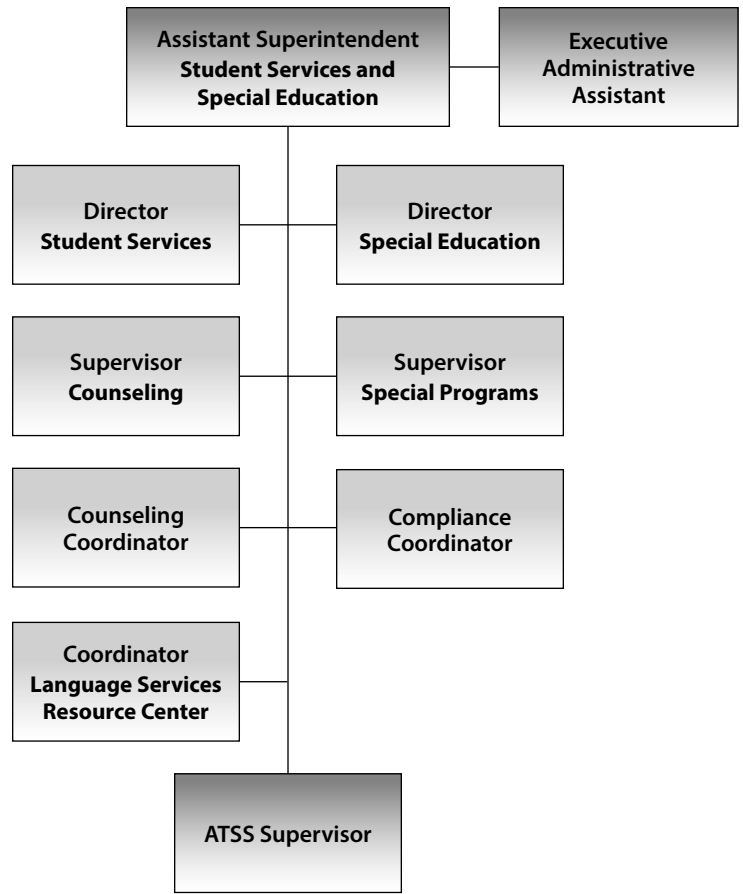
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$230,868	\$380,105	\$348,454
Employee Benefits	\$68,450	\$138,983	\$121,635
Purchased Services	\$112,562	\$148,575	\$128,575
Other Charges	\$25,684	\$129,410	\$129,410
Materials and Supplies	\$4,602	\$11,788	\$11,788
Capital Outlay	\$0	\$760	\$760
<b>TOTAL</b>	<b>\$442,165</b>	<b>\$809,621</b>	<b>\$740,622</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Specialist	1.00	1.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>4.00</b>	<b>4.00</b>

# 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), 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 2018 School Board's Adopted Budget for the DSSSE totals \$27,645,437 and includes 210.90 positions. IDEA funds are budgeted in the Grants and Restricted Programs Fund.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Department of Student Services and Special Education	\$1,742,120	8.70	\$1,884,891	9.70	\$1,613,019
Language Services Registration Center	\$1,187,558	10.50	\$1,070,576	10.50	\$1,093,108
Special Education	\$12,444,287	111.00	\$13,884,787	114.10	\$15,423,484
Student Services	\$6,036,220	62.40	\$7,841,011	76.60	\$9,515,826
<b>TOTAL</b>	<b>\$21,410,184</b>	<b>192.60</b>	<b>\$24,681,265</b>	<b>210.90</b>	<b>\$27,645,437</b>



# DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION



## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2016	FY 2017	FY 2018
METRIC	ACTUAL	ACTUAL	TARGET
<b>STUDENT SERVICES</b>			
Psycho-educational Assessments (Assessments/Consultations)	*	1,121/13,612	**
%ASCA alignment/#RAMP schools	80%/4	100%/3	**
Section 504 Services (Meetings/Direct Assessments)	*	684/22	**
Social Services (Consultations)	*	9602	**
Student Records Management	\$15,264	\$16,913	\$16,913
School Health (Epi Pens)	\$23,000	\$35,000	\$35,000
Residency Verification (Cases/Withdrawals)	187/122	306/64	**
Language Service Resource Center (#Students Served)	*	3086	**
Centralized Registration (VPI + LSRC)	*	3599	**
Professional Development	\$8,555	\$15,529	\$14,529
<b>ATSS</b>			
Academic Intervention (Training and Materials)	\$120,000	\$150,000	\$150,000
Social/Emotional Intervention (Training and Materials)	N/A	\$120,000	\$120,000
<b>SPECIAL EDUCATION</b>			
Student Study Meetings	*	1469	**
Eligibility Determination	*	2415	**
Assessments (#Psych Consultation/#Assessment)	*	13,612/1,121	**
IEE/FERPA/Dispute Resolution	38	43	N/A
Students with IEPs (Dec. 1 Count)	3627	3762	**
Homebound Instruction	30	30	**
Special Education Review Committee (SERC)	*	11	N/A
Behavior/Autism Specialized Support	51	58	**
45 Day Interim Placement	6	6	N/A
Contract Services	56	57	N/A
Medicaid Reimbursement	\$25,000	\$200,000	\$200,000
Parent Resource Center (Workshop Count)	51	53	**
Professional Development	\$26,173	\$9,840	\$9,840

\* Data for this metric is unavailable.

\*\* Due to the nature of this metric and how it is measured, a target is not available.

# DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

## FY 2016 DEPARTMENT ACCOMPLISHMENTS

Over the past year, the Department of Student Services and Special Education (DSSSE) continue to monitor student achievement to ensure that students are offered courses that match their needs and interests. DSSSE provides services to support all students and keep them safe. Professional development is provided to staff to increase the level of inclusive learning environment for all students with disabilities.

### Increased Completion of Rigorous Courses

- Trend data for special education graduating seniors who have completed at least one AP or IB course continues to rise. There was a steady rise from 117 seniors with disabilities to 175.
- The trend data for middle school students with disabilities successfully earning high school credit has risen from 196 to 237. Students earning four credits rose from 17 to 64 in five years.

### Special Education Academic Performance – SOL Pass Rate Trends

- Reading, Math, Science and Social Studies SOL Pass Rates continue to rise, thus closing the gap for students with disabilities.

### Dual Enrollment Trends

- The number of students enrolled in dual enrollment courses has risen from 224 to 432 in the past five years. This allows students to earn college credit while enrolled in high school.

### Indicators

- Positive trends with regard to our indicators.

### Medicaid

- Positive trends with regard to reimbursement.

## FY 2017 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By July 1, 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.		✓			
Goal 2: By July 1, 2017, 100% of students will utilize the Aspire2Excellence framework and resources for academic planning, including a revised College and Career Readiness Scope and Sequence.	✓	✓			✓
Goal 3: By July 2018, 100% of the APS school counseling programs will be aligned with American School Counselor Association national model.					✓
PROJECTS					
Project 1: By July 2018, develop inclusion guidelines and best practices for implementation.		✓			✓
Project 2: By July 1, 2018, 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, 2018, develop a clear and concise process for criteria and consideration into the cross-categorical and countywide special education programs.	✓				✓
Project 4: Implement the six 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 2019, 100% of registrations will be conducted centrally.		✓		✓	
Project 7: Whole Child Implementation – All DSSSE Core Services	✓	✓			✓

# DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION



FINANCIAL:  
DEPARTMENTS

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>STUDENT ACHIEVEMENT AND SUCCESS</b>		
Continue to plan opportunities to engage school based administrators in professional development regarding special education compliance. 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 Human Resources, continue to increase the number of dually certified staff (General education + Special Education) within the division to include identifying staff pathways to obtaining dual certification.	1b, 1j	Project #1
Continue to monitor and evaluate the 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
Develop, review and deploy a Standard Operating Procedure Manual for special education in alignment with the recommendations outlined in the program evaluation of services for students with special needs.	1b	Project #4
<b>MEETING THE NEEDS OF THE WHOLE CHILD</b>		
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	Project #1, #6
Increase alignment of division comprehensive school counseling programs with the American School Counselors Association model for school counseling programs. Deliver a comprehensive Social Emotional Learning curriculum K-8 using evidence based programs.	1b, 1f, 1h, 2a, 2b, 2c	2, 3
Implementation of the Whole Child Framework Recommendations: Create a Whole Child Framework; Complete the County and District Level Inventory; Establish Advisory Committee; Provide Professional Development for APS and County Staff; Provide Parent education; Develop Communication Plan	1a, 1b, 1c, 1d, 1g, 2a	Project #7

# 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 assessing their procedural safeguards under the Individuals with Disabilities Education Act, 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
- Comprehensive School Counseling
- Arlington Tiered System of Support (ATSS)
- Behavior and Autism Specialists support
- Coordination of countywide special education programs
- Dispute Resolution Process
- Homebound Instruction
- IDEA, Section 504, OCR, McKinney-Vento Compliance
- Instructional intervention supports

# Department of Student Services and Special Education



- Mandated Services – Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, PreK, Special transportation, Speech-language, Transition, Vision
- Parent Resource Center
- Residency
- Whole Child Initiative

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management, \$44,766 is moved to the Office of Special Education for Special Education summer meetings and evaluations. (105000-41250, 105100-41230)
- Funds for a 1.0 registrar are added for the second year of the phased-in central registration implementation for PreK VPI. (105000-41324)
- Funds for 2.0 coordinator positions to support the Arlington Tiered System of Support (ATSS) initiative are realigned from Student Services Management to ATSS. (105000/105010-41208)

### Purchased Services

- For better funds management, \$12,375 is realigned from the Student Services Management Office to the Office of Student Services for College Night, trips, and buses. (105000-43401, 105230-43401)
- For better funds management, \$308,100 is realigned to the Office of Student Services to for the CIS NOVA contract (\$100,000) and for the Naviance contract (\$208,100). (105000-43433, 43544, 43586, 105200-43544, 43586)

### Other Charges

- For better funds management, \$1,000 is realigned to the Office of Student Services for additional professional development for counselors. (105000-45430, 105230-45478)



# Department of Student Services and Special Education

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$573,529	\$821,471	\$877,891
Employee Benefits	\$170,193	\$316,372	\$309,555
Purchased Services	\$919,472	\$617,475	\$297,000
Other Charges	\$15,747	\$29,079	\$28,079
Materials and Supplies	\$63,179	\$90,424	\$90,424
Capital Outlay	\$0	\$10,070	\$10,070
<b>TOTAL</b>	<b>\$1,742,120</b>	<b>\$1,884,891</b>	<b>\$1,613,019</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Supervisor	1.00	1.00
Coordinator	2.00	2.00
Specialist	1.00	1.00
Counselor	0.20	0.20
Clerical	3.50	4.50
<b>TOTAL</b>	<b>8.70</b>	<b>9.70</b>

# 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.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

# Language Services Registration Center

The Language Services Registration Center (LSRC) moved to the Department of Student Services and Special Education in FY 2016.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$871,374	\$803,254	\$824,739
Employee Benefits	\$253,827	\$263,024	\$264,071
Purchased Services	\$53,724	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$8,633	\$4,298	\$4,298
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,187,558</b>	<b>\$1,070,576</b>	<b>\$1,093,108</b>

## POSITION SUMMARY

	FY 2017	FY 2018
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
<b>TOTAL</b>	<b>10.50</b>	<b>10.50</b>



# 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 students with disabilities who require 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 Pre-K to age 21. OSE is charged with providing support for students with disabilities, through evaluation, identification, placement, instruction, and transition services. This support includes stakeholders involved in educating students with disabilities, including parents, administrators, and school staff.

The OSE firmly supports the idea that students with disabilities will be educated in an age appropriate environment with their non-disabled peers 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. 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 Pre-K students with disabilities, APS developed a collaborative Pre-K model in the Integration Station program.

Identifying a student as eligible for special education services is a carefully managed process guided by Federal and State regulations, as well as APS Policies and Procedures. Evaluations required to make this determination are completed only with parent permission. Policies and procedures governing special education services may be found in Arlington Public Schools' Special Education Policies and Procedures.

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. Special education services are reviewed periodically, at least annually. Eligibility to access special education is reviewed at approximately three year intervals, or upon the request of the IEP team.

The OSE also coordinates several special programs, including, Functional Life Skills, the Deaf and Hard of Hearing Program, the Interlude Program, Multi-Intervention Program for Students with Autism (MIPA), the Program for Employment Preparedness (PEP), the Secondary Program for Students with High Functioning Autism (SPSHFA), and more.

The OSE also provides alternative services such as homebound instruction, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities, and the administration of several grant-funded programs and services.

## MAJOR SERVICES PROVIDED

- Instructional Support for Students with Disabilities
- Assistive Technology
- Audiology and Hearing Services

## Office of Special Education

- Vision Services
- Child Find and Pre-K Special Education
- Extended School Year (ESY)
- Occupational Therapy
- Physical Therapy
- Speech/Language Therapy
- Counseling as a Related Service
- Transition Services (Preparation for Post-Secondary Plans)
- Special Education Review Committee (SERC)
- Coordination of Children's Services Act (CSA) with Arlington County Government
- Participation in the Family Assessment and Planning Team (FAPT) with DHS
- Coordination of APS countywide special education programs
- Liaison with DHS regarding students with disabilities who enter foster care; Best Interest Determination meetings
- Coordination with Arlington Adult Detention Center and Landmark Regional Juvenile Detention Center for students with disabilities
- Behavior and Autism/Low Incidence Specialists
- Support of student discipline process for students with disabilities; discipline hearings; manifestation determination meetings; alternate placements
- Homebound Instruction
- Services for Students with Medical Needs
- Special Transportation
- Medicaid Reimbursement
- Parent Resource Center and Parent Education/Training (Parent Academy)
- Professional Learning for Administrators, Teachers, Related Service Providers, and Paraprofessionals

### FISCAL/ORGANIZATIONAL CHANGES FY 2018

#### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management, \$44,766 is moved from the Student Services Management Office for Special Education summer meetings and evaluations. (105000-41250, 105100-41230)
- Hourly funds of \$186,200 are provided to cover floating coverage for schools when Speech-Language Pathologists (SLPs) are out on short-term leave or long-term family and medical leave. (105110-41298)
- 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: 1.0 vision teacher, 1.5 hearing teacher, and 0.60 occupational therapists. (105110, 105120, 105130-41222, 105150-41281)

# Office of Special Education



## Purchased Services

- Funds of \$100,000 are provided for additional staff-related services to provide mandated special education services to privately-placed students. (105100-43544)
- Funds of \$100,000 for attorney and mediation fees are provided to cover anticipated additional needs based on the trend increase over the past three years. (105330-43437)
- Funds of \$200,000 are added for nursing staff and other related services, including transportation, in order to provide mandated special education services to students currently enrolled in APS. (105330-43544)
- One-time funds of \$75,000 are provided for Medicaid third party billing software. The software will be used by the related service providers to document all services provided to students with IEPs. The vendor will then directly bill the Department of Medical Assistance Services (DMAS) for reimbursable services. (105100-43566)

## Other Charges

- For better funds management, \$1,000 is realigned from instructional materials to postage to cover increased costs for Medicaid mailings. (105100-45585, 46506)

## Materials and Supplies

- For better funds management, \$61,000 is realigned from instructional materials for Medicaid third party billing software (\$60,000) and Medicaid postage (\$1,000). (105100-45585, 46506, 46517)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,184,617	\$9,489,487	\$10,218,126
Employee Benefits	\$2,365,982	\$2,885,161	\$3,234,220
Purchased Services	\$1,549,137	\$973,344	\$1,448,344
Other Charges	\$40,753	\$9,840	\$10,840
Materials and Supplies	\$303,997	\$526,955	\$511,955
Capital Outlay	(\$200)	\$0	\$0
<b>TOTAL</b>	<b>\$12,444,287</b>	<b>\$13,884,787</b>	<b>\$15,423,484</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinators	13.20	13.20
Psychologists	8.50	8.50
Occupational Therapists	28.40	29.00
Teacher Specialists	55.9	58.40
Teacher Assistants	3.00	3.00
<b>TOTAL</b>	<b>111.00</b>	<b>114.10</b>

# 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 system wide 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

# Office of Student Services



## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for an additional 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. FY 2018 represents the second year of the phased implementation of this initiative. (105250-41219)
- Funds are added for 12.0 positions for the second 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 was revised in FY 2017 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). The new planning factor provides a ratio of 1:775 and is phased in over a three-year period. FY 2017 funded 12.0 positions (6.0 psychologist positions and 6.0 social worker/visiting teacher positions) and FY 2018 funds an additional 12.0 positions. FY 2019 will fund an estimated 11.0 positions (5.5 each for psychologist and social workers/visiting teachers). (105210-41235, 105200-41267)
- 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 0.60 position and school psychologists increase by a 0.60 position. (105200-41267, 105210-41235)

### Purchased Services

- For better funds management, \$12,375 is realigned from the Student Services Management Office for College Night, trips, and buses. (105000-43401, 105230-43401)
- For better funds management, \$308,100 from the Student Services Management Office is realigned for the CIS NOVA contract (\$100,000) and for the Naviance contract (\$208,100). (105000-43433, 43544, 43586, 105200-43544, 43586)

### Other Charges

- For better funds management, \$1,000 is realigned from the Student Services Management Office for additional professional development for counselors. (105000-45430, 105230-45478)

### Materials and Supplies

- Funds of \$20,000 are provided for additional testing materials due to increased enrollment. (105200-46532)

# Office of Student Services

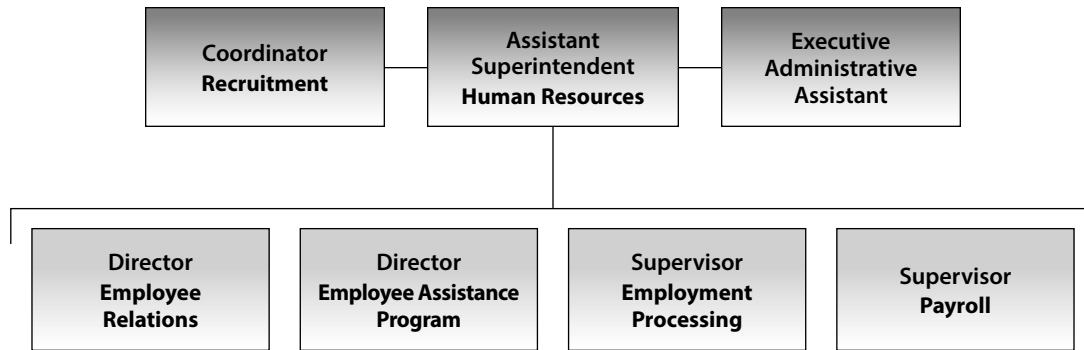
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,347,318	\$5,644,698	\$6,634,243
Employee Benefits	\$1,346,305	\$1,929,918	\$2,273,713
Purchased Services	\$219,639	\$148,286	\$468,761
Other Charges	\$63,216	\$66,984	\$67,984
Materials and Supplies	\$59,742	\$51,125	\$71,125
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$6,036,220</b>	<b>\$7,841,011</b>	<b>\$9,515,826</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	2.00	2.00
Psychologists	24.80	31.40
Social Workers	21.60	28.20
Specialists	3.40	3.40
Counselors	6.00	7.00
Coordinator	1.10	1.10
Clerical	2.50	2.50
<b>TOTAL</b>	<b>62.40</b>	<b>76.60</b>

# HUMAN RESOURCES: Organization Chart



# HUMAN RESOURCES

## DEPARTMENT SUMMARY

The Department of Human Resources provides collaborative, proactive, and responsive leadership in recruiting, retaining, and developing the human capital of the school system in order to further the effective and efficient delivery of quality services to Arlington Public Schools students, parents, community, and existing and potential employees.

Human Resources is responsible for the administration of all aspects of the personnel and payroll programs for all Arlington Public Schools employees, instructional and operational staff. These include:

- Recruitment, selection, and retention of all APS staff
- Classification and qualifications of positions
- Instructional staff qualifications and licensure
- Employee Compensation Programs including benefits and retirement
- Employee Relations and Conduct
- Employee Assistance Wellness Program
- Staff Performance Management
- Scholarship programs for licensed and non-license staff
- School Board-staff communication programs
- Substitute Management
- Payroll

Human Resources includes five core services/programs: Human Resources/Talent Acquisition and Management (including Substitute Management), Employee Benefits, Employee Assistance Program (EAP), and Payroll. The FY 2018 School Board's Adopted Budget for Human Resources totals \$22,627,483 and includes 34.50 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Human Resources	\$3,407,975	22.00	\$4,179,468	23.00	\$5,138,257
Substitutes	\$3,942,352	0.00	\$3,168,295	0.00	\$3,168,298
Payroll	\$547,184	5.00	\$580,154	5.00	\$597,456
Employee Benefits	\$7,980,063	1.00	\$10,547,494	1.00	\$13,224,457
Employee Assistance Program	\$479,811	5.50	\$489,488	5.50	\$499,015
<b>TOTAL</b>	<b>\$16,357,385</b>	<b>33.50</b>	<b>\$18,964,899</b>	<b>34.50</b>	<b>\$22,627,483</b>



# 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 2016 DEPARTMENT ACCOMPLISHMENTS

### **Human Resources (Talent Acquisition and Management; Employment Processing)**

- Developed a new office within Human Resources to support employee growth, recruitment and retention: Office of Talent Acquisition and Management
- Moved several core system-wide documents to an online format
- Filled 21 administrative vacancies for the 2016-17 school year
- Consistently ensured that over 95% of APS classroom positions were filled with highly qualified teachers at the start of the school year
- Recruitment Activities and Strategies
  - ✦ Launched system-wide new hire orientation
  - ✦ In coordination with Transportation, planned and implemented a job fair specifically to recruit bus drivers
  - ✦ Implemented instructional electronic interview forms to enhance the accuracy and ease of feedback by interviewers during the annual job fair
  - ✦ Developed exit surveys for all job fair attendees to capture metrics to expand the HR strategic recruitment plan
  - ✦ Collaborated with Plant Operations staff to update and expand the hiring pool for custodial staff
  - ✦ Partnered with Maintenance Services staff to create a strategic recruitment plan to increase the hiring pool for hard to fill maintenance positions
- Licensure/Scholarship/Summer School
  - ✦ Screened over 1,300 applicants that applied to summer school positions
  - ✦ Facilitated the hire of over 600 summer school applicants
  - ✦ Processed and awarded over 600 scholarships to APS employees
  - ✦ Outlined licensure timelines and procedures for renewals and new hires

## HUMAN RESOURCES

- Created communications and metrics to solicit input and share findings and plans for substitutes across APS substitute teaching ecosystem
  - ✦ Comprehensive deck developed that shares qualitative and quantitative data
  - ✦ External communications deck to share with administrators
  - ✦ End of the year newsletter developed and shared with substitutes to keep them abreast of APS best practices and initiatives
  - ✦ End-of year survey sent to substitutes to elicit feedback regarding experience and suggestions
  - ✦ Interviews conducted with APS stakeholders to include Substitute Teachers, Substitute Coordinators, Administrators and students to elicit feedback for enhanced services to meet all stakeholders' needs
  - ✦ Used data to identify strategies for increasing the substitute pool and fill rate
- Created/Implemented Trainings for Stakeholders
  - ✦ Substitute Orientation
  - ✦ Substitute Coordinator Orientation
- Created employment processing systems to improve the efficiency of on-boarding employees
  - ✦ Staffing procedure – Change process format from paper based to electronic to ensure quality assurance
  - ✦ Restructured job posting process to provide all stakeholders with up to date information in real time
  - ✦ Audited and managed the data integrity of employee records

### Employee Benefits and Relations

- Added several new employee benefit options for employees:
  - ✦ 2 weeks paid parental leave
  - ✦ Vision Plan
  - ✦ Increase availability of commuter subsidies for employees
- APS employees in the VRS Hybrid Plan continued to increase their voluntary contributions to their retirement savings
- Expanded group retirement candidate sessions
- As part of Compensation Study benchmarking, drafted 3-5 year benefits strategy
- Distribution of re-branded communications materials through multiple channels
- Initiated changes to School Board cash match

# HUMAN RESOURCES

## Employee Assistance Program

- Created system-wide administrator training on EAP services and support
- Created a new inviting space for clients to increase visibility and de-stigmatize EAP services and support for school and county employees
- Raised the profile and participation of the Wellness Program

## Payroll

- Implemented new system wide policies to improve the effectiveness and efficiency of payroll functions
- Implemented incentives to increase and celebrate school and department timekeepers
- Enhanced customer service support with development of “How To...” videos and documents
- Reduced the number of out-of-cycle payments due to timekeeper error
- Decreased the number of auto-generated timecard approvals per pay cycle

## FY 2017 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: Percentage of VRS Hybrid employees making voluntary contributions to the voluntary VRS Hybrid 457 plan will increase by 5%.			✓		
Goal 2: Develop and implement an online leave tracking system that aligns with the current HRMS and moves FMLA from paper-based to electronic.			✓		
Goal 3: Publish necessary revisions to EAP related policies, procedures, and practices to accurately reflect updated department practices in compliance with the International Employee Assistance Professional Association standards.			✓		
Goal 4: Implement a new applicant tracking system that collects employee recruitment and retention data, which includes exit and survey data tracking system.			✓		
Goal 5: Implement data-drive engagement strategies for all employees.			✓		
Goal 6: Reduce the number of quick pays/off cycle payments to no more than 5 per pay cycle.			✓		
Goal 7: Increase the number of highly qualified substitute teachers in the pool by 40% as measured by the number of substitutes listed in the substitute management system.			✓		
Goal 8: Increase the number of highly qualified screened candidates by 10% as measured by the number of candidates listed in the HR applicant tracking system.			✓		

# HUMAN RESOURCES

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>SUPPORTING TEACHERS AND STAFF</b>		
Establish Human Resources metrics to measure recruitment and retention efforts for data-based decisions and develop a human capital recruitment and retention plan with an emphasis on expanding talent management and leadership growth.	3(b-d)	
In collaboration with the Department of Instruction redesign professional development to create a professional learning systems that provides adult learners, at levels, essential skills and attitudes to address the learning needs of children while developing in their own career development.	3a	
Create training and education system for Virginia Retirement System (VRS) Hybrid option to increase voluntary retirement participation.	3d	1
Contribute to employee engagement and retention by developing and delivering comprehensive Employee Assistance services (assessment & referral, counseling, education/training, crisis response) and Wellness (physical and emotional health) programs to support employee well-being.	3d	3
Implement a new applicant tracking system that collects employee recruitment and retention data, which includes exit and survey data tracking system.	3c	
Work with Finance and key stakeholders to develop and implement a consistent staffing process that will support the transition to a HRMS position control implementation.		
Develop and track measures of employee engagement and retention.	3 (b-d)	5
Develop a systematic Class Specification cycle, including consistent job vacancy announcements and expanding job specifications for T-scale positions.		
Design and implement a uniform, division-wide online system for leave reporting.		2
Review and develop a system for current access to sensitive information and restrict full access to those employees who regularly require full access. Grant defined individual access to one of the following groups: HR set-up, Payroll Forms, Read-Only.		
Design and implement a working comprehensive plan for addressing a diverse and highly qualified instructional work force (which includes substitute management) that is reflective of the student population in Arlington, as well as meets the division's work for high school redesign and personalized learning.	3b, 3d	
Develop and implement an electronic systematic on-boarding program for all new employees, which includes a uniformed and documented process for hiring/on-boarding.		4

# Human Resources

## DESCRIPTION

The Department of Human Resources provides collaborative, proactive, and responsive leadership in recruiting, retaining, and developing the human capital of the school system in order to further the effective and efficient delivery of quality services to Arlington Public Schools students, parents, community, and existing and potential employees. 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.

### Talent Acquisition and Management

The Office of Talent Acquisition and Management, along with Employment Processing, works collaboratively with all stakeholders to “Inspire Generations” by providing high quality service and support in a proactive and positive manner to recruit, select, develop, and retain a superior workforce. Leading a workforce initiative that focuses on recruiting, hiring, and investing in a high quality and diverse staff, increasing the pool and retention of highly effective employees, and recognizing the expertise of future leaders is the ultimate goal of Human Resources.

### MAJOR SERVICES PROVIDED

- Recruitment, selection, and retention of all APS staff
- Monitoring staff licensure
- Manage staff performance evaluations
- Employment Processing: hiring and induction of new employees
- Collaboration with schools, departments, and offices to provide professional learning and scholarship opportunities.

### FISCAL/ORGANIZATIONAL CHANGES FY 2018

#### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 2.0 ERP analyst positions are moved from Enterprise Solutions and reallocated to Human Resources (1.0) and Finance and Management Services (1.0). (913000/106000/107100-41243)
- The staff contingency account increased by \$1,000,000 for special education and WIDA Level 6 needs. (106030-40414)

# Human Resources

## Purchased Services

- For better funds management, \$68,799 is moved from Human Resources to the Office of Professional Development. (106000, 801140-43456)

## Materials and Supplies

- One-time funds of \$30,000 provided in FY 2017 to purchase and develop a strategic talent management system are eliminated in FY 2018. (106000-46528)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	1,878,634	5,952,162	7,026,294
Employee Benefits	\$872,345	\$961,440	\$944,896
Lapse and Turnover	\$0	(3,612,500)	(3,612,500)
Purchased Services	\$376,863	\$520,905	\$452,106
Other Charges	\$256,108	\$298,965	\$298,965
Materials and Supplies	\$24,025	\$46,000	\$16,000
Capital Outlay	\$0	\$12,496	\$12,496
<b>TOTAL</b>	<b>\$3,407,975</b>	<b>\$4,179,468</b>	<b>\$5,138,257</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Supervisor	1.00	1.00
Coordinator	2.00	2.00
Analyst	1.00	2.00
Professional	15.00	15.00
<b>TOTAL</b>	<b>22.00</b>	<b>23.00</b>

# Substitutes

## DESCRIPTION

Substitutes are employed to serve as support for instructional staff who are absent due to illness, leave or attending professional development. The substitute program includes recruitment, hiring, compensation payment, and management of substitutes' placement and conduct. Funding supports the compensation for substitutes and related activities.

## MAJOR SERVICES PROVIDED

- Recruitment, selection, and assignments of substitutes
- Time, attendance, and compensation payment of substitutes
- Management of the online substitute management system

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,625,200	\$2,913,611	\$2,913,611
Employee Benefits	\$317,151	\$222,888	\$222,891
Purchased Services	\$0	\$31,796	\$31,796
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$3,942,352</b>	<b>\$3,168,295</b>	<b>\$3,168,298</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# Payroll Services

## DESCRIPTION

The Payroll Office is responsible for the administration of all aspects of the payroll program including, but not limited to: disbursing semi-monthly payroll for all employees, reconciling payroll data, maintaining documentation to include leave records, taxation, and adherence and monitoring of federal and state tax laws, and year-end tax summaries and submission.

## MAJOR SERVICES PROVIDED

- Processing and management of semi-monthly payroll
- Time and attendance administration
- Taxation compliance

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$411,550	\$429,163	\$450,660
Employee Benefits	\$135,634	\$150,991	\$146,796
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$547,184</b>	<b>\$580,154</b>	<b>\$597,456</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Professional	4.00	4.00
<b>TOTAL</b>	<b>5.00</b>	<b>5.00</b>



# 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 include:

- Retirement Plans
- Social Security
- Life Insurance
- Health and Dental Insurance
- Worker's Compensation
- Unemployment Compensation
- Long-term Disability
- Flexible Benefits
- Long Term Care
- Transit Subsidies
- Housing Assistance

## MAJOR SERVICES PROVIDED

- Selection and administration of benefit programs
- Administer APS leave program
- Monitor and support Virginia Retirement System benefits

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management, all central office stipends have been consolidated into the Human Resources department. An additional \$26,558 is added to the stipend account per the Stipend Committee recommendations. (106200, 108000, 103000, 801000, 801090, 805000-41204, 41207, 41346)
- One-time funds of \$100,000 provided in FY 2017 for internships are eliminated in FY 2018. (106200-41268)

# Employee Benefits

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,417,441	\$2,798,871	\$3,896,451
Employee Benefits	\$4,363,222	\$7,455,983	\$9,035,366
Purchased Services	\$207,683	\$70,000	\$70,000
Other Charges	\$0	\$0	\$0
Materials and Supplies	(\$8,283)	\$222,640	\$222,640
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$7,980,063</b>	<b>\$10,547,494</b>	<b>\$13,224,457</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Specialist	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# Employee Assistance Program

## DESCRIPTION

The Arlington Employee Assistance Program (EAP) is a comprehensive workplace program designed to identify and mitigate individual and organizational barriers to optimal employee productivity. The EAP develops and delivers services and resources to support the health and well-being of APS and the Arlington County Government employees. In addition to EAP core services, the staff is responsible for Occupational Safety and Health Administration (OSHA) Department of Transportation (DOT) compliance, APS Wellness Initiatives, and crisis response for staff.

## MAJOR SERVICES PROVIDED

- Crisis response
- Employee counseling
- Employee engagement and retention activities
- Wellness program

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- County Board Shared Costs increased by \$9,526. 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).

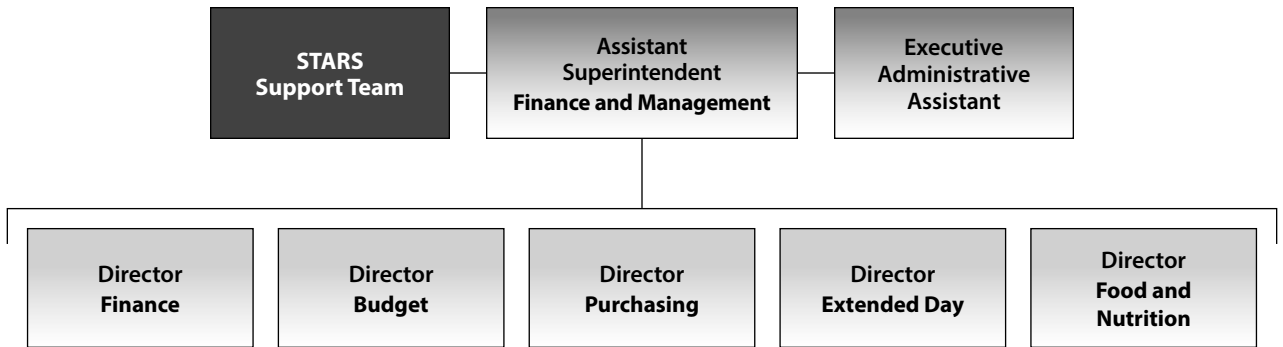
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$581,799	\$560,690	\$575,225
Employee Benefits	\$169,456	\$189,278	\$193,794
Purchased Services	(\$434,157)	(\$457,488)	(\$467,014)
Other Charges	\$146,188	\$180,022	\$180,023
Materials and Supplies	\$16,525	\$16,986	\$16,986
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$479,811</b>	<b>\$489,488</b>	<b>\$499,015</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Professional	2.50	2.50
Clerical	2.00	2.00
<b>TOTAL</b>	<b>5.50</b>	<b>5.50</b>

## 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 \$613.6 million dollars, for the financial management of all federal, state and other grants in excess of \$15 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 central office personnel, is also funded by this program, as are postage needs of the system such as the payroll, 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 69.0 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.

The FY 2018 School Board's Adopted Budget for Finance and Management Services totals \$12,534,409 and includes 21.75 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Finance	\$1,786,631	15.75	\$2,232,980	16.75	\$2,499,985
Other Admin. Accts.	\$6,085,564	0.00	\$10,353,131	0.00	\$9,821,846
Purchasing	\$613,372	5.00	\$661,711	5.00	\$703,462
School/Cty Shared Bldgs.	(\$475,136)	0.00	(\$281,305)	0.00	(\$490,884)
<b>TOTAL</b>	<b>\$8,010,431</b>	<b>20.75</b>	<b>\$12,966,517</b>	<b>21.75</b>	<b>\$12,534,409</b>

## FINANCE AND MANAGEMENT SERVICES

### DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Finance and Management Services, are reported annually in the Strategic Plan indicators and in end of the year financial reports sent to Arlington County.

### FY 2016 DEPARTMENT ACCOMPLISHMENTS

The Department of Finance and Management focused on initiatives and enhancements to further improve the Budget development process and strengthen communication efforts. Providing information for program managers to make informed decisions with the resources they have was also a priority. 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 & Nutrition Services and Extended Day), all supporting the School Board's priority to focus on the Whole Child and Strategic Plan Goal 5.

#### **Budget Development, Communications and Engagement**

Perhaps the most notable budget achievement was the array of improvements made in the budget development process that led to an adopted budget, which evolved through consensus and resulted in a budget that will truly meet the needs of APS. The FY 2017 Proposed Budget was a needs-based budget that effectively communicated the compelling need to focus on particular instructional areas while beginning to put in place the infrastructure required to meet the needs of a school system that will grow to 30,000 students by 2021. Embedded in the budget this year was also a progressive plan for the future.

The expanded community engagement activities implemented last year continued with improvements to overall communication with APS stakeholders. Two new well-received documents are described below.

- A "Citizen's Guide to the Budget" was developed to familiarize citizens with the current APS budget, including key elements included in every budget. By understanding what is already in place, community members gained a deeper understanding of the budget elements being proposed.
- To accompany the Proposed Budget, a six-panel "Budget-at-a-Glance" was also created to give the community an easy guide to the essential facts needed to understand the FY 2017 budget.

Community engagement continued to be an important element for informing the community and APS constituents about the budget. Activities included:

- An online "Budget Suggestion Box" that allowed community members and APS staff to make suggestions or comment on proposals.
- Three "Sounding Board Meetings" specifically for school-based employees to engage in a variety of issues using an open-ended inquiry approach.
- Two well-attended "Key Stakeholders Meetings" were held for leaders of all APS advisory councils
- Three Administrative Council presentations provided updates for APS principals and directors.
- Four "Community Budget Forums" were held, including one joint forum with the County and one Spanish forum for the Hispanic community.

# FINANCE AND MANAGEMENT SERVICES



The budget received broad community support. To measure the effectiveness of these activities, the department examined the number of speakers who testified at Budget Hearings. Last year, the number of speakers declined to 20 compared to 92 the year before. This year, the number of speakers declined to just six. This decline demonstrates that the budget received broad community support, information was communicated effectively, and the rationale for budget choices was compelling.

In addition to APS stakeholder support, the budget support by the County Board was affirmed by the allocation of additional funding for the school division.

## 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:

- New training was 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 functional technology support was implemented to achieve a greater level of customer support for departments and schools by assigning staff to act as financial liaisons.
- The Purchasing Office enhanced publications for vendors who do business with APS and a manual for APS staff that make purchases. A quarterly Purchasing newsletter that provides information on issues that are seasonal or of general interest augments this effort.
- The Budget Office fully implemented a new budget system this year that will provide schools and departments far more financial information to aid in budget development and monitoring.
- The department provided multiple costing scenarios for the Superintendent and School Board's consideration in developing the Capital Improvement Plan.

## Integrating Instruction and Health/Wellness in School-Based Programs

The *Extended Day Program* continued to support instruction and further integrate learning in their program, including:

- Piloting a STEM-focused program at Arlington Science Focus, Barcroft, Barrett, Campbell, Discovery, Henry, Hoffman-Boston, Long Branch and Nottingham. This effort enhances each site's monthly calendar of activities by adding a series of regularly scheduled STEM projects and discussions.
- Expanding the Reading Rodeo and other literacy-based activities to all 29 sites.
- Both activities include collaboration with instructional staff and partnerships with community organizations and resources.
- All supervisors developed S.M.A.R.T. goals that focus on program enhancements, and staff also selected Developmental Assets to promote intentionally through daily activities and events.

# FINANCE AND MANAGEMENT SERVICES

The *Food and Nutrition Office* expanded the breakfast program through a variety of innovative approaches.

- For the first time, Grab-and-Go breakfasts were offered in all schools. Food Services also piloted kiosks with Grab-and-Go breakfasts in two schools at student entrances.
- Bus drivers continue to collaborate by reminding students to stop by the cafeteria for breakfast before going to class.
- Another first was the well-received open house at the W-L cafeteria for families to sample breakfast and lunch items. The evening included a “taste test” of four pizzas, with the winning pizza being served at schools. The measure of the success of these efforts is the increased number of students participating in the breakfast program.
- A new software was implemented to let parents see everything available on the breakfast and lunch menus. The program shows a picture of the food and detailed nutritional information for each item. Plus, for children with food allergies, the parent can note the allergies and the software will alert the user on which foods to avoid.

## FY 2017 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% annually as measured by periodic surveys of the finance user group.			✓	✓	
Goal 2: By June 2017, increase by 20% staff knowledge of financial practices and division goals as measured by a self-assessment survey.			✓	✓	✓
Goal 3: By June 30, 2017, Food Services will increase community outreach by 5% offering a class to parents about the National School Lunch and Breakfast programs. In addition we will continue to update and upgrade our website and our social media presence.					✓
Goal 4: Increase student learning opportunities in Extended Day and increase student breakfast participation by 10% by June 30, 2017.					✓
Goal 5: Develop options to enhance alignment of resources in the budget.				✓	

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>SUPPORTING TEACHERS AND STAFF</b>		
Expand and implement a professional development menu of opportunities for department and non-department staff to increase knowledge of financial practices.	3b, 4g	1, 2
<b>MEETING THE NEEDS OF THE WHOLE CHILD</b>		
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 Extended Day staff with staff development opportunities focused on planning and implementing STEM activities.	2a	2



# 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.
- 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.
- Communicate financial information through community meetings, forums, and work sessions.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 2.0 ERP analyst positions are moved from Enterprise Solutions and reallocated to Human Resources (1.0) and Finance and Management Services (1.0). (913000/106000/107100-41243)

### Materials and Supplies

- Funds of \$55,000 are provided for computer software. Funds are needed for the Questica Budget annual subscription fee and report development. (107100-46517)

# Finance and Management Services

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,237,319	\$1,574,603	\$1,715,571
Employee Benefits	\$361,158	\$493,892	\$564,929
Purchased Services	\$173,258	\$151,740	\$206,740
Other Charges	\$9,649	\$6,705	\$6,705
Materials and Supplies	\$5,247	\$6,040	\$6,040
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,786,631</b>	<b>\$2,232,980</b>	<b>\$2,499,985</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Professional	10.75	10.75
Analyst	1.00	2.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>15.75</b>	<b>16.75</b>

# 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 central office 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 2018

### Salaries and Benefits

- Funds of \$2,400,000 are added to provide the first year of a three-year plan to provide increases for the positions identified on the compensation study as being under market. (107110-40429)
- One-time funds of \$2,570,000 provided in FY 2017 for compensation increases, not including step, are eliminated in FY 2018. (107110-40429)
- The OPEB Reserve is decreased by \$300,000 based on actuarial analysis. (107110-40404)

### Materials and Supplies

- One-time funds of \$250,000 are added for Abingdon startup costs. (107110-46528, 48808)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	80,200	2,570,000	2,400,000
Employee Benefits	\$0	\$0	\$0
Purchased Services	\$2,364,357	\$2,560,212	\$2,560,212
Other Charges	\$100,433	3,262,801	2,962,801
Materials and Supplies	(\$110)	\$951,000	\$951,000
Capital Outlay	\$3,540,684	\$1,009,118	\$947,833
<b>TOTAL</b>	<b>\$6,085,564</b>	<b>\$10,353,131</b>	<b>\$9,821,846</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Position	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# 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
- 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

# Purchasing



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$447,071	\$463,096	\$494,770
Employee Benefits	\$158,274	\$184,054	\$194,132
Purchased Services	\$948	\$4,320	\$4,320
Other Charges	\$6,114	\$8,900	\$8,900
Materials and Supplies	\$965	\$1,341	\$1,341
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$613,372</b>	<b>\$661,711</b>	<b>\$703,462</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Professional	2.00	2.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>5.00</b>	<b>5.00</b>

# 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 2018

### Other Uses of Funds

- The total change in school and county shared buildings accounts is \$209,579: Hoffman Boston (\$87,384), Drew (\$44,583), and Langston (\$77,612). (107130-49991, 49993, 49995)

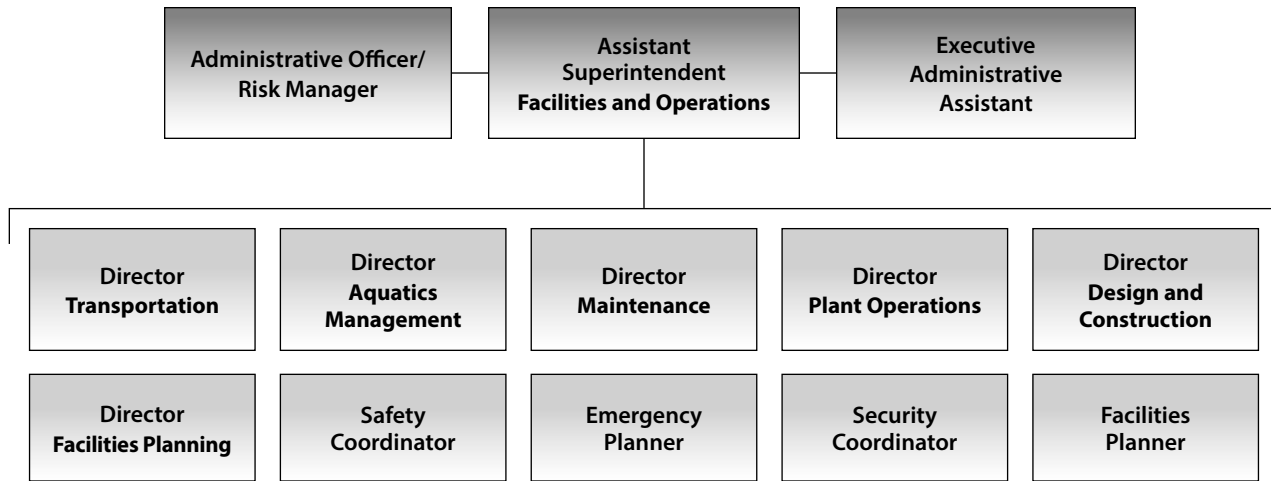
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Other Uses of Funds	(\$475,136)	(\$281,305)	(\$490,884)
<b>TOTAL</b>	<b>(\$475,136)</b>	<b>(\$281,305)</b>	<b>(\$490,884)</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# 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, storm-water management, risk management, emergency management, safety, security, and transportation. Approximately 4.9 million square feet of space in 41 buildings and more than 400 acres of land are managed and maintained. About 304 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; Risk, Safety, Property, and Real Estate Management; Maintenance, Energy, and Security Plant Operations; Plant Operations (Other Buildings); Transportation Services; and Aquatics. 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 2018 School Board's Adopted Budget for Facilities and Operations totals \$39,031,925 and includes 347.25 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Facilities and Operations	\$1,056,367	8.25	\$1,219,033	10.75	\$1,616,191
Risk Management	\$3,453,542	0.00	\$3,644,501	0.00	\$4,053,196
Plant Operations	\$2,434,584	14.00	\$2,509,399	14.00	\$2,761,306
Other Plant Operations	\$1,010,097	6.00	\$1,047,989	6.00	\$1,172,280
Maintenance	\$8,564,264	66.00	\$9,674,501	69.00	\$10,809,086
Transportation	\$16,210,141	217.50	\$16,431,496	247.50	\$18,619,866
<b>TOTAL</b>	<b>\$32,728,995</b>	<b>311.75</b>	<b>\$34,526,919</b>	<b>347.25</b>	<b>\$39,031,925</b>



# FACILITIES AND OPERATIONS



## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2016	FY 2017	FY 2018
METRIC	ACTUAL	ACTUAL	TARGET
<b>FACILITIES PLANNING</b>			
Percent accuracy of enrollment projections K-12 district-wide	99	98.5	98.5
<b>DESIGN AND CONSTRUCTION</b>			
Aggregate construction change amount for major capital projects relative to total original construction contract award	<4.5%	<4.5%	<4.5%
<b>PLANT OPERATIONS</b>			
Percent of buildings meeting Quality Inspections Expectations	61%	85%	85%
Number of pounds of recycled material collected/person occupying the buildings	15.72	30	30
Percentage of substitute requests fulfilled annually	90%	90%	90%
<b>MAINTENANCE SERVICES</b>			
Percent of routine work orders completed	54	60	70
<b>ENVIRONMENTAL MANAGEMENT</b>			
Energy Cost/SqFt	\$1.27	\$1.27	\$1.25
Utility Cost/SqFt	\$1.43	\$1.43	\$1.40
Percentage of green power of overall energy usage	9.81%	9.81%	9.81%
EUI (KBTU/SqFt)	64	69	65
<b>RISK MANAGEMENT</b>			
Number of Worker's Compensation Claims	268	214	200
Percentage of Worker Compensation claims relative to total workforce	3.73%	2.98%	2.68%
Number of Liability Claims	28	20	20
<b>EMERGENCY PREPAREDNESS</b>			
Percentage of Schools that completed the required number of state-mandated safety drills	82%	95%	100%
<b>SAFETY MANAGEMENT</b>			
Student accident/injury reports	119	272	300
Percentage of Fire Marshall Inspected buildings without facility violations	50%	80%	80%
<b>SECURITY</b>			
Number of security improvements resulting from assessments and requests	235	310	350
<b>TRANSPORTATION SERVICES</b>			
Percent of on-time arrival at school	64%	83%	85%
Percent of on-time arrival for Special Education runs	66%	85%	87%
Percent of preventable Bus accidents	41%	56%	57%
<b>AQUATICS MANAGEMENT</b>			
Customer Satisfaction Score	92	90	93
Community Swim revenue	\$1,030,502	\$1,180,000	\$1,090,500
Percentage of Cost Recovery	46%	55%	57%

## FACILITIES AND OPERATIONS

### FY 2016 DEPARTMENT ACCOMPLISHMENTS

- 100% of all APS schools & administrative offices performed and recorded Earthquake Drills in October 2016.
- Aquatics Launched Fall/Winter Special Events programs with the first Twilight Swim held at Yorktown on Friday, October 29, 2016.
- County has awarded waste contract to a new vendor.
- Maintenance implemented new 4 a.m. shift successfully with several employees volunteering for the earlier shift which enables us to have more coverage and the ability to detect and correct problems earlier.
- High School boundary recommendations were approved by the School Board on December 1, 2016.
- All MV-1 drivers have been hired and trained.
- Worker's Compensation claims are down 15% this year when compared to last year.
- Changes in Emergency and Safety Drill reporting procedures in FY 2016 increased performance and reporting of drills by schools. Mandated safety drill compliance increased 20% compared to prior year.
- Coordination with County on new committees including ACTC/JCTC for transportation issues and JFAC for facilities issues.
- First responder communications/existing systems are being audited to ensure operability and compliance. Installation of new systems at new or renovated schools and evaluation of other schools to identify and address radio communications issues are being performed. New systems have been installed during construction at Ashlawn, Discovery, McKinley, and Abingdon. New systems were also installed at Kenmore and Williamsburg and a new installation is planned for Gunston.
- Since 2015 over 95% of the existing security cameras at schools have been replaced with upgraded models and the number of security cameras has been increased significantly each year.
- The County Emergency Communications Center (ECC) has access to real-time video feeds from the cameras for emergencies. APS is one of the first school divisions in the region to have this capability.
- Radio Communications over the past two years has improved as part of a multi-year plan. School radios at larger schools are being upgraded from VHF to 800 MHz to improve communications between staff in emergencies. The 800MHz radios are able to utilize the DAS/BDA antenna systems installed to communicate directly with first responders.
- The School Bus Stop Arm Camera Program addresses the problem of drivers who fail to stop when school buses are loading or unloading students putting them at risk. In 2015, APS was the second school system in the state to install stop arm cameras on buses to address this problem. Since October 3, 2016, the Arlington County Police Department has issued over 568 violations as a result of this program and has collected over \$90,000 in fines.

# FACILITIES AND OPERATIONS



FINANCIAL:  
DEPARTMENTS

## FY 2017 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: By September 2017 collect necessary data to set up 100% of the elementary school buildings in FIMS.				✓	
Goal 1.c: By August 31, 2017 have 100% of all necessary data collected and evaluated to be used in the boundary process.				✓	
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 total collection by 0.25 lbs per person above new baseline by June 2018				✓	
Goal 3.b: Achieve and maintain quality control scores of 85% or better for all locations by July 2017				✓	
Goal 4.a: Increase by a minimum of 10% number of routine repairs (work orders) in compliance with shop specific service level agreements (SLAs) by Oct 1, 2017				✓	
Goal 4.b: By March Of 2017 Improve by 20% the number of PM work orders that are completed on schedule. By September 2017 show statistical evidence of PM Improvement across all trade shops.				✓	
Goal 5.a: Increase renewable energy technologies in APS to help meet the County's renewable energy goal of 160 MW by 2050 as part of their comprehensive Community Energy Plan.				✓	
Goal 5.b: By June 30, 2017 reduce APS Energy Utilization Index (EUI) 5% from 73 kBtu/sf (average of K12 schools)				✓	
Goal 6.a: Develop a process to help improve the accuracy and timeliness of student incident/accident reporting and establish baseline for future improvement cycles				✓	
Goal 6.b: Decrease the percentage of staff incidents/accidents by 20% by June 2017.				✓	
Goal 7.a: Improve school security by installing new or replacing old cameras in 100% of the school buildings June 30, 2019.				✓	
Goal 7.b: By July 2019 complete installation of DAS/BDA at four APS buildings with identified First Responder (800Mhz) communications issues (Kenmore, Williamsburg, Gunston, Jefferson)				✓	
Goal 7.c: By January 2019, establish a program to provide after school building management for buildings that are used after school.				✓	
Goal 7.d: By July 2018 have 25% of APS schools utilizing a uniform visitor management system (VMS) that will be developed into a system wide application.				✓	
Goal 8.a: In order assist on-time arrival performance, fully deploy transportation management software and hardware for 100% of school bus fleet by June 2017.				✓	
Goal 8.b: Efficiencies in the bus routes and other activities				✓	
Goal 8.c: By June 2017, reduce preventable accidents by APS drivers by 5%.				✓	
Goal 9.a: By June 30, 2017, increase community swim revenue by 8 percent over FY 2017.				✓	
<b>PROJECTS</b>					
Project 9a: Complete implementation of ES and HS swim curriculum including instructional handbook, literacy and feedback connections and presentation to AOAP in February 2017.	✓				

# FACILITIES AND OPERATIONS

## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
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
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
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.	2a	6b
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
Achieve a high rate of customer satisfaction on service delivery across all service areas.	5b	4a, 4b
Review and improve existing procedures to ensure budget performance and accountability with initial focus in Transportation	2a	
Improve systems for monitoring and achieving compliance with APS Policies/ PIPs, and local, state and federal regulations.		
Safety and security: address a visitor management system and after hours use of APS facilities.	2a	7b
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.	2a	

# 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 4.9 million square feet of space in 41 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 304 vehicles including 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 analyzing, and evaluating data to create the Fall 10-Year Enrollment Projection, the Spring 1-Year Enrollment Projection Update, the Annual Enrollment Projection Report, and the Arlington Facilities and Student Accommodation Plan (AFSAP) Report to help inform future budgetary, staffing, Capital Improvement Planning (CIP), and school boundary decision-making 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, Emergency, and Safety Management** 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, worker's comp claim 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.

## Facilities and Operations Management

- **Plant Operations or Custodial Services** is responsible for managing the daily cleaning of approximately 4.9 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.
- **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 energy management, and 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.
- **Stormwater Management** is responsible for compliance with APS' Phase II, Municipal, Separate Storm Sewer System (MS4) permit. The Virginia Storm-water Management Program Permit Regulations require that Phase II MS4 permit holders implement a program to minimize the discharge of pollutants through and from the MS4 into surface waters of the Commonwealth. Storm-water management plans, manages and monitors best management practices in six (6) areas. These include public education and outreach, public involvement and participation, illicit discharge detection and elimination, construction site runoff control, post-construction storm-water management and pollution prevention and good housekeeping operations for school operations.
- **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 Pre-K, 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.

# Facilities and Operations Management



## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds of \$12,000 are added for Sustainability stipends. However, for better management, all funding for stipends is moved to Human Resources. (108000, 106000-41346)
- Funds for a 0.5 Constituent Services Coordinator are added to develop a streamlined system of managing, responding, documenting and providing resolutions to complaints. This is the second year of a two-year phase-in to a 1.0 position. (108000-41208)
- Funding is provided for a planner to provide full-time support to the recently-formed Arlington County Government/Arlington Public Schools Joint Facilities Advisory Commission (JFAC). The planner will be the prime liaison between APS staff and JFAC and between APS and ACG staff relating to the activities of JFAC. (108000-41205)
- Funding is provided for a 1.0 transportation planner to provide full-time support to the comprehensive multimodal transportation planning for APS and the work of the County-Schools Joint Committee on Transportation Choices (ACTC). (108000-41208)

### Other Charges

- Funding of \$25,000 is provided for staff continuing education to maintain professional licenses, to keep up with the latest industry, standards, trends, expertise, and to sharpen skills. (108000-45431)
- Funds of \$40,000 are added for telephone services to reflect actual costs of mobile phone services provided to Facilities and Operations staff. (108000-45674)

# Facilities and Operations Management

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$688,854	\$811,544	\$1,048,819
Employee Benefits	\$212,922	\$278,962	\$373,844
Purchased Services	\$50,244	\$46,348	\$46,348
Other Charges	\$89,460	\$68,895	\$133,895
Materials and Supplies	\$13,519	\$13,284	\$13,284
Capital Outlay	\$1,369	\$0	\$0
<b>TOTAL</b>	<b>\$1,056,367</b>	<b>\$1,219,033</b>	<b>\$1,616,191</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	1.00	1.00
Coordinator	0.50	2.00
Professional	3.00	4.00
Specialist	1.00	1.00
Clerical	1.75	1.75
<b>TOTAL</b>	<b>8.25</b>	<b>10.75</b>



# 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

# Risk Management

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Purchased Services

- Funds of \$145,000 are added to cover the costs associated with using the services of the Arlington County Safety Coordinator. The Safety Coordinator performs inspections of playgrounds and facilities, conducts OSHA safety trainings with CTE, Science, and APS staff, monitors compliance for PP&E in accordance with OSHA standards, accompanies the Fire Marshal on inspections and facilitates corrections of deficiencies, writes fire and emergency plans, monitors safety at APS construction sites, and writes work orders to remedy safety issues. (108100-43565)

### Other Charges

- The Lease Agreement account has a net increase of \$36,518 due to lease increases at the Marshall building (\$6,447) and the Syphax building (\$59,571) and decreases at the Career Center (\$19,500) and Swanson parking lease (\$10,000). (108100-45643)
- The leased space building costs for the Marshall building increased by \$1,024. (108100-45653)
- Funds of \$187,000 are provided for Facilities Parking Lease at Cube Smart to cover utilities, base/trailer rental, snow removal, temporary fencing, pavement repairs, gate transponders, antennae and infrastructure. (108100-45643)

### Capital Outlay

- One time funds of \$40,000 are provided for one additional new white fleet van needed for HVAC staff. (108100-48805)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Purchased Services	\$678,012	\$660,713	\$805,713
Other Charges	\$2,428,459	\$2,626,222	\$2,849,917
Materials and Supplies	\$53,055	\$64,810	\$64,810
Capital Outlay	\$294,016	\$292,756	\$332,756
<b>TOTAL</b>	<b>\$3,453,542</b>	<b>\$3,644,501</b>	<b>\$4,053,196</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# Plant Operations

## DESCRIPTION

Plant Operations is responsible for managing the daily cleaning and bimonthly inspection of approximately 4.9 million square feet of school buildings and office space in 41 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- Funds of \$10,200 for mowing services are added to cover increased costs of current services. (108210-43634)
- Funds of \$75,000 are added to refuse services to cover increased costs associated with the new trash services contract. (108210-43663)

### Other Charges

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Plant Operations program is a decrease of \$71,150. (108210-45624, 45630, 45680)
- Funds of \$50,000 are added to cover increased costs associated with the new recycling program. (108210-45642)

# Plant Operations

## Materials and Supplies

- Funds of \$46,000 are realigned from Transportation to Plant Operations in order to account for small engine repairs for snow blowers, lawn mowers, etc., in the appropriate department. (108210-46790, 108400-46797)
- One-time funds of \$20,000 are provided for additional cleaning supplies. The Microfiber Cleaning Program requires non-disposable cleaning cloths to be washed and reused, increasing the use of washing machines and dryers. Long-term savings will be achieved over disposable cloth purchases with positive ecological contributions. (108210-46613)

## Capital Outlay

- For better funds management, \$78,250 is realigned from Maintenance to Plant Operations for window cleaning. (108210, 108300-48608)
- One-time funds of \$20,000 are provided for the 6-year fire extinguisher replenishment program. The testing program is due to be completed in 2018. (108210-48822)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,278,147	\$1,016,418	\$1,041,240
Employee Benefits	\$314,414	\$314,429	\$313,214
Purchased Services	\$420,013	\$574,350	\$659,550
Other Charges	\$118,550	\$243,993	\$222,843
Materials and Supplies	\$116,022	\$168,368	\$234,368
Capital Outlay	\$187,439	\$191,841	\$290,091
<b>TOTAL</b>	<b>\$2,434,584</b>	<b>\$2,509,399</b>	<b>\$2,761,306</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	2.00	2.00
Clerical	1.00	1.00
Custodians (Central)	11.00	11.00
<b>TOTAL</b>	<b>14.00</b>	<b>14.00</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Other Charges

- 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 \$108,787. (108210-45624, 45630, 45680)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$289,348	\$290,593	\$299,672
Employee Benefits	\$85,460	\$86,654	\$93,966
Purchased Services	\$0	\$0	\$0
Other Charges	\$570,957	\$639,573	\$748,360
Materials and Supplies	\$33,033	\$31,169	\$30,282
Capital Outlay	\$31,300	\$0	\$0
<b>TOTAL</b>	<b>\$1,010,097</b>	<b>\$1,047,989</b>	<b>\$1,172,280</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Custodians	6.00	6.00
<b>TOTAL</b>	<b>6.00</b>	<b>6.00</b>

# 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 nonemergency 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 3.0 HVAC Technicians are added to allow for a full-time technician at each of the three comprehensive high schools. (108300-41349)

### Purchased Services

- Funds of \$100,000 are added 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. This is the second year of a two-year phase-in plan. (108300-43544)
- Funds of \$346,225 are provided to cover increases in the current contract for ETOP Preventative Maintenance Services to include additional schools (Wakefield, Discovery, and Yorktown) and all three pools. (108300-43544)

## Maintenance Services

- One-time funds of \$55,000 are provided for asbestos air monitoring. Full check is due every 3 years on a 3-year cycle. (108300-43607)
- One-time funds of \$112,500 are provided to address safety issues and deficiencies noted on the property and casualty insurance audit done by AIG, VACORP's insurance underwriters. (108300-43544)

### Materials and Supplies

- Funds of \$14,000 are realigned from Transportation to Maintenance in order to account for white fleet accident repairs (\$12,000) and other chargebacks (\$2,000) in the appropriate department. (108300-46797, 46894, 108400-46797)
- Funds of \$20,000 are added to cover the increased volume and complexity of air filters for newer schools. (108300-46603)
- Funds of \$25,000 are added for glazing materials. New schools have expensive window and door glasses which increase repair and replacements costs. (108300-46633)
- Funds of \$60,000 are provided to cover APS' portion of contractual maintenance for parks at Washington-Lee/Quincy. (108300-46635)

### Capital Outlay

- For better funds management, \$78,250 is realigned from Maintenance to Plant Operations for window cleaning. (108210, 108300-48608)
- One-time funds of \$106,250 provided in FY 2017 for security system upgrades are eliminated in FY 2018. (108300-48890)
- One-time funds of \$156,250 are provided for security system upgrades at all schools. These upgrades support not only APS staff but also police and fire departments 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. FY 2018 represents the second year of a phased implementation for this initiative. (108300-48890)
- 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. FY 2018 represents the second year of a phased implementation of this initiative. (108300-48822)
- One-time funds of \$165,000 provided in FY 2017 for the emergency management distributed antenna system and bi-directional amplifier installation at one middle school are eliminated in FY 2018. (108300-48822)

# Maintenance Services

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,636,545	\$4,705,212	\$4,985,000
Employee Benefits	\$1,154,535	\$1,239,878	\$1,390,201
Purchased Services	\$1,582,499	\$2,242,524	\$2,856,249
Other Charges	\$53,523	\$70,550	\$70,550
Materials and Supplies	\$862,720	\$763,337	\$882,337
Capital Outlay	\$274,440	\$653,000	\$624,750
<b>TOTAL</b>	<b>\$8,564,264</b>	<b>\$9,674,501</b>	<b>\$10,809,086</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinator	1.00	1.00
Specialists	3.00	3.00
Maintenance Workers	58.00	61.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>66.00</b>	<b>69.00</b>



# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Due to increased enrollment over the past several years, funds for 9.0 bus driver full-time positions and 10.0 full-time bus attendant positions are added. FY 2018 represents the second year of a phased implementation plan to increase the number of bus drivers and bus attendants. (108400-41314, 41322)
- In addition to the bus driver and bus attendants requested in the continuing growth initiatives, funds for 5.0 bus driver full-time positions and 6.0 full-time bus attendant positions are added. | (108400-41314, 41322)
- Per an approved School Board request, a 1.0 vacant dispatcher position is eliminated and a 1.0 administrative specialist position is added. (108400-41398, 41309)

### Purchased Services

- Funds of \$104,557 are added to cover increased cost of the ACG Equipment Bureau contract. Repair and maintenance costs are increased due to the addition of 19 buses in 2016. (108400-43544)
- Funds of \$18,660 are added for the increased cost of software maintenance on TripSpark Transportation software. (108400-43567)

# Transportation Services

## Materials and Supplies

- Funds of \$60,000 are realigned from Transportation to Maintenance and Plant Operations in order to account for white fleet costs and small engine repair costs in the appropriate departments. (108210-46790, 108300-46797, 46894, 108400-46797)
- Funds of \$10,000 are provided to cover for TripSpark Transportation Software for new GPS tablets as more buses were added to fleet. (108400-46517)

## Capital Outlay

- Due to increasing enrollment and boundary changes, one-time funds of \$550,000 are provided for five additional new buses and radios. (108400-48804)
- One-time funds of \$1,235,181 provided in FY 2017 for additional buses (\$200,00), additional bus equipment (\$10,000), and replacement buses (\$1,025,181) are eliminated in FY 2018. (108400-48804, 48822, 48844)
- One-time funds of \$1,159,086 are provided for replacement buses. (108400-48844)

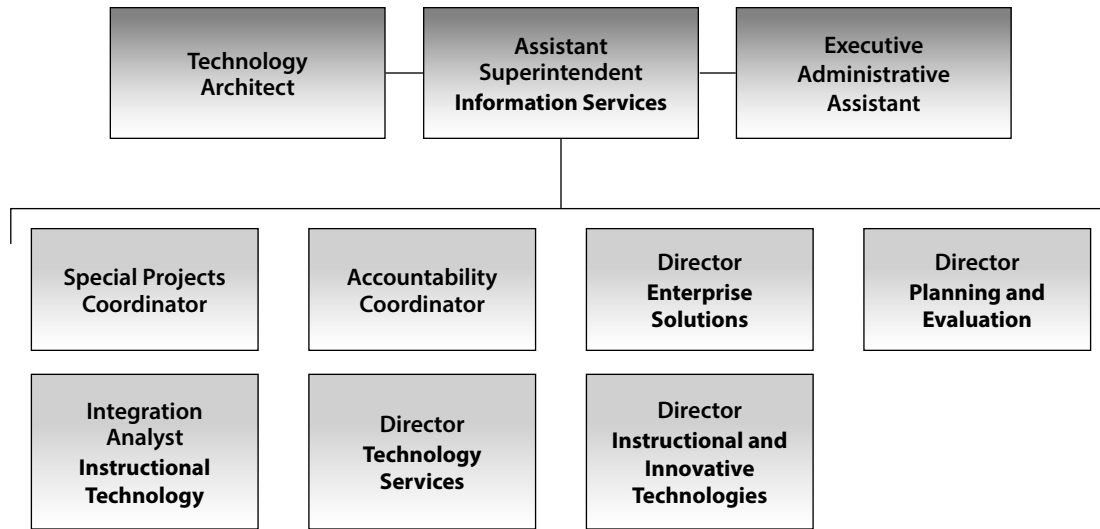
## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,357,414	\$8,822,594	\$9,888,182
Employee Benefits	\$2,414,643	\$2,867,070	\$3,442,730
Purchased Services	\$1,881,931	\$1,700,267	\$1,823,484
Other Charges	\$24,754	\$38,000	\$38,000
Materials and Supplies	\$1,309,784	\$1,387,470	\$1,337,470
Capital Outlay	\$2,221,615	\$1,616,095	\$2,090,000
<b>TOTAL</b>	<b>\$16,210,141</b>	<b>\$16,431,496</b>	<b>\$18,619,866</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Manager	1.00	1.00
Coordinator	3.00	3.00
Specialist	2.00	2.00
Dispatcher	3.00	2.00
Clerical	2.00	3.00
Bus Drivers	147.50	161.50
Bus Attendants	57.00	73.00
<b>TOTAL</b>	<b>217.50</b>	<b>247.50</b>

# 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 (IS) Department includes Information Services Management, Service Support Center, Enterprise Solutions, and Planning and Evaluation.

The FY 2018 School Board's Adopted Budget for Information Services totals \$19,998,757 and includes 76.00 positions.

## DEPARTMENT FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2017	FY 2018	FY 2018
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Information Services Management	\$1,851,882	8.00	\$1,299,559	8.00	\$1,456,741
Service Support Center	\$9,977,313	29.00	\$7,381,652	33.00	\$10,565,294
Enterprise Solutions	\$5,403,867	23.00	\$5,273,320	21.00	\$5,286,952
Instructional and Innovative Technologies	\$2,095,328	11.80	\$1,990,854	5.00	\$370,861
Accountability, Assessment and Evaluation	\$2,335,024	9.00	\$2,475,235	9.00	\$2,318,909
<b>TOTAL</b>	<b>\$21,663,413</b>	<b>80.80</b>	<b>\$18,420,620</b>	<b>76.00</b>	<b>\$19,998,757</b>

# INFORMATION SERVICES



FINANCIAL:  
DEPARTMENTS

## DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2016	FY 2017	FY 2018
METRIC	ACTUAL	ACTUAL	TARGET
<b>NETWORK INFRASTRUCTURE</b>			
Percent uptime of network infrastructure services	99%	99%	99%
<b>LEARNING AND PRODUCTIVITY INFRASTRUCTURE</b>			
Percent uptime of learning and productivity infrastructure	99%	99%	99%
<b>TECHNOLOGY HARDWARE</b>			
Number of technology hardware support calls	33,500	33,500	40,000
<b>COMMUNICATIONS INFRASTRUCTURE</b>			
Percent uptime of communications infrastructure services	99%	99%	99%
<b>ASSESSMENTS</b>			
Number of deficiencies reported by auditors during spring audit visits	<24	<75*	<60
<b>PROGRAM EVALUATION</b>			
Number of evaluation milestones completed according to the SLAs	100%	100%	100%
<b>SURVEYS</b>			
Survey participation reflects target groups	100%	100%	100%
Percent of surveys conducted according to scheduling guidelines	100%	100%	100%
<b>EXTERNAL RESEARCH MANAGEMENT</b>			
Percent of external research proposals reviewed per procedures	100%	100%	100%
<b>DATA INFRASTRUCTURE</b>			
Percent of APS operational processes successfully supported	99%	99%	99%
<b>CONTINUOUS IMPROVEMENT</b>			
Process Maturity Level	3	3.5	3.6
Items in Documentation Library	N/A	N/A	700
Number of training documents in MyUPK	N/A	N/A	200
# of Processes Documented	100	150	200

# INFORMATION SERVICES

## FY 2016 DEPARTMENT ACCOMPLISHMENTS

### Support of Personalized Learning

Education in the 21st century is increasingly focused on personalized learning. APS has embraced personalization through its Strategic and Technology Plans. The APS Strategic Plan calls for utilizing state-of-the-art technology that creates engaging, relevant and personalized learning experiences for all learners regardless of background, language or disabilities. A key to successful personalization is leveraging digital learning to create efficiencies. In the 2014-15 school year, APS began the transition from shared student devices to issued student devices. This transition has significantly expanded the opportunities for teachers to leverage the benefits of digital learning to enable personalized learning and extend the instructional day. In the 2015-16 school year, IS built on the foundation of the first year of the project. 2015-16 highlights include:

- 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

With the increasing focus on storing data in electronic databases, APS has an expanded and enriched set of information to continuously inform instructional decisions. The APS Strategic Plan calls for the division to have data-driven processes across all goal areas. The IS focus in this mission is to ensure that integrated data are reliable, available and delivered in a user-friendly format through the Data Warehouse.

- 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

In support of the ongoing migration towards mobile devices and in preparation for accommodating 30,000 students by 2021, IS continued the six-year project to modernize the 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.

# INFORMATION SERVICES

- 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.

## Continuous Progress

APS is a forward-thinking school system. To continue its ongoing growth in providing an outstanding education to all students, APS must continue to identify opportunities for innovation and look closely for areas of potential improvement. IS plays a significant role in this effort by providing actionable feedback to school leadership on successes and areas of focus. In 2015-16, IS successfully completed the following:

- 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.
- Developing 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.

## Conclusion

The ongoing focus of increasing the use of data and technology to support student learning will continue to guide the work of Information Services in the 2016-17 SY and beyond. The transition from shared devices to personalized devices initiative will remain an area of priority and a key collaborative opportunity for the department. Information Services will continue to expand the Data Warehouse for use by teachers and administrators, and will emphasize and support the use of data in making decisions to support student success. As student enrollment continues to grow, the division's IT system will need to become more robust, user-friendly and efficient to manage. The key objective of the department will be to continue to ensure that teachers and administrators have access to tools that are reliable and meet the wide array of integrated services that each school and department requires to meet the unique whole child needs of every student.

# INFORMATION SERVICES

## FY 2017 DEPARTMENT GOALS AND PROJECTS

GOALS	STRATEGIC PLAN ALIGNMENT				
	1	2	3	4	5
Goal 1: By June 2017, 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 (Service Support Center System for Information Services).			✓		
Goal 2: By June 2017, data provided to users through the SIS and Data Warehouse will show a 10% improvement in availability, timeliness and user friendliness as measured by post-training questionnaires.			✓		
Goal 3: By August 2017, all of the core network infrastructure will be relocated from the EdCenter to the S Taylor St NOC and/or Equinex in Herndon.				✓	
Goal 4: By June 2017, all departments will have raised the average process maturity level of their key work processes by 2 points as measured by the APS Process Maturity Criteria.				✓	
Goal 5: By August 2017, the LMS will be implemented per the agreed upon requirements as measured by a requirements checklist.					
Goal 6: By June 2017, accuracy of the data in the user-entered fields will increase by 10% as measured by errors identified in audit reports.					
Goal 7: By August 2017, a new survey and survey process will be developed for implementation during the 2017-18 school year.				✓	
Goal 8: By June 2017, all ITCs will have established a collaborative documentation space with access to documentation related to the knowledge necessary to perform their work. The space will be populated with items such as IS Policies and Procedures and Instructional Resources repository related to the integration of technology into instruction. The quality of the space will be measured by the ITCs response to the question "The documentation repository contains the information I need to perform my job", with an average score of 7.			✓		
PROJECTS					
Project 1: APS planning process improvements.				✓	
Project 2: Digital Learning Initiative – Technical functions.				✓	
Project 3: ConnectArlington implementation.				✓	
Project 4: Upgrade video services.				✓	
Project 5: Upgrade telephone services.				✓	



# INFORMATION SERVICES



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## FY 2018 DEPARTMENT PRIORITIES

	SCHOOL BOARD AND SUPERINTENDENT PRIORITIES ALIGNMENT	DEPARTMENT GOAL ALIGNMENT
<b>INTEGRATION</b>		
Implement division strategic, department and school planning process improvements.	Develop the 2018-24 Strategic Plan	Project 1
Create a format and implement plans for completing systematic continuous improvement in APS.	1e	Project 1
Upgrade Video services (to digital) and Telephone Services Infrastructure (to VolP).	4a	Project 5
<b>STAFFING</b>		
Expand reporting services to include longitudinal data access, standardized reports and data dashboards for teachers and school administrators.	1f, 1g	2
Implement a data quality assurance system for all student and staff data.	4a	1
Implement customer service standards for all Information Services core services and benchmark service standards.	1e	1
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.	3d	8, Project 2
<b>LEARNING ENVIRONMENT</b>		
Upgrade APS Network Infrastructure to accommodate the use of ConnectArlington.	5a	Project 3
Identify and implement a standard Learning Management System which supports personalized learning in a unified and integrated teacher, student and parent experience.	1e, 2a	5
Create a technical and financial resource infrastructure to support and sustain digital learning initiatives.	1e	Project 2
Establish a sustainable and redundant data center infrastructure.	4a	3

# 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
- Planning
- Program Evaluation
- Surveys
- Technology Hardware
- Technology Professional Learning

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- For better funds management, \$100,690 has been realigned from Instructional and Innovative Technologies hourly accounts to hourly accounts in the Information Services Management office. (900000/916000-41377, 41379)

### Purchased Services

- For better funds management, \$49,409 has been realigned from Instructional and Innovative Technologies professional development account to the Information Services Management office's program costs account. (900000, 916000-43433, 45474)

# Information Services



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$748,556	\$819,211	\$897,926
Employee Benefits	\$222,793	\$260,161	\$289,219
Purchased Services	\$232,348	\$200,000	\$249,409
Other Charges	\$11,361	\$11,925	\$11,925
Materials and Supplies	\$531,775	\$8,262	\$8,262
Capital Outlay	\$105,049	\$0	\$0
<b>TOTAL</b>	<b>\$1,851,882</b>	<b>\$1,299,559</b>	<b>\$1,456,741</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Coordinator	2.00	2.00
Professional Staff	4.00	4.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>8.00</b>	<b>8.00</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds are provided for 2.0 technicians 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. FY 2018 represents the second year of a three-year implementation plan. (911200-41378)
- Funding for 2.0 technicians is added. These two technician positions are currently funded through the Comcast Cable Franchise agreement, however, the new agreement does not include funding for these positions. (911200-41378)

### Purchased Services

- For better funds management, \$98,895 has been realigned from Instructional and Innovative Technologies purchased services accounts to Service Support Center purchased services accounts. (911000/916000-43875, 912100/916000-43433)
- Funds of \$70,000 are provided to cover the increased cost of copiers. Due to increased construction, trailers, and enrollment growth, the number of copiers in the fleet has increased. (911000-43699)
- Funds of \$30,000 are added for additional Smart Notebook Teacher licenses. Smart Notebook Software allows teachers to create engaging hands-on learning experiences while providing the flexibility to respond to the needs of learners in real time. It provides a collaborative workspace where teachers can share and work on lesson content. (911300-43566)
- Funds of \$180,000 are added to provide annual maintenance of equipment in the Data Center to ensure vendor technical assistance in troubleshooting network related problems and to reduce replacement cost. (912100-43564)
- Funds of \$150,000 are provided for additional Mobile Device Management (MDM) licenses. MDM licenses are needed to account for enrollment growth. (912100-43567)

# Service Support Center

## Materials and Supplies

- For better funds management, \$163,179 has been realigned from Instructional and Innovative Technologies to Service Support Center computer software account. (911300-46517, 916000-46503, 46506, 46516, 46525)

## Capital Outlay

- For better funds management, \$146,115 has been realigned from Instructional and Innovative Technologies to Service Support Center capital outlay accounts. (911200-48846, 912000-48822, 916000-46528, 48822)
- Funds of \$1,700,000 are added based on projected enrollment growth, the retiring of current leases and establishment of new leases, and current baseline technology budgets. (911100-48810)
- One-time funds of \$474,819 provided in FY 2017 for network equipment replacement are eliminated in FY 2018. (912100-48849)
- Funds of \$120,000 are provided for additional internet capacity and to cover the increased contractual cost for internet access. (911000-48836)
- One-time funds of \$474,819 are provided to replace network equipment. (912100-48849)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,029,923	\$2,981,071	\$3,367,155
Employee Benefits	\$888,887	\$982,517	\$1,121,886
Purchased Services	\$1,507,353	\$1,600,511	\$2,129,406
Other Charges	\$1,010,125	\$828,450	\$828,450
Materials and Supplies	\$523,481	\$247,190	\$410,369
Capital Outlay	\$3,017,543	\$741,913	\$2,708,028
<b>TOTAL</b>	<b>\$9,977,313</b>	<b>\$7,381,652</b>	<b>\$10,565,294</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Supervisor	2.00	2.00
Assistant Director	1.00	1.00
Manager	1.00	1.00
Coordinator	1.00	1.00
Analyst	10.00	10.00
Technician	9.00	13.00
Professional Staff	4.00	4.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>29.00</b>	<b>33.00</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 2.0 ERP analyst positions are moved from Enterprise Solutions and reallocated to Human Resources (1.0) and Finance and Management Services (1.0). (913000/106000/107100-41243)

### Materials and Supplies

- For better funds management, \$295,900 has been realigned from Instructional and Innovative Technologies on-line services account to Enterprise Solutions' on-line services account. (913000, 916000-46538)
- One-time funds of \$73,950 provided in FY 2017 to update functionality in Edupoint (Synergy@APS) are eliminated in FY 2018. (913000-46518)

# Enterprise Solutions



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,190,103	\$2,619,051	\$2,444,849
Employee Benefits	\$686,733	\$884,026	\$849,910
Purchased Services	\$1,069,667	\$755,000	\$755,000
Other Charges	\$91,187	\$83,502	\$83,502
Materials and Supplies	\$1,360,591	\$931,741	\$1,153,691
Capital Outlay	\$5,586	\$0	\$0
<b>TOTAL</b>	<b>\$5,403,867</b>	<b>\$5,273,320</b>	<b>\$5,286,952</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Analyst	7.00	5.00
Supervisor	3.00	3.00
Specialist	1.00	1.00
Professional Staff	11.00	11.00
<b>TOTAL</b>	<b>23.00</b>	<b>21.00</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- A total of 6.80 FTE World Language teachers have been moved from Instructional and Innovative Technologies to the World Languages office. In addition, \$50,000 in aide hourly funding is also moved to the World Languages office. (801070/916000-41377, 41254)
- For better funds management, \$100,690 has been realigned from Instructional and Innovative Technologies hourly accounts to hourly accounts in the Information Services Management office. (900000, 916000-41377, 41379)

### Purchased Services

- For better funds management, \$98,895 has been realigned from Instructional and Innovative Technologies purchased services accounts to Service Support Center purchased services accounts. (911000/916000-43875, 912100/916000-43433)

### Other Charges

- For better funds management, \$49,409 has been realigned from Instructional and Innovative Technologies professional development account to the Information Services Management office's program costs account. (900000/916000-43433, 45474)

### Materials and Supplies

- For better funds management, \$267,969 has been realigned from Instructional and Innovative Technologies materials and supplies accounts to Service Support Center materials and supplies and capital outlay accounts. (911200-48846, 911300-46517, 916000-46503, 46506, 46516, 46525, 46528)
- For better funds management, \$295,900 has been realigned from Instructional and Innovative Technologies on-line services account to Enterprise Solutions' on-line services account. (913000/916000-46538)

### Capital Outlay

- For better funds management, \$41,325 has been realigned from Instructional and Innovative Technologies additional miscellaneous equipment account to Service Support Center additional miscellaneous equipment account. (912000, 916000-48822)



# Instructional and Innovative Technologies



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,152,855	\$879,730	\$262,513
Employee Benefits	\$336,762	\$357,626	\$108,348
Purchased Services	\$79,391	\$98,895	\$0
Other Charges	\$51,940	\$49,409	\$0
Materials and Supplies	\$468,445	\$563,869	\$0
Capital Outlay	\$5,934	\$41,325	\$0
<b>TOTAL</b>	<b>\$2,095,328</b>	<b>\$1,990,854</b>	<b>\$370,861</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Specialist	1.00	1.00
Teachers School-Based	6.80	0.00
Professional Staff	1.00	1.00
Teacher Assistants	3.00	3.00
<b>TOTAL</b>	<b>11.80</b>	<b>5.00</b>

# Planning 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- One-time funding in the amount of \$80,000 provided in FY 2017 for a long-range planning consultant is eliminated in FY 2018. (920000-43449)
- One-time funds of \$40,000 provided in FY 2017 for a longitudinal study are eliminated in FY 2018. (921000-43449)

# Planning and Evaluation



FINANCIAL:  
DEPARTMENTS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$907,204	\$964,293	\$900,079
Employee Benefits	\$239,880	\$265,354	\$293,242
Purchased Services	\$284,553	\$488,700	\$368,700
Other Charges	\$4,451	\$3,583	\$3,583
Materials and Supplies	\$898,936	\$752,805	\$752,805
Capital Outlay	\$0	\$500	\$500
<b>TOTAL</b>	<b>\$2,335,024</b>	<b>\$2,475,235</b>	<b>\$2,318,909</b>

## POSITION SUMMARY

	FY 2017	FY 2018
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	2.00	2.00
Manager	1.00	1.00
Coordinator	1.00	1.00
Specialist	2.00	2.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>9.00</b>	<b>9.00</b>





# **FINANCIAL: OTHER FUNDS**

Community Activities Fund

Children's 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$61,968,482	\$58,777,533	\$60,903,218
County Transfer - Re-Estimate	\$7,999,347	\$0	\$0
State	\$5,449,479	\$5,686,534	\$6,413,197
Local	\$17,392,370	\$16,446,826	\$17,661,375
Federal	\$13,774,753	\$12,796,679	\$14,253,441
Carry Forward	\$0	\$2,725,000	\$2,500,000
<b>TOTAL</b>	<b>\$106,584,431</b>	<b>\$96,432,572</b>	<b>\$101,731,231</b>
<b>EXPENDITURES</b>			
Community Activities Fund	\$15,724,130	\$16,698,907	\$17,963,399
Capital Projects Fund	\$12,218,496	\$6,438,495	\$6,458,495
Debt Service Fund	\$44,530,851	\$46,745,244	\$49,221,624
Food and Nutrition Services Fund	\$8,393,676	\$8,461,430	\$9,056,086
Children's Services Act Fund	\$3,653,488	\$4,000,000	\$4,000,000
Grants and Restricted Programs Fund	\$14,822,751	\$14,088,496	\$15,031,627
<b>TOTAL</b>	<b>\$99,343,393</b>	<b>\$96,432,572</b>	<b>\$101,731,231</b>

# Community Activities Fund



FINANCIAL:  
OTHER FUNDS

## 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$5,232,404	\$6,330,379	\$6,316,566
Local Revenue/Fees	\$10,498,647	\$10,368,528	\$11,646,833
<b>TOTAL</b>	<b>\$15,731,051</b>	<b>\$16,698,907</b>	<b>\$17,963,399</b>
<b>EXPENDITURES</b>			
The Humanities Project	\$175,091	\$186,761	\$191,876
Planetarium	\$157,769	\$194,597	\$206,756
Alt for Parenting Teens	\$126,982	\$198,239	\$196,238
Extended Day	\$9,296,216	\$9,618,795	\$10,843,154
Swimming Pools	\$1,866,369	\$1,948,767	\$2,168,488
Career Center	\$920,553	\$1,050,339	\$965,307
Gunston Community Center	\$1,439,450	\$1,529,660	\$1,471,618
Jefferson Community Center	\$1,582,652	\$1,805,366	\$1,787,091
Drew Community Center	\$69,996	\$66,524	\$44,068
Carver Community Center	\$89,053	\$99,859	\$88,802
<b>TOTAL</b>	<b>\$15,724,130</b>	<b>\$16,698,907</b>	<b>\$17,963,399</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$176,291	\$186,761	\$191,876
<b>TOTAL</b>	<b>\$176,291</b>	<b>\$186,761</b>	<b>\$191,876</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$71,002	\$78,832	\$81,552
Employee Benefits	\$26,862	\$30,234	\$32,630
Purchased Services	\$71,488	\$75,417	\$75,417
Other Charges	\$5,738	\$380	\$380
Materials and Supplies	\$0	\$1,898	\$1,898
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$175,091</b>	<b>\$186,761</b>	<b>\$191,876</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Coordinator	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>



# Planetarium



FINANCIAL:  
**OTHER FUNDS**

## 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/planetarium-overview>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

# Planetarium

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$140,213	\$184,597	\$196,756
Local Revenue/Fees	\$16,605	\$10,000	\$10,000
<b>TOTAL</b>	<b>\$156,818</b>	<b>\$194,597</b>	<b>\$206,756</b>
EXPENDITURES			
Salaries (includes hourly)	\$101,623	\$103,189	\$104,864
Employee Benefits	\$24,976	\$24,808	\$35,292
Purchased Services	\$27,489	\$38,900	\$38,900
Other Charges	\$1,580	\$20,700	\$20,700
Materials and Supplies	\$1,512	\$5,000	\$5,000
Capital Outlay	\$588	\$2,000	\$2,000
<b>TOTAL</b>	<b>\$157,769</b>	<b>\$194,597</b>	<b>\$206,756</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Teachers	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# 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.
- 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$126,407	\$198,239	\$196,238
<b>TOTAL</b>	<b>\$126,407</b>	<b>\$198,239</b>	<b>\$196,238</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$96,606	\$142,278	\$141,996
Employee Benefits	\$29,840	\$52,390	\$50,671
Purchased Services	\$0	\$3,571	\$3,571
Other Charges	\$122	\$0	\$0
Materials and Supplies	\$414	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$126,982</b>	<b>\$198,239</b>	<b>\$196,238</b>

### POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Coordinator	1.00	1.00
Program Specialist	0.75	0.75
<b>TOTAL</b>	<b>1.75</b>	<b>1.75</b>

# 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 4,100 children. The Program operates in 23 elementary schools, five middle schools and the Stratford Program, with over 400 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. Each Extended Day site is licensed by the Virginia Department of Social Services and must meet licensing standards, including 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: [www.apsva.us/extended-day](http://www.apsva.us/extended-day).

## *Extended Day*

### FISCAL/ORGANIZATIONAL CHANGES FY 2018

#### **Revenue**

- Revenue is projected to increase by \$1,224,359 due to a 3 percent increase in tuition rates, increased enrollment, and increased expenditures.

#### **Salaries and Benefits**

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Funds for 8.0 new Program Team Leader positions are added. These positions were created to provide additional administrative and supervisory support, particularly at sites with the highest enrollment. (107310-41335)
- Funding is provided for a 1.0 Specialist position in the Extended Day Central Office. (107300-41244)
- Salary hourly accounts increase by \$84,196 to better reflect actual costs. (107330-41372, 107310/107320-41377, 107300-41317, 107310-41247)
- Salary hourly accounts increase by \$465,711 to better reflect actual costs and increased participation in the program. (107330-41372, 107310/107320-41377, 107300-41317, 107310-41247)
- The compensation contingency decreases \$148,867 as a result of increased costs. (107300-40429)

#### **Purchased Services**

- Purchased services accounts increase by \$6,067 to better reflect actual costs. (107300-43527, 43544)

#### **Other Charges**

- Other charges accounts increase by \$3,545 to better reflect actual costs. (107300/107310/107320/107330-45430, 45466, 45477, 45478)

#### **Materials and Supplies**

- Materials and supplies accounts increase by \$49,899 to better reflect actual costs. (107310/107320/107330-46519, 46725)

# Extended Day



**FINANCIAL:  
OTHER FUNDS**

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	(\$21,877)	\$490,767	\$436,821
Local Rev/Fees	\$9,390,682	\$9,128,028	\$10,406,333
<b>TOTAL</b>	<b>\$9,368,805</b>	<b>\$9,618,795</b>	<b>\$10,843,154</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	6,525,979	6,931,918	7,943,850
Employee Benefits	\$1,389,125	\$1,350,925	\$1,652,708
Lapse and Turnover	\$0	(\$217,849)	(\$217,849)
Purchased Services	\$356,476	\$343,908	\$349,975
Other Charges	84,669	304,946	159,624
Materials and Supplies	\$852,358	\$869,947	\$919,846
Capital Outlay	\$87,608	\$35,000	\$35,000
<b>TOTAL</b>	<b>\$9,296,216</b>	<b>\$9,618,795</b>	<b>\$10,843,154</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	2.00	3.00
Clerical	4.00	4.00
Team Leaders	0.00	8.00
Supervisors	29.00	29.00
Assistant Supervisors	23.00	23.00
<b>TOTAL</b>	<b>60.00</b>	<b>69.00</b>

## 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/aquatics>.

### FISCAL/ORGANIZATIONAL CHANGES FY 2018

#### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Hourly funds are increased by \$114,180. This will allow for an increase in hourly wages for lifeguards and assistant managers as well as an increase in staff training. (108500-41377)
- Funds of \$15,000 are added to salaries of substitute instructional aides to cover actual sick and leave time costs for substitute coverage. (108500-41390)

#### Other Charges

- 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 Office is an increase of \$19,131. (108500-45624, 45630, 45680)



# Swimming Pools-Aquatics Facilities Management



FINANCIAL:  
OTHER FUNDS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$823,000	\$768,767	\$988,488
Local Revenue/Fees	\$1,030,502	\$1,180,000	\$1,180,000
<b>TOTAL</b>	<b>\$1,853,502</b>	<b>\$1,948,767</b>	<b>\$2,168,488</b>
EXPENDITURES			
Salaries (includes hourly)	\$1,182,584	\$1,197,843	\$1,355,850
Employee Benefits	\$231,472	\$228,249	\$270,833
Purchased Services	(\$274,298)	(\$199,011)	(\$199,011)
Other Charges	532,974	506,686	525,817
Materials and Supplies	\$113,575	\$100,000	\$100,000
Capital Outlay	\$80,062	\$115,000	\$115,000
<b>TOTAL</b>	<b>\$1,866,369</b>	<b>\$1,948,767</b>	<b>2,168,488</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Coordinator	1.00	1.00
Clerical	1.00	1.00
Instructors	6.00	6.00
<b>TOTAL</b>	<b>8.00</b>	<b>8.00</b>

## Career Center

### DESCRIPTION

The Career Center facility houses the Arlington Career Center, Arlington Tech, 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 2018

#### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Based on the application of the custodian allocation formula, the Career Center custodians are reduced by 1.5 positions. (201-109600-41316)

#### Other Charges

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Career Center is an increase of \$7,976. (109600-45624, 45630, 45680)



## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$904,371	\$1,050,339	\$965,307
<b>TOTAL</b>	<b>\$904,371</b>	<b>\$1,050,339</b>	<b>\$965,307</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	446,874	509,311	455,839
Employee Benefits	\$141,462	\$187,354	\$147,819
Purchased Services	\$884	\$9,270	\$9,270
Other Charges	276,154	293,624	301,600
Materials and Supplies	\$23,989	\$17,405	\$17,405
Capital Outlay	\$31,190	\$33,375	\$33,375
<b>TOTAL</b>	<b>\$920,553</b>	<b>\$1,050,339</b>	<b>\$965,307</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Resource Assistant	1.00	1.00
Custodians	10.00	8.50
<b>TOTAL</b>	<b>11.00</b>	<b>9.50</b>

## *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, and 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 2018**

#### **Salaries and Benefits**

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### **Other Charges**

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Gunston Community Center is a decrease of \$608. (109200-45624, 45630, 45680)

# Gunston Community Center



FINANCIAL:  
OTHER FUNDS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,422,776	\$1,529,160	\$1,471,118
Local Revenue/Bldg Rental	\$931	\$500	\$500
<b>TOTAL</b>	<b>\$1,423,707</b>	<b>\$1,529,660</b>	<b>\$1,471,618</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	739,018	759,616	730,886
Employee Benefits	\$227,844	\$254,320	\$225,312
Purchased Services	\$0	\$0	\$0
Other Charges	374,103	430,408	429,800
Materials and Supplies	\$25,908	\$26,561	\$26,864
Capital Outlay	\$72,577	\$58,755	\$58,755
<b>TOTAL</b>	<b>1,439,450</b>	<b>\$1,529,660</b>	<b>\$1,471,618</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	11.50	11.50
Clerical	1.00	1.00
<b>TOTAL</b>	<b>15.00</b>	<b>15.00</b>

## 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 2018

#### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

#### Other Charges

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Thomas Jefferson Community Center is a decrease of \$16,901. (109100-45624, 45630, 45680)

# Thomas Jefferson Community Center



FINANCIAL:  
OTHER FUNDS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,502,174	\$1,755,366	\$1,737,091
Local Revenue/Bldg Rental	\$59,927	\$50,000	\$50,000
<b>TOTAL</b>	<b>\$1,562,101</b>	<b>\$1,805,366</b>	<b>\$1,787,091</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	816,113	857,934	853,960
Employee Benefits	\$261,349	\$284,530	\$286,369
Purchased Services	\$2,503	\$2,500	\$2,500
Other Charges	409,322	555,501	538,600
Materials and Supplies	\$14,072	\$28,410	\$29,171
Capital Outlay	\$79,292	\$76,491	\$76,491
<b>TOTAL</b>	<b>\$1,582,652</b>	<b>\$1,805,366</b>	<b>\$1,787,091</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	12.00	12.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>15.50</b>	<b>15.50</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$69,996	\$66,524	\$44,068
<b>TOTAL</b>	<b>\$69,996</b>	<b>\$66,524</b>	<b>\$44,068</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$52,772	\$39,952	\$34,762
Employee Benefits	\$17,224	\$26,572	\$9,306
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$69,996</b>	<b>\$66,524</b>	<b>\$44,068</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Resource Assistant	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>



# Carver Community Center



**FINANCIAL:  
OTHER FUNDS**

## 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$89,053	\$99,859	\$88,802
<b>TOTAL</b>	<b>\$89,053</b>	<b>\$99,859</b>	<b>\$88,802</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$73,824	\$71,991	\$75,088
Employee Benefits	\$15,230	\$27,868	\$13,714
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$89,053</b>	<b>\$99,859</b>	<b>\$88,802</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Resource Assistant	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# Children's Services Act

## DESCRIPTION

The Children's Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services funding to better meet the needs of children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. The intent of CSA is to provide programs and services that are child-centered, family-focused, and community-based. This program also seeks to ensure free and appropriate education to students whose severe behavioral and/or emotional problems require a more intensive level of service than can be provided within the existing special education program.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,905,932	\$2,120,000	\$2,120,000
Virginia CSA Funding	\$1,747,556	\$1,880,000	\$1,880,000
<b>TOTAL</b>	<b>\$3,653,488</b>	<b>\$4,000,000</b>	<b>\$4,000,000</b>
EXPENDITURES			
Purchased Services	\$3,242,094	\$3,550,000	\$3,550,000
Other Charges	\$411,395	\$450,000	\$450,000
<b>TOTAL</b>	<b>\$3,653,488</b>	<b>\$4,000,000</b>	<b>\$4,000,000</b>

# Food and Nutrition Services



## DESCRIPTION

The Food and Nutrition Services Office is a self-supporting \$9.1 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

## MAJOR SERVICES PROVIDED

- The major services provided by Food and Nutrition Services can be found at the following link on the APS web site: <http://apsva.us/food-and-nutrition-services>.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Revenue

- Local revenue is increased \$46,602 to reflect increased participation and a proposed five cent increase in elementary, secondary, and adult full price meal prices.
- Federal revenue is increased \$543,193 to reflect increased reimbursement as a result of increased participation.
- State revenue is increased \$4,861 to reflect increased state funding.

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- Cafeteria manager, cook, and helper hourly accounts have a net increase of \$110,465 to better reflect actual costs. (450-107400-41304, 41305, 41306)
- The budget reserve decreases \$60,629 as a result of increased costs. (450-107400-40403)

# Food and Nutrition Services

## Purchased Services

- Printing and Duplicating Costs funds increase \$2,500 to better reflect actual costs. (450-107400-43587)

## Other Charges

- Funds for food/catering are reduced \$7,500. (450-107400-45485)

## Materials and Supplies

- Funds for computer equipment/software and office supplies increase \$6,000. (450-107400-46519, 46525, 46528)
- Funds for food items increase by \$468,000 to better reflect projected costs resulting from increased participation. (450-107400-46705, 46715, 46735, 46746, 46749)

## Capital Outlay

- Funds for replacement equipment increase \$20,000. (450-107400-48840)

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
Local Revenue	\$4,044,090	\$4,013,143	\$4,059,745
State Revenue	\$97,425	\$87,287	\$92,148
Federal Revenue	\$4,828,771	\$4,361,000	\$4,904,193
<b>TOTAL</b>	<b>\$8,970,286</b>	<b>\$8,461,430</b>	<b>\$9,056,086</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	2,914,844	2,778,534	2,888,340
Employee Benefits	\$854,059	\$903,868	\$960,347
Purchased Services	\$19,012	\$10,150	\$12,650
Other Charges	10,294	179,378	111,249
Materials and Supplies	\$4,579,677	\$4,589,500	\$5,063,500
Capital Outlay	\$15,791	\$0	\$20,000
<b>TOTAL</b>	<b>\$8,393,676</b>	<b>\$8,461,430</b>	<b>\$9,056,086</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Director	1.00	1.00
Management Staff	4.00	4.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>6.00</b>	<b>6.00</b>

# 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

### Purchased Services

- To reflect the actual projects being undertaken in FY 2018 in the MC/MM program, purchased services accounts increase a net of \$117,000. (110000-43544, 43565, 43601, 43887, 43892)
- Funds of \$20,000 are provided for Lead Testing and Remediation. Funds are needed to cover a three-year cycle for lead testing. Each year, 1/3 of all APS buildings will be tested. To reduce costs, APS staff will be trained to complete the testing and the county lab will be used for the actual tests. (600-110000-43544)

### Materials and Supplies

- To reflect the actual projects being undertaken in FY 2018 in the MC/MM program, materials and supplies accounts decrease a net of \$81,635. (110000-46618, 46635, 46655, 46658, 46668)

### Capital Outlay

- One-time funds of \$1,200,000 for relocatables are added due to additional relocatables needed for FY 2018. (110000-48600)
- One-time funds of \$2,075,000 for relocatables added in FY 2017 are eliminated in FY 2018. (110000-48600)
- To reflect the actual projects being undertaken in FY 2018 in the MC/MM program, capital outlay accounts increase a net of \$302,000. (110000-48608, 48611, 48650, 48659, 48665, 48673, 48688, 48863, 48868, 48890, 48897)

# Capital Projects

## FY 2018 MC/MM PROJECTS BY LOCATION

LOCATION	PROJECT	FUNDS
Arlington Traditional	Fire panel upgrades	<b>\$30,000</b>
Barrett	Fields/Grounds	\$350,000
	PA system upgrades	\$30,000
		<b>\$380,000</b>
Campbell	Flooring	\$215,000
	Painting	\$80,000
	HVAC	\$250,000
		<b>\$545,000</b>
Henry	Flooring	\$70,000
	HVAC	\$45,000
		<b>\$115,000</b>
Oakridge	Playground	<b>\$200,000</b>
Randolph	Fire panel upgrades	\$60,000
	Playground	\$200,000
		<b>\$260,000</b>
Science Focus	HVAC improvements	<b>\$290,000</b>
Taylor	Flooring	\$70,000
	Kitchen equipment	\$100,000
		<b>\$170,000</b>
Washington-Lee	Safety	\$240,000
	Theater	\$160,000
		<b>\$400,000</b>
Yorktown	Safety	<b>\$35,000</b>
<b>Subtotal Projects by Location</b>		<b>\$2,425,000</b>

## FY 2018 MC/MM SYSTEM-WIDE PROJECTS

PROJECT	FUNDS
ADA	75,000
Concrete/Paving	100,000
Consulting Fees	140,000
Fields/Grounds	100,000
Flooring	50,000
General Reserve	390,955
Gym Eqpt Safety	85,000
HVAC	600,000
Indoor Air Quality	55,000
Lead Testing	20,000
Painting	75,000
Plumbing	140,000
Relocatables	1,457,662
Roofing	125,000
Safety	250,000
Salary/Adm. Cost	144,878
Security	125,000
Theaters	100,000
<b>Subtotal MC/MM System-Wide</b>	<b>\$4,033,495</b>
<b>GRAND TOTAL MC/MM</b>	<b>\$6,458,495</b>

# Capital Projects



FINANCIAL:  
OTHER FUNDS

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$10,299,294	\$4,231,910	\$4,545,028
Transfer from Operating	\$7,999,347	\$0	\$0
Carry Forward	\$1,259,600	\$2,075,000	\$1,200,000
State	\$0	\$131,585	\$713,467
<b>TOTAL</b>	<b>\$19,558,241</b>	<b>\$6,438,495</b>	<b>\$6,458,495</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$243,427	\$102,827	\$108,805
Employee Benefits	\$77,865	\$31,951	\$36,073
Purchased Services	\$1,057,234	\$293,000	\$430,000
Other Charges	\$4,384	\$26,690	\$390,956
Materials and Supplies	\$1,902,861	\$1,003,365	\$1,085,000
Capital Outlay	\$8,932,726	\$4,980,662	\$4,407,662
<b>TOTAL</b>	<b>\$12,218,496</b>	<b>\$6,438,495</b>	<b>\$6,458,495</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
<b>STAFFING</b>		
Project Manager	1.00	1.00
<b>TOTAL</b>	<b>1.00</b>	<b>1.00</b>

# 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](http://www.apsva.us/CIP). The School Board adopted 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 2014 bond referendum. 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.

In the spring of 2016, the County sold \$32.6 million of APS bonds from the 2014 bond referendum. These bonds will fund a portion of the Abingdon Elementary School addition and renovation, a portion of the design of a new elementary school in South Arlington and design of schools at the Wilson and Stratford sites, and HVAC, infrastructure and roofing projects.

In November of 2016, voters approved a bond referendum of \$138.8 million. The 2016 bond 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.



# Bond



**FINANCIAL:  
OTHER FUNDS**

In the spring of 2017, the County sold \$25.7 million of APS bonds from the 2014 bond referendum. These bonds will fund a portion of the Abingdon Elementary School addition and renovation as well as a portion of the construction costs for the new elementary school in South Arlington. The County also sold \$49.5 million of APS bonds from the 2016 bond referendum. These bonds will fund the design of additional seats for Arlington Tech at the Career Center, a portion of the construction costs for the new school at the Wilson site, a portion of the planning for secondary seats, as well as infrastructure projects including HVAC and roofing.

## 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 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

# Bond

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$0	\$0	\$0
County Transfer Re-Estimate	\$0	\$0	\$0
Carry Forward	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
EXPENDITURES			
Salaries (includes hourly)	\$543,600	\$810,716	\$874,771
Employee Benefits	\$189,155	\$292,853	\$327,432
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$732,755</b>	<b>\$1,103,569</b>	<b>\$1,202,203</b>

## POSITION SUMMARY

	FY 2017	FY 2018
CATEGORY	ADOPTED	ADOPTED
STAFFING		
Director	1.00	1.00
Project Manager	6.00	6.00
Clerical	1.25	1.25
<b>TOTAL</b>	<b>8.25</b>	<b>8.25</b>

*The costs and positions listed in the tables above are not included in the overall 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 2016, voters approved a school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$138.8 million to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2016, bonds totaling \$899.1 million have been sold. As of December 31, 2016, the outstanding balance on all bonds issued is \$492.7 million. The FY 2018 Budget includes funds to pay the debt on all bonds previously sold as well as \$77.3 million in bonds to be issued in Spring 2017.

The bond amortization schedule can be found in the Informational section on page 533.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Other Uses of Funds

- Debt service for FY 2018 will increase by an estimated \$2,476,380 as a result of issuing bonds in Spring 2017 for the construction of the projects outlined in the School Board's Adopted FY 2017 – FY 2026 Capital Improvement Plan.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Operating Transfer	\$100,000	\$0	\$0
County Transfer Funds	\$44,430,851	\$46,095,244	\$47,921,624
Carry Forward	\$0	\$650,000	\$1,300,000
<b>TOTAL</b>	<b>\$44,530,851</b>	<b>\$46,745,244</b>	<b>\$49,221,624</b>
EXPENDITURES			
Other Uses of Funds	\$44,530,851	\$46,745,244	\$49,221,624
<b>TOTAL</b>	<b>\$44,530,851</b>	<b>\$46,745,244</b>	<b>\$49,221,624</b>

# 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.

Grants and Restricted Programs funds are centrally managed by the Department of Instruction and the Department of Student Services and Special Education to ensure the requirements of the grant are met and the funds are allocated to the schools with the greatest needs.

## FISCAL/ORGANIZATIONAL CHANGES FY 2018

### Salaries and Benefits

- Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- The Grants and Restricted Programs position total is based on FY 2017 actual positions. The FY 2017 actual positions total 127.39. Positions are listed by source of funds.

## FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
Local Revenue	\$2,849,633	\$2,065,155	\$1,954,797
State Revenue	\$3,604,498	\$3,587,662	\$3,727,582
Federal Revenue	\$8,945,982	\$8,435,679	\$9,349,248
<b>TOTAL</b>	<b>\$15,400,113</b>	<b>\$14,088,496</b>	<b>\$15,031,627</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$9,209,554	\$8,753,352	\$9,339,331
Employee Benefits	\$2,696,023	\$2,562,474	\$2,734,014
Purchased Services	\$636,902	\$605,353	\$645,877
Other Charges	\$250,432	\$238,027	\$253,961
Materials and Supplies	\$513,189	\$487,768	\$520,420
Capital Outlay	\$1,516,652	\$1,441,523	\$1,538,024
<b>TOTAL</b>	<b>\$14,822,751</b>	<b>\$14,088,496</b>	<b>\$15,031,627</b>

# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>ENTITLEMENT GRANTS</b>			
Preschool Allocation	\$82,009	\$112,632	\$106,704
Special Education - IDEA	\$4,587,867	\$4,046,383	\$4,719,471
Title I, Part A	\$2,347,959	\$2,581,315	\$2,726,865
Title II, Part A	\$549,191	\$578,777	\$575,325
Title III, Part A-Limited English	\$577,064	\$593,854	\$592,964
<b>Total Entitlement Grants</b>	<b>\$8,144,090</b>	<b>\$7,912,961</b>	<b>\$8,721,329</b>
<b>DISCRETIONARY GRANTS</b>			
21st Century Grant	\$35,036	\$0	\$33,000
Air Force Jr ROTC	\$68,284	\$68,500	\$73,877
AmeriCorps	\$102,090	\$104,000	\$0
Chinese and Arabic	\$67,317	\$88,218	\$89,042
NOAA Bay Watershed Education and Training	\$0	\$0	\$125,000
Project Extra Step	\$28,056	\$0	\$30,000
<b>Total Discretionary Grants</b>	<b>\$300,782</b>	<b>\$260,718</b>	<b>\$350,919</b>
<b>ADULT EDUCATION GRANTS</b>			
AEFLA (Adult Education and Family Literacy)	\$12,440	\$12,000	\$0
Vocational Disadvantaged-Perkins	\$249,241	\$250,000	\$255,000
<b>Total Adult Education Grants</b>	<b>\$261,681</b>	<b>\$262,000</b>	<b>\$255,000</b>
<b>TOTAL FEDERAL GRANTS</b>	<b>\$8,706,554</b>	<b>\$8,435,679</b>	<b>\$9,327,248</b>

## POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	SUPERVISOR	TEACHER	TOTAL
Special Education-IDEA	6.50	1.00	31.00	1.80		16.70	57.00
Title I, Part A	1.00				1.00	16.90	18.90
Title II, Part A						5.00	5.00
Title III, Part A-Limited English	0.20	0.50	2.90				3.60
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
<b>TOTAL</b>	<b>7.70</b>	<b>1.50</b>	<b>33.90</b>	<b>2.22</b>	<b>1.00</b>	<b>40.28</b>	<b>86.60</b>

# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>ENTITLEMENT GRANTS</b>			
Career Tech Ed Equipment	\$13,851	\$20,000	\$35,000
Early Reading Intervention	\$66,936	\$99,705	\$112,616
Mentor Teacher Program	\$30,614	\$25,073	\$12,637
Preschool Initiative	\$1,120,224	\$1,677,000	\$1,629,250
SOL Algebra	\$0	\$64,077	\$67,365
Technology Grants	\$1,084,860	\$1,105,600	\$1,132,000
<b>Total Entitlement Grants</b>	<b>\$2,316,485</b>	<b>\$2,991,455</b>	<b>\$2,988,868</b>
<b>DISCRETIONARY GRANTS</b>			
Adult Education and Family Literacy	\$168,853	\$172,317	\$172,317
Engineering, Construction and Sustainable Tech	\$17,062	\$0	\$0
GAE (General Adult Education)	\$23,932	\$20,292	\$20,292
ISAEP	\$30,913	\$31,434	\$31,434
Making a Healthy Virginia the Priority	\$228	\$0	\$0
Middle School Math Project	\$15,284	\$0	\$0
Race to GED	\$26,976	\$27,327	\$27,327
Safe Routes to School	\$77,089	\$71,811	\$0
Security/SNAP Grant	\$42,799	\$0	\$0
Special Education Jail Program	\$102,785	\$108,279	\$111,674
Young Fathers	\$38,288	\$0	\$0
<b>Total Discretionary Grants</b>	<b>\$544,210</b>	<b>\$431,460</b>	<b>\$363,044</b>
<b>TOTAL STATE GRANTS</b>	<b>\$2,860,695</b>	<b>\$3,422,915</b>	<b>\$3,351,912</b>

### 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
<b>TOTAL</b>	<b>0.50</b>	<b>2.00</b>	<b>12.00</b>	<b>0.09</b>	<b>6.00</b>	<b>20.59</b>

# 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 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>DISCRETIONARY GRANTS</b>			
21st Century CS Housing	\$0	\$37,727	\$0
Education Access on Cable TV Arlington	\$209,093	\$300,000	\$303,174
ESL REEP	\$1,499,198	\$817,583	\$817,583
GED at the Jail	\$100,208	\$110,000	\$108,000
I-Net Equipment	\$181,478	\$0	\$147,000
NFL - Super 60 School @ Claremont	\$1,840	\$0	\$0
NOVA Systemic Solutions	\$78,056	\$85,000	\$0
Phoenix House/Vanguard	\$109,165	\$105,173	\$0
Project Lead the Way (Elementary)	\$0	\$0	\$22,500
Summer Outdoor Lab	\$48,767	\$49,672	\$35,000
Travelling Trolley	\$21,731	\$0	\$0
Verizon Innovative Grant STEM integration at Carlin Springs	\$11,450	\$0	\$0
Wakefield College Board	\$359	\$0	\$0
<b>TOTAL LOCAL/COUNTY GRANTS</b>	<b>\$2,261,346</b>	<b>\$1,505,155</b>	<b>\$1,433,257</b>

### 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
<b>TOTAL</b>	<b>5.00</b>	<b>1.00</b>	<b>6.40</b>	<b>1.00</b>	<b>-</b>	<b>13.40</b>

# Grants and Restricted Programs

## COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

### FINANCIAL SUMMARY

	FY 2016	FY 2017	FY 2018
CATEGORY	ACTUAL	ADOPTED	ADOPTED
DISCRETIONARY GRANTS			
Parent/Teen Infant	\$424,646	\$0	\$329,210
<b>Total Discretionary Grants</b>	<b>\$424,646</b>	<b>\$0</b>	<b>\$329,210</b>
ADULT EDUCATION GRANTS			
Adult Personal and Prof. Dev Prog	\$569,455	\$724,747	\$590,000
The Caring Equation	\$55	\$0	\$0
<b>Total Adult Education Grants</b>	<b>\$569,510</b>	<b>\$724,747</b>	<b>\$590,000</b>
<b>TOTAL COMBINED GRANTS</b>	<b>\$994,157</b>	<b>\$724,747</b>	<b>\$919,210</b>

### 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
<b>TOTAL</b>	<b>1.90</b>	<b>2.00</b>	<b>1.00</b>	<b>0.90</b>	<b>1.00</b>	<b>6.80</b>





# 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.

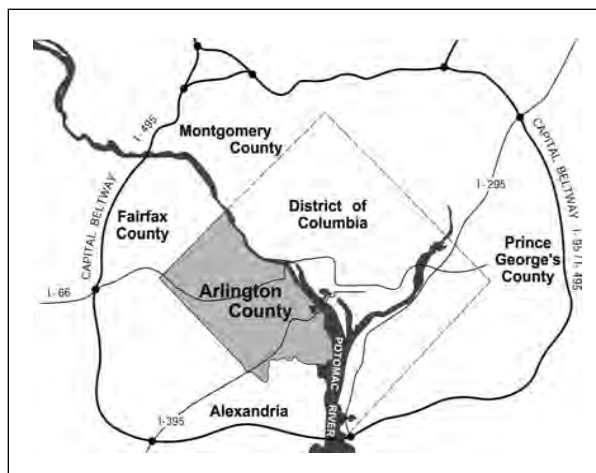
Annexation of any part of Arlington County by neighboring jurisdictions is prohibited by present law unless the entire County is annexed with the approval of County voters. There are no jurisdictions with overlapping debt or taxing powers. The water and sewage systems are operated on a self-supporting 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 2017 population of 222,800, an increase of 17.6 percent over the 2000 population. Additionally, Arlington is home to an estimated 222,300 jobs, as of January 1, 2017.

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 2017 about 22.0 percent (or about 48,900) 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 2017 estimate is that 23.1 percent of total employment (about 51,300 jobs) is in the professional and technical services sector. An additional 30.3 percent of total employment (about 67,300 jobs) is in the accommodation, food, and other services sectors.



# Arlington County at a Glance



## DEMOGRAPHICS

The Planning Division of the Department of Community Planning, Housing and Development (CPHD) estimates Arlington County’s 2017 population to be 222,800, at which 18.9 percent (42,000 persons) of the population are under the age 20. Those between the ages of 25-34 make up the largest share of the population at 26.3 percent or 58,500 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.)

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%)
<b>TOTAL</b>	<b>189,453</b>	<b>207,627</b>	<b>9.6%</b>

## EDUCATION

Arlington’s population is among the most highly educated in the country. According to the U.S. Census Bureau 2014 American Community Survey, 93.5 percent of all household residents age 25 and older were high school graduates, 72.9 percent were college graduates, and 38.4 percent had graduate or professional degrees. Of the Arlington Public School (APS) class of 2016-2017, 93 percent planned to pursue higher education, and the average expenditure per pupil was expected to be \$18,957 in the 2017 fiscal year.

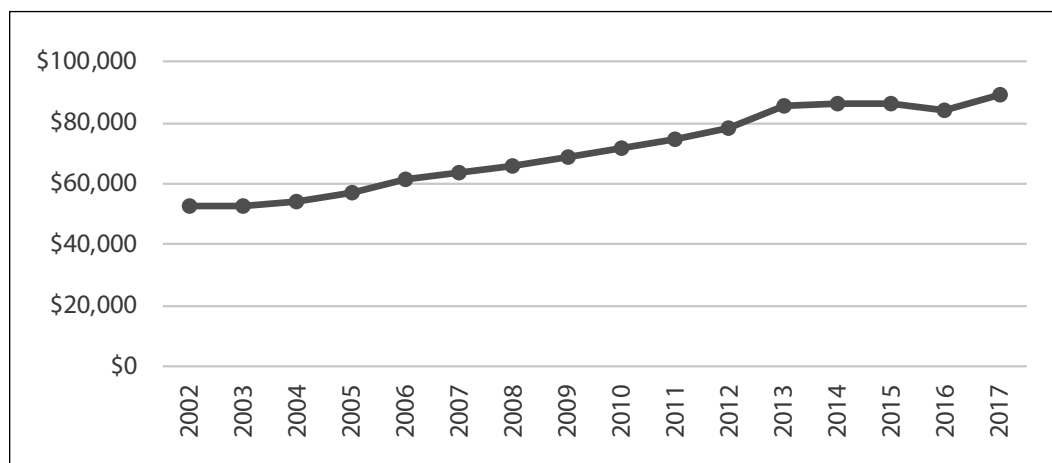
# Arlington County at a Glance

## PERSONAL INCOME

The educational achievements of Arlington’s population are reflected in the County’s income statistics as well. In 2017, according to Planning Division estimates, Arlington’s per capita personal income is \$89,300. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2015 was \$106,768. The Planning Division estimates that median household income in 2017 is \$110,655. According to ESRI, Arlington County had an effective buying power of \$10.24 billion in 2016.

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 2017 are estimated by the Arlington County Planning Division.

## PER CAPITA INCOME



## HOUSING

According to Planning Division estimates, there are 114,000 total housing units in Arlington as of January 2017. 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 (65.2 percent or 74,300) of housing units in Arlington are multi-family. There are an estimated 28,500 single-family detached (25.0 percent), and 11,100 single-family attached housing units (9.7 percent) in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2017, 21,927 new multi-family units have been completed (an increase of 41.8 percent), compared to 816 single family attached units. There has been a net gain of 832 single family detached units during the same time span. In 2014, the Housing Division estimated that owners occupied 44.8 percent and renters occupied 55.2 percent of occupied housing units.

# Arlington County at a Glance



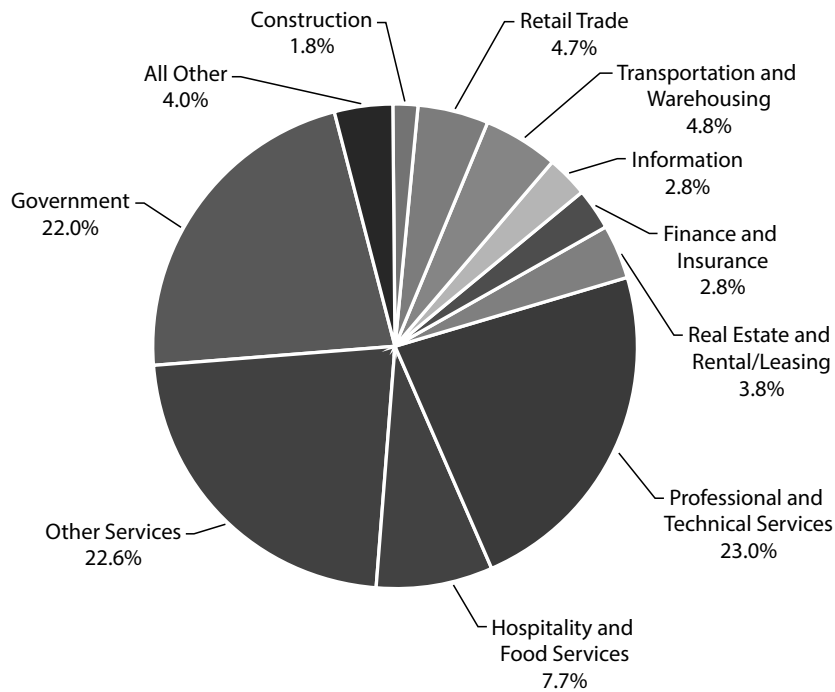
## COMMUNITY FACILITIES IN ARLINGTON

▪ Acres of County Open Space	1,190	▪ Synthetic Fields	15
▪ Miles of Bicycle/Jogging Trails	89	▪ Nature Centers	3
▪ County Parks	167	▪ Senior Centers	5
▪ Tennis and Basketball Courts <sup>1</sup>	79	▪ Community Centers	14
▪ Natural Grass Fields	82	▪ Fire Stations	10
▪ Libraries	8		

## AT-PLACE EMPLOYMENT

According to Arlington County estimates, the total number of jobs in the County increased by about 10.5 percent between 2000 and 2017. The service sector comprises a significant share of jobs in Arlington. About 23.1 percent of all jobs are in the professional and technical services sector. Another 22.6 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 22.0 percent (48,900 jobs) of the County's January 2017 employment is estimated to be in government. The 2016 unemployment rate in Arlington was 2.6 percent.

## EMPLOYMENT BY INDUSTRY



# Arlington County at a Glance

SECTOR	JOBS
Construction	4,000
Retail Trade	10,400
Transportation	10,700
Information	6,200
Finance and insurance	6,200
Real estate and Rental/Leasing	8,4800
Professional and technical services	51,300
Hospitality and Food Services	17,100
Other Services	50,200
Government	48,900
All other	8,900
<b>TOTAL</b>	<b>222,300</b>

Source: Sector employment are Arlington County Planning Division 2017 estimates based on data from the U.S. Bureau of Economic Analysis for the year 2015 (most current available). Unemployment data is from the U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

\* Note: Jobs by sector may not add due to rounding

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	Accenture	Consulting Services	2,500-4,999
2	Deloitte	Consulting Services	2,500-4,999
3	Virginia Hospital Center	Healthcare	2,500-4,999
4	Booz Allen Hamilton	Consulting Services	1,500-1,999
5	Corporate Executive Board	Consulting Services	1,000-1,499
6	Marriott International, Inc.	Hotels	1,000-1,499
7	Bureau of National Affairs	Information Services	1,000-1,499
8	PAE Government Services	Services	600-999
9	Lockheed Martin Corp	Air Transportation Equipment/Defense Systems	600-999
10	Marymount University	Education	600-999
<b>TOTAL</b>			<b>13,800-24,490</b>

Source: Arlington Economic Development

# Arlington County at a Glance



## SELECTED SERVICE INDICATORS

	FY 2016 ACTUAL	FY 2017 ESTIMATE	FY 2018 ESTIMATE
General Obligation Bond Rating	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	23,500	7,500	10,000
Inspections Conducted for Fire Code Enforcement, fire protection system, and hazardous materials inspections	2,711	2,800	2,900
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	58%	58%	58%
Fire/EMS/Public Service Responses	61,654	58,000	58,000
Refuse Collected on County and Contracted Routes (Tons)	31,573	28,000	27,100
Total Curbside Recycling Tonnage Collected	14,122	14,000	14,000
Licensed Child Care Facilities (Family Day Care Homes)	148	150	150
Number of registrations in Parks and Recreation programs	50,670	50,900	51,200
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	6,779	6,000	6,500
Police response time for Priority 1 calls (minutes from dispatch to arrival)	4:49	4:50	4:50

# Arlington Public Schools Profile

**LEGEND**

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





# Arlington Public Schools Profile



Arlington Public Schools represent one of the nation’s most diverse and sophisticated student populations. Our 26,152 students come from around the world and speak more than 104 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 2016 APS graduates, 40% of the graduates took the ACT, 67% took the SAT. The average combined score on the SAT was 1,661 for Arlington graduates. APS scores are 126 points higher than the average score for Virginia students and 177 points higher than the national SAT average. Over the last 5 years, APS SAT scores increased by 10 points in reading, 4 points in writing, and 7 points in math. APS had a 7% increase in the number of ACT test takers over 2015. Arlington’s average ACT composite score was 25.4, compared to 23.1 for VA graduates and a national composite of 20.8.

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.

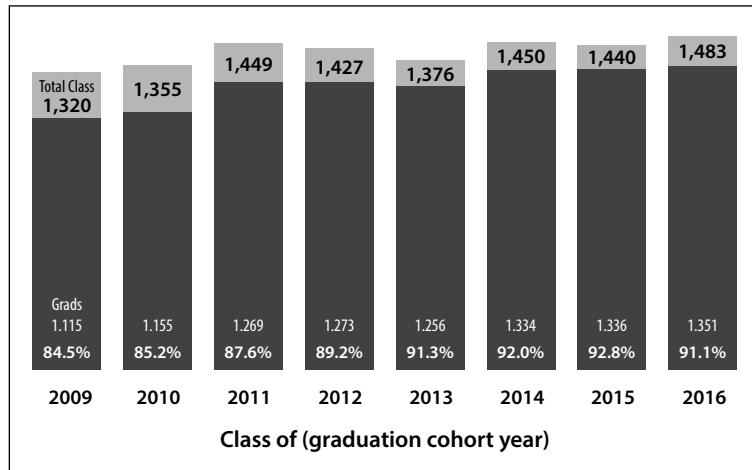
The school system operates twenty-three elementary schools, five middle schools, four high schools, a secondary alternative school, a technical education and career center, a high school continuation program and programs for special education students. The Syphax Education Center, the Thurgood Marshall 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

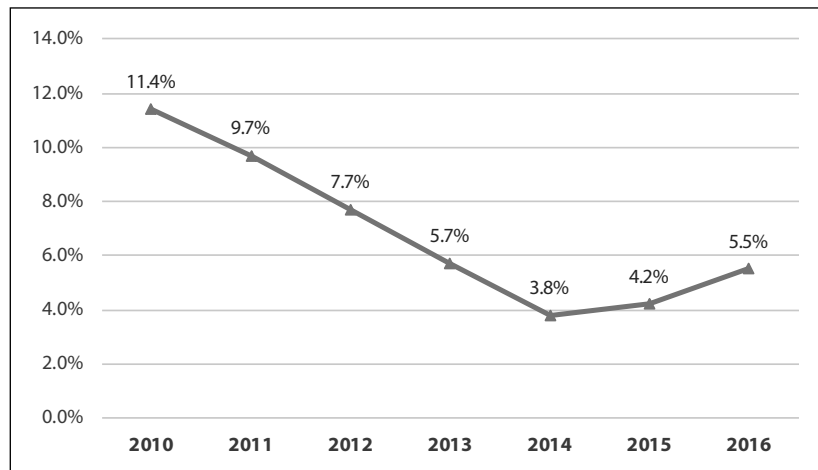
The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. The On-Time Graduation rate is 91.1%.

APS ON-TIME GRADUATION RATE



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 2016 is 5.5%.

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	
<b>GOAL 1: CHALLENGE AND ENGAGE ALL STUDENTS</b>												
<b>ELEMENTARY SCHOOL SOLS—GRADES 3, 4 &amp; 5</b>												
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	87.8		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	87.4		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	85.6		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	89.3		90-95	
<b>MIDDLE SCHOOL SOLS—GRADES 6, 7 &amp; 8</b>												
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	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	87.2		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	85.9		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	88.8		90-95	
<b>HIGH SCHOOL SOLS—END OF COURSE</b>												
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	89.1		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	84.3		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	86.9		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	86.1		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
<b>GOAL 1: CONTINUED</b>											
<b>WRITING SOLS—GRADES 5, 8 &amp; 11</b>											
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	85.1		90-95
<b>ON-TIME GRADUATES (1334)</b>											
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	78.7		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	58.8		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	91.1		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	67.9		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	76.9		70-75
SAT Performance	1.10. Mean total score (critical reading + mathematics + writing).	1623	1660	1627	1641	1631	1649	1636	1674**		1615*
ACT Performance	1.11. Mean composite score	23.2	24.7	23.0	24.7	25.5	25.2	25.8	25.5		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	5.6		6-8

\*Benchmark based on Baldrige award-winning districts

\*\* Score has been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter

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	
<b>GOAL 2: ELIMINATE THE GAPS</b>												
<b>KINDERGARTEN STUDENTS</b>												
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	83.9		85-90
		Black	82.4	77.6	86.2	86.3	85.6	76.1	85.9	88.3		85-90
		Hispanic	83.5	79.1	86.3	83.9	84.9	82.0	81.3	83.8		85-90
		White	89.1	88.2	90.1	89.1	92.5	84.5	93.0	92.7		85-90
		EconDis	85.5	78.3	84.8	82.6	83.5	81.4	82.6	83.3		85-90
		LEP	83.6	78.7	85.1	81.3	83.0	80.1	81.5	82.2		85-90
		SWD	88.8	90.4	91.0	93.4	93.1	90.0	95.1	95.7		85-90
<b>ALL APS STUDENTS—KINDERGARTEN THROUGH GRADE 12</b>												
Gifted Services	2.0.b. Percentage of students identified for gifted services by identified subgroups <i>(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)).</i>	Asian	20.5	20.0	18.6	19.1	21.2	22.1	23.9	23.5		0-5 (31.0)
		Black	12.4	12.1	11.4	11.9	12.9	13.4	14.3	12.9		0-5 (31.0)
		Hispanic	10.5	10.7	11.9	11.9	12.0	12.1	12.8	11.4		0-5 (31.0)
		White	27.2	27.4	27.7	28.1	28.6	29.2	31.0	31.0		0-5 (31.0)
		EconDis	9.7	9.2	9.5	9.5	10.1	10.1	10.7	9.4		0-5 (29.9)
		LEP	7.2	6.9	7.2	8.4	7.0	5.4	6.5	5.7		0-5 (29.4)
		SWD	6.6	7.5	7.7	8.4	8.0	8.7	10.0	9.3		0-5 (25.9)
<b>ELEMENTARY SCHOOL SOLS—GRADES 3, 4 &amp; 5</b>												
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	92.1		90-95
		Black	76.5	77.5	81.3	77.8	59.7	64.1	75.2	77.4		90-95
		Hispanic	81.9	83.0	79.0	79.5	61.0	61.9	71.0	75.1		90-95
		White	96.0	96.1	96.9	96.4	91.7	92.4	95.2	94.9		90-95
		EconDis	81.1	81.4	78.2	77.1	55.8	58.8	69.6	74.0		90-95
		LEP	84.4	85.1	80.4	80.1	57.6	60.8	69.6	74.0		90-95
		SWD	73.3	75.6	71.6	68.9	55.1	54.6	60.9	64.5		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	
<b>GOAL 2: CONTINUED</b>												
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	90.7		90-95
		Black	77.2	85.0	84.8	61.9	63.3	69.9	75.5	78.6		90-95
		Hispanic	77.4	82.7	86.8	65.4	68.1	69.1	75.0	74.4		90-95
		White	95.9	96.6	97.5	91.7	91.4	91.7	93.9	94.5		90-95
		EconDis	76.8	83.7	85.1	61.2	62.6	67.4	73.4	73.6		90-95
		LEP	80.2	85.5	87.1	67.2	65.6	69.5	74.2	74.1		90-95
		SWD	65.6	68.4	73.2	50.5	51.6	51.6	56.8	60.9		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	85.2		90-95
		Black	77.7	79.5	81.3	77.0	66.7	60.5	66.7	76.1		90-95
		Hispanic	79.2	78.3	82.5	81.5	65.2	61.6	60.3	69.1		90-95
		White	97.2	98.1	97.7	98.3	95.5	94.1	93.3	94.4		90-95
		EconDis	77.7	77.5	79.2	78.3	61.6	56.5	55.8	67.5		90-95
		LEP	81.3	80.3	82.0	82.0	63.4	58.4	53.2	63.0		90-95
		SWD	71.2	72.5	74.6	68.8	61.1	51.8	46.6	58.0		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	94.7		90-95
		Black	71.3	77.2	75.5	73.0	77.6	79.1	76.0	76.8		90-95
		Hispanic	74.6	76.4	75.5	80.9	80.0	78.0	76.1	78.7		90-95
		White	94.5	96.6	97.3	96.9	96.2	96.4	96.5	94.7		90-95
		EconDis	70.6	74.6	72.4	76.2	73.9	74.5	74.1	76.5		90-95
		LEP	76.3	78.8	77.0	81.4	78.8	77.9	75.5	78.5		90-95
		SWD	68.1	67.9	71.3	70.6	69.3	68.2	68.8	69.8		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	
<b>GOAL 2: CONTINUED</b>												
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	88.0		90-95
		Black	78.6	78.6	76.1	78.1	61.4	66.1	69.2	71.6		90-95
		Hispanic	76.3	75.2	78.5	74.9	56.6	59.1	67.7	68.2		90-95
		White	96.9	97.2	97.8	97.0	93.5	94.8	95.3	94.8		90-95
		EconDis	74.3	74.8	75.1	74.2	53.0	56.0	63.4	64.3		90-95
		LEP	72.8	73.4	75.3	73.4	43.6	44.1	50.9	48.7		90-95
		SWD	58.6	60.6	64.8	61.1	43.2	47.3	53.5	52.7		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	90.8		90-95
		Black	65.9	64.5	58.2	52.3	63.4	68.3	77.2	72.7		90-95
		Hispanic	61.6	59.1	65.5	56.6	63.5	69.6	76.8	77.0		90-95
		White	92.4	92.7	93.3	91.2	92.8	94.2	95.5	94.7		90-95
		EconDis	62.2	60.7	60.3	53.8	61.2	67.1	75.2	72.5		90-95
		LEP	60.5	60.2	61.4	57.6	57.8	62.3	69.4	66.0		90-95
		SWD	42.4	41.8	48.6	43.0	43.9	51.3	60.2	58.9		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	87.9		90-95
		Black	78.7	86.0	84.8	87.0	60.4	59.3	66.3	72.5		90-95
		Hispanic	76.1	80.4	82.5	86.9	61.8	58.5	59.5	70.5		90-95
		White	98.8	97.7	97.6	98.7	94.9	95.4	96.9	96.4		90-95
		EconDis	73.0	78.9	77.5	84.3	55.6	55.5	57.8	66.5		90-95
		LEP	71.1	75.5	77.2	84.3	45.5	37.6	37.3	40.3		90-95
		SWD	65.7	72.2	74.4	79.3	50.2	50.6	53.9	64.6		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
<b>GOAL 2: CONTINUED</b>												
<b>MIDDLE SCHOOL SOLS—GRADES 6, 7 &amp; 8</b>												
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	94.1		90-95
		Black	68.8	73.3	72.3	69.5	74.4	72.6	78.7	75.7		90-95
		Hispanic	66.0	66.3	71.8	70.5	69.4	67.3	74.3	75.9		90-95
		White	91.6	95.3	96.7	96.1	96.6	97.1	98.0	97.1		90-95
		EconDis	64.0	66.1	68.2	67.8	66.4	65.4	73.8	71.5		90-95
		LEP	62.7	64.0	68.5	69.6	60.8	55.8	59.2	54.2		90-95
		SWD	55.5	59.5	63.6	61.5	58.5	61.7	61.4	63.5		90-95
<b>HIGH SCHOOL SOLS—END OF COURSE</b>												
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	89.9		90-95
		Black	91.2	84.8	89.8	87.8	77.7	74.7	82.8	73.1		90-95
		Hispanic	91.0	88.4	89.8	90.3	82.2	82.7	85.0	80.4		90-95
		White	98.9	98.2	98.4	99.1	97.9	96.9	98.1	98.5		90-95
		EconDis	92.0	87.5	89.4	86.8	79.9	78.2	82.5	77.0		90-95
		LEP	90.5	81.4	83.8	85.1	67.5	66.6	73.7	64.8		90-95
		SWD	82.1	72.6	82.0	80.9	72.1	68.7	77.3	67.4		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	91.8		90-95
		Black	78.5	80.7	82.5	66.6	67.4	71.7	76.9	73.3		90-95
		Hispanic	81.7	82.7	82.8	73.1	70.8	72.4	78.9	74.5		90-95
		White	95.4	94.7	95.8	92.0	91.5	91.4	95.0	93.3		90-95
		EconDis	82.1	83.3	83.2	74.1	72.4	72.1	78.1	74.2		90-95
		LEP	85.3	85.8	85.9	74.6	71.7	70.6	77.1	71.6		90-95
		SWD	71.3	71.9	75.2	62.6	55.9	59.1	66.5	67.7		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	
<b>GOAL 2: CONTINUED</b>												
<b>HIGH SCHOOL SOLS—END OF COURSE</b>												
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	88.6		90-95
		Black	74.7	76.0	78.6	82.1	72.7	75.6	78.3	71.2		90-95
		Hispanic	74.4	76.3	77.0	82.3	72.7	77.7	78.0	77.3		90-95
		White	97.3	97.1	97.4	98.4	96.1	95.9	96.2	96.9		90-95
		EconDis	72.0	75.3	75.7	81.9	71.8	76.0	77.7	72.9		90-95
		LEP	69.5	70.4	72.2	79.9	64.3	68.4	71.4	62.6		90-95
		SWD	69.0	70.1	70.3	75.7	63.1	67.6	68.0	70.1		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	90.3		90-95
		Black	82.0	80.7	62.3	64.1	71.7	78.6	75.8	75.8		90-95
		Hispanic	80.7	82.4	67.7	69.9	74.9	76.0	77.9	71.8		90-95
		White	98.3	98.9	96.3	96.3	96.3	96.6	96.4	97.0		90-95
		EconDis	81.5	80.9	63.7	65.8	72.2	74.7	74.4	71.3		90-95
		LEP	79.1	80.5	59.0	64.8	67.5	66.4	68.7	61.7		90-95
		SWD	73.5	72.2	59.6	62.0	67.1	72.4	68.1	67.7		90-95
<b>WRITING SOLS—GRADES 5, 8 &amp; 11</b>												
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	88.6		90-95
		Black	85.0	87.9	87.8	83.4	69.8	69.5	71.2	68.8		90-95
		Hispanic	85.5	89.5	87.2	86.2	72.7	70.5	69.9	70.2		90-95
		White	97.9	98.0	97.2	98.0	95.3	94.7	95.5	95.4		90-95
		EconDis	84.2	88.0	85.3	83.4	69.4	67.0	66.9	67.9		90-95
		LEP	84.7	86.9	84.3	83.6	64.9	60.0	53.1	51.6		90-95
		SWD	70.1	76.3	72.9	73.2	57.3	53.5	51.9	49.2		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	
<b>GOAL 2: CONTINUED</b>												
<b>ON-TIME GRADUATES</b>												
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	82.4		66*
		Black	38.0	41.3	42.0	52.3	48.6	64.0	56.4	60.1		66*
		Hispanic	46.0	48.1	52.5	53.3	62.0	66.7	67.1	68.1		66*
		White	78.9	84.9	87.3	87.0	89.7	85.7	91.2	90.5		66*
		EconDis	47.0	46.0	49.3	52.2	58.3	60.9	68.3	72.1		66*
		LEP	47.3	41.9	44.6	46.9	43.3	37.1	46.2	37.7		66*
		SWD	12.8	28.0	28.5	30.5	22.6	34.0	41.5	48.6		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	60.8		50*
		Black	20.7	17.4	14.6	20.0	20.7	24.2	23.0	24.9		50*
		Hispanic	33.3	35.6	37.7	36.4	40.0	41.2	42.2	44.6		50*
		White	65.7	72.7	72.2	72.5	76.2	73.0	77.5	77.2		50*
		EconDis	28.8	28.8	29.8	25.8	33.8	29.1	34.6	41.2		50*
		LEP	32.0	29.0	29.1	22.9	26.1	15.9	22.4	17.8		50*
		SWD	10.1	16.5	15.5	18.8	11.6	12.1	17.4	21.7		50*
On-time 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	96.2		95*
		Black	80.4	85.1	88.5	87.7	87.9	90.4	91.8	94.4		95*
		Hispanic	69.1	68.3	73.7	78.6	82.1	83.3	84.3	77.1		95*
		White	96.6	96.3	97.4	97.4	98.3	98.7	98.4	99.1		95*
		EconDis	78.4	77.9	80.7	83.6	86.2	87.7	92.1	94.2		95*
		LEP	54.8	58.3	62.7	66.1	68.1	58.6	67.3	56.1		95*
		SWD	82.6	88.6	90.5	91.4	92.5	94.8	94.7	93.6		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	
<b>GOAL 2: CONTINUED</b>												
<b>ON-TIME GRADUATES</b>												
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	73.4		65-70
		Black	35.9	32.7	38.5	33.5	42.3	44.7	46.2	44.1		65-70
		Hispanic	44.7	37.6	46.7	48.8	51.9	49.9	50.5	53.5		65-70
		White	77.6	81.7	81.4	80.3	81.4	78.9	83.8	82.3		65-70
		EconDis	45.2	34.8	45.2	40.9	48.6	39.6	44.7	48.6		65-70
		LEP	38.2	24.0	32.5	31.9	24.6	11.9	18.9	25.0		65-70
		SWD	18.5	19.6	19.9	17.1	16.5	16.0	22.3	26.5		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	80.8		70-75
		Black	58.2	64.1	66.0	65.1	61.5	73.0	66.1	65.3		70-75
		Hispanic	45.7	39.7	48.6	49.2	53.4	55.0	52.9	57.0		70-75
		White	82.3	86.2	88.2	90.6	91.0	89.6	90.0	91.8		70-75
		EconDis	52.7	45.3	55.0	55.5	57.1	58.2	60.1	61.0		70-75
		LEP	52.0	41.3	40.6	45.1	40.3	33.8	35.9	38.4		70-75
		SWD	30.4	40.1	37.2	43.7	32.3	42.2	37.9	52.6		70-75
SAT Performance	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups.	Asian	1553	1593	1598	1522	1514	1522	1626	1597**		1615*
		Black	1352	1310	1316	1330	1373	1365	1341	1431**		1615*
		Hispanic	1405	1438	1450	1483	1480	1467	1510	1465**		1615*
		White	1778	1815	1790	1804	1766	1813	1741	1831**		1615*
		EconDis	1323	1347	1347	1337	1397	1342	1401	1402**		1615*
		LEP	1330	1272	1300	1263	1275	1190	1317	1244**		1615*
		SWD	1387	1486	1488	1510	1375	1396	1427	1471**		1615*

\*Benchmark based on Baldrige award-winning districts

\*\* Score has been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter

# Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
<b>GOAL 2: CONTINUED</b>												
<b>ON-TIME GRADUATES</b>												
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	25.5		23*
		Black	18.4	18.2	18.5	19.0	20.7	19.1	19.7	20.0		23*
		Hispanic	18.8	22.0	20.0	22.6	22.6	22.0	23.5	21.9		23*
		White	25.5	26.2	25.4	26.4	27.2	27.6	27.6	27.4		23*
		EconDis	18.0	20.1	18.5	19.7	20.5	19.8	20.8	19.6		23*
		LEP	17.3	18.0	17.6	20.8	20.0	15.9	19.6	16.8		23*
		SWD	21.0	19.9	18.6	18.9	20.5	19.3	22.6	21.1		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	7.0		6-8
		Black	2.8	3.8	4.6	5.9	3.9	3.7	3.0	4.7		6-8
		Hispanic	2.7	3.0	4.7	5.3	4.3	5.7	5.9	7.3		6-8
		White	1.5	5.0	4.9	6.3	5.7	4.6	4.7	4.8		6-8
		EconDis	2.1	3.1	5.0	5.3	4.0	5.1	4.9	6.7		6-8
		LEP	1.3	2.3	2.5	3.9	2.5	2.9	3.1	4.8		6-8
		SWD	1.8	3.1	3.8	5.5	3.5	4.3	4.1	3.8		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	
<b>GOAL 3: RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF</b>												
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	98			97-100
	3.1.b. Percentage of teaching staff with a master's or doctoral degree	72	73	73	71	80	81	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	6.5		***
		Black	19.3	18.7	18.6	18.4	18.6	19.0	19.0	19.9		***
		Hispanic	17.4	17.5	17.7	17.6	17.5	18.0	18.0	16.5		***
		White	56.0	56.6	56.6	56.8	57.0	56.0	56.0	56.0		***
		Other	0.8	0.7	0.7	0.8	0.9	1.0	1.0	1.1		***
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	84			85-95*

\*Benchmark based on Baldrige award-winning districts

\*\*\*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	
<b>GOAL 4: PROVIDE OPTIMAL LEARNING ENVIRONMENTS</b>												
Project Management	4.1.a. Percentage of major construction projects tracking on schedule	100	100	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	100		100
Energy Efficiency	4.2. Energy usage per square foot (site energy intensity=kBtu/ft <sup>2</sup> ) 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	56		59 (15% reduct)
		Middle	72	73	81	71	77	78	79	72		69 (15% reduct)
		High	65	62	69	63	68	69	72	65		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	91.8			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	86			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	1:01			1:1
	4.6.a. Percent uptime for identified core services— <i>Network infrastructure services</i>	99.0	99.0	99.0	99.4	99.3	99.8	99.8	99.9			95-100
	4.6.b. Percent uptime for identified core services— <i>Instructional applications</i>	99.2	96.6	99.7	99.9	99.8	99.9	99.9	99.9			95-100
	4.6.c. Percent uptime for identified core services— <i>Communication services</i>	99.8	99.5	99.4	99.8	99.8	99.9	99.9	99.8			95-100
	4.6.d. Percent uptime for identified core services— <i>Enterprise applications</i>	99.6	99.6	99.6	99.9	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	
<b>GOAL 5: MEET THE NEEDS OF THE WHOLE CHILD</b>												
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	79		90-95
		Parents	96	n/a	n/a	95	93	94	92	98		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	85		96*
Partnerships	5.4. Number of strategic partnerships (defined by signed agreement)		123	146	146	159	176	182	203	207		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	75		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	68		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 2014	FY 2015	FY 2016	FY 2017	FY 2018	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
<b>ELEMENTARY SCHOOLS</b>						
Abingdon	578	627	606	632	658	26
Arl. Science	611	631	662	666	672	6
Arl. Traditional	503	502	502	534	542	8
Ashlawn	567	654	659	668	690	22
Barcroft	490	549	490	453	444	-9
Barrett	547	549	534	546	558	12
Campbell	430	414	419	431	442	11
Carlin Springs	584	566	589	605	611	6
Claremont	728	722	727	762	750	-12
Discovery	0	0	534	595	600	5
Drew	641	642	659	680	724	44
Glebe	563	613	594	578	596	18
Henry	459	517	561	620	677	57
Hoffman Boston	406	499	511	513	553	40
Jamestown	614	633	568	586	596	10
Key	681	718	723	705	762	57
Long Branch	526	531	570	561	592	31
McKinley	540	588	610	729	780	51
Nottingham	741	727	443	472	504	32
Oakridge	706	763	781	814	815	1
Randolph	430	482	466	454	485	31
Reed	22	34	39	44	77	33
Taylor	744	784	731	692	706	14
Tuckahoe	682	700	679	582	567	-15
<b>Elementary Total</b>	<b>12,793</b>	<b>13,445</b>	<b>13,657</b>	<b>13,922</b>	<b>14,401</b>	<b>479</b>
<b>SECONDARY SCHOOLS</b>						
Gunston	797	871	939	949	1,036	87
Jefferson	834	851	865	959	1,015	56
Kenmore	809	893	885	894	931	37
Swanson	994	998	1,065	1,179	1,239	60
Williamsburg	1,001	1,071	1,130	1,215	1,257	42
H-B Woodlawn	635	656	639	679	702	23
Wakefield	1,483	1,699	1,787	1,915	2,034	119
Washington-Lee	1,952	2,046	2,258	2,330	2,341	11
Yorktown	1,738	1,777	1,781	1,880	1,974	94
Arlington Community	161	113	108	95	85	-10
Arlington Tech	n/a	n/a	n/a	n/a*	140	140
<b>Total</b>	<b>10,404</b>	<b>10,975</b>	<b>11,457</b>	<b>12,095</b>	<b>12,754</b>	<b>659</b>
<b>OTHER SCHOOLS/PROGRAMS</b>						
Stratford	48	48	55	59	52	-7
Langston	71	61	69	76	69	-7
<b>Other Schools/Programs Total</b>	<b>119</b>	<b>109</b>	<b>124</b>	<b>135</b>	<b>121</b>	<b>-14</b>
<b>GRAND TOTAL</b>	<b>23,316</b>	<b>24,529</b>	<b>25,238</b>	<b>26,152</b>	<b>27,276</b>	<b>1,124</b>

\*FY 2017 enrollment for Arlington Tech is included in the home school.



# 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, 2016 was 26,152. The total number of students projected for September 2017 is 27,276.

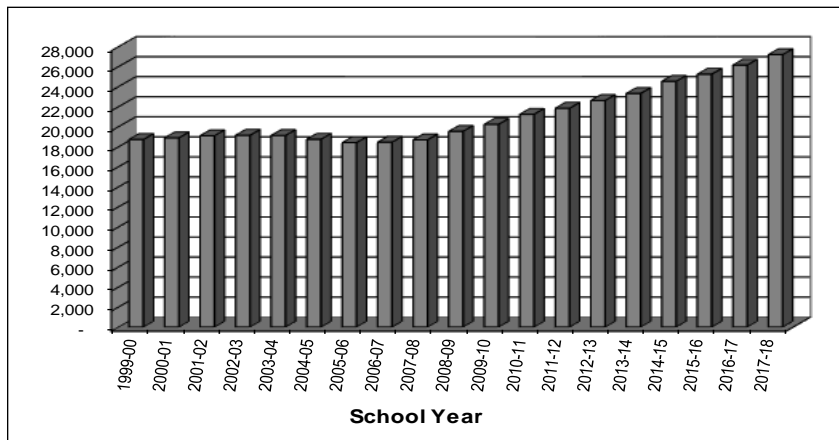
The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and PreK special education students.

Enrollment has grown from 18,684 in FY 2008 to a projected 27,276 in FY 2018 representing a 46% increase during that period. For FY 2018, an increase of 1,124 students is expected over the previous (September 30, 2016) membership count. The average annual increase over the past ten years is approximately 3.86%.

SCHOOL YEAR*	STUDENTS	CHANGE	PERCENT CHANGE
1999-00	18,723		
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	26,152	914	3.6%
2017-18 Projection	27,276	1124	4.3%

\*As of September 30

## ENROLLMENT TRENDS



# Enrollment

## STUDENT ENROLLMENT BY SPECIAL POPULATIONS

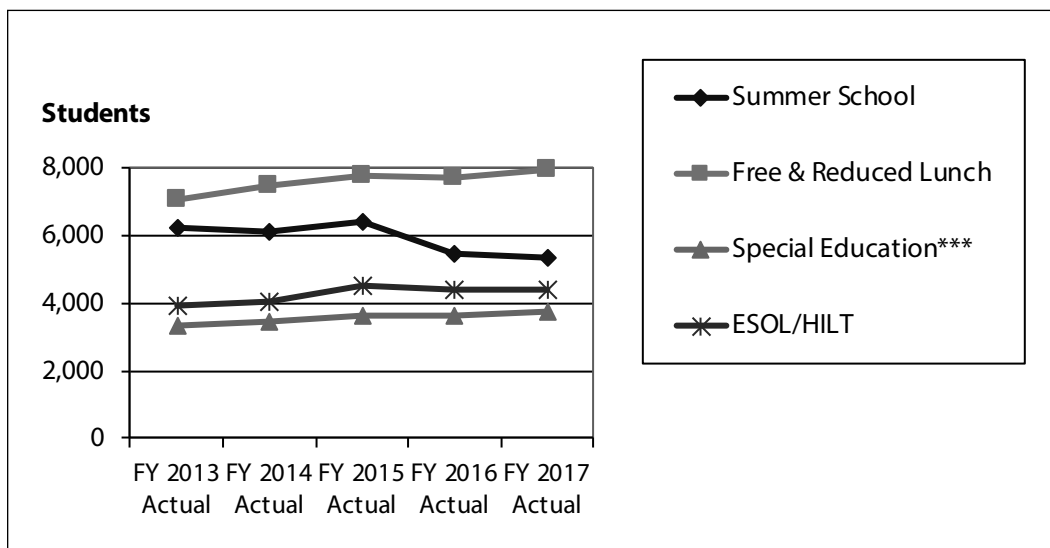
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	5 YEAR	5 YEAR %	FY 2018
STUDENTS	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	INCREASE	INCREASE	PROJECTED
Elementary Preschool*	1,040	1,040	1,108	1,086	1,129	89	8.6%	1,296
Elementary (K-5)	11,352	11,753	12,337	12,571	12,793	1,441	12.7%	13,105
Middle	4,448	4,659	4,910	5,115	5,442	994	22.3%	5,727
High	5,559	5,584	5,952	6,234	6,558	999	18.0%	6,942
Stratford	51	48	48	55	59	8	15.7%	52
Arlington Comm/Langston**	163	232	174	177	171	8	4.9%	154
<b>TOTAL</b>	<b>22,613</b>	<b>23,316</b>	<b>24,529</b>	<b>25,238</b>	<b>26,152</b>	<b>3,539</b>	<b>15.7%</b>	<b>27,276</b>
Summer School	6,229	6,102	6,381	5,479	5,328	-901	-14.5%	5,557
Free and Reduced Lunch	7,049	7,453	7,749	7,712	7,936	887	12.6%	n/a
Special Education***	3,360	3,440	3,605	3,637	3,762	402	12.0%	4,229
ESOL/HILT	3,919	4,064	4,524	4,394	4,368	449	11.5%	4,866

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

\*\* Excludes students over age 20.

\*\*\* Actual special education enrollment reflects December 1 count (as reported to the Virginia Department of Education) and includes dual enrolled students. The projected enrollment for FY 2018 does not include dual enrolled students (99 dual enrolled students are projected for FY 2018).

## 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.
- 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, 2016 total PreK-12 enrollment was 26,152 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 1,282 seats.

For the past five 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 2026.

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, 2015 thru September 30th, 2016) 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 one percent. The projection for the 2016-2017 school year was 26,414 and the actual enrollment as of September 30, 2016, totaled 26,152; a difference of -262 students (-1%) distributed across 33 schools.

The following table shows the enrollment projections for FY 2018 through FY 2023. The enrollment for elementary schools includes all PreK students in the Virginia Preschool Initiative (VPI) classes, Montessori and PreK Special Education programs.

### FY 2018 – FY 2023 ENROLLMENT PROJECTIONS

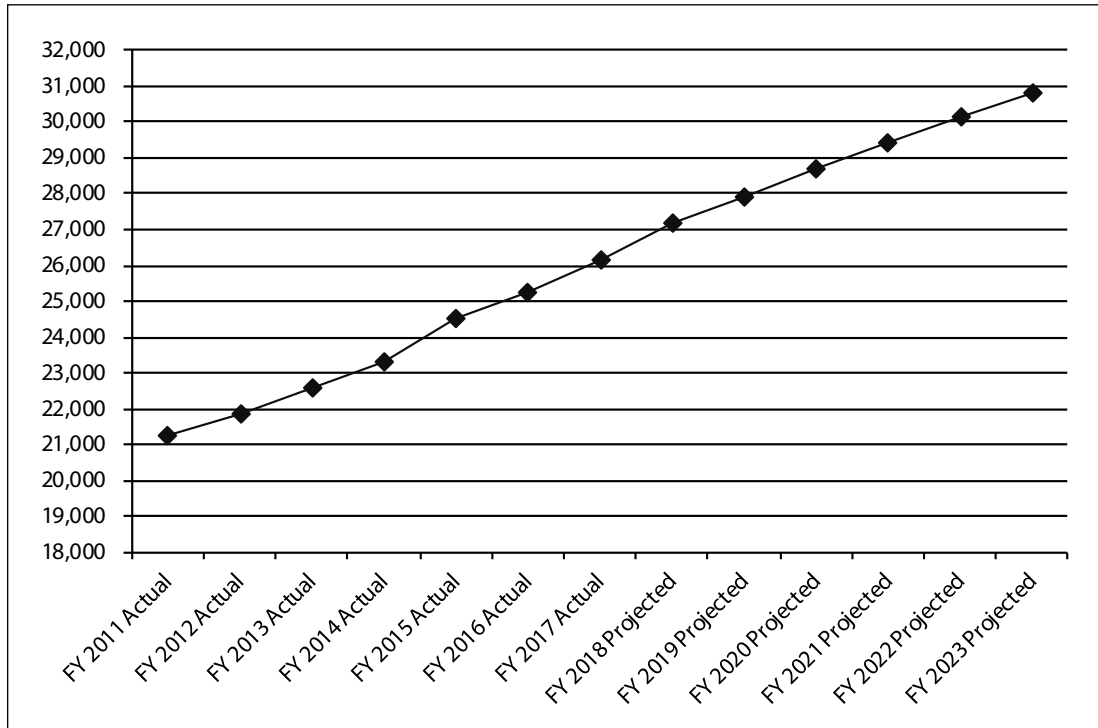
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Elementary Schools	14,401	14,370	14,452	14,570	14,673	14,954
Secondary Schools	12,754	13,382	14,129	14,739	15,339	15,718
Langston/Stratford	121	127	127	126	127	127
<b>TOTAL</b>	<b>27,276</b>	<b>27,879</b>	<b>28,708</b>	<b>29,435</b>	<b>30,139</b>	<b>30,799</b>

# Enrollment Projections



The following graph shows actual enrollment as of September 30 of each year for FY 2011 through FY 2017. The enrollment numbers for FY 2018 through FY 2023 are projected.

## ENROLLMENT



## Personnel Resources

Salaries and benefits make up just over 79% of the total budget. The School Board's Adopted FY 2018 budget includes 4,674.45 positions. Below is a summary of the positions added and reduced. Details can be found on pages 39-90.

For FY 2018, an additional 47.8 positions were added due to the projected increase in enrollment:

- An increase of 18.7 positions at the elementary schools
  - ✦ 17.10 teachers
  - ✦ 0.60 counselor
  - ✦ 1.00 clerical
- A decrease of 1.8 positions at the middle schools
  - ✦ 7.5 teachers
  - ✦ -13.00 assistants
  - ✦ 1.20 guidance counselors
  - ✦ 0.50 clerical
  - ✦ 1.00 assistant principal
  - ✦ 1.00 librarian
- An increase of 24.10 positions at the high schools and other school programs
  - ✦ 13.10 teachers
  - ✦ 9.00 assistants
  - ✦ 1.00 guidance counselors
  - ✦ 0.50 clerical
  - ✦ 0.50 assistant principal
- An increase of 6.8 positions in other school-based

Baseline adjustments result in an increase of 9.80 positions:

- ✦ An decrease of 1.00 specialist position in Instruction
- ✦ An decrease of 0.50 custodial position
- ✦ An increase of 9.00 positions in the Extended Day office
- ✦ An increase of 2.30 positions in Grant Funds (accounting adjustment made based on current FTE-no budget impact)

New investments add 24.00 positions:

- ✦ 1.00 AETV producer
- ✦ 11.00 bus drivers and bus attendants
- ✦ 3.00 high school HVAC technicians
- ✦ 2.00 paraprofessional support for elementary interlude
- ✦ 3.00 project planning managers

# Personnel Resources



- ✦ 2.00 technicians
- ✦ 1.00 planner
- ✦ 1.00 transportation planner

Savings and efficiencies result in a decrease of a 1.00 position:

- ✦ -1.0 administrative assistant

Continued growth initiatives add 49.00 positions:

- ✦ 10.00 positions for Arlington Tech
- ✦ 1.00 position for central registration
- ✦ 16.50 positions for student and instructional support
- ✦ 21.50 positions for infrastructure and support needs

The additions and reductions listed above, when added to the FY 2017 Adopted Budget position total, result in the FY 2018 School Board's Adopted budget figure of 4,674.45 positions, a net increase of 129.60 positions.

## EMPLOYEE GROUP POSITION SUMMARY

FUND	EMPLOYEE GROUP	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
		ACTUAL**	ACTUAL**	ACTUAL**	ADOPTED	ADOPTED
<b>School Operating</b>	Administrators			229.00	233.50	229.00
	Assistants			595.04	611.60	613.90
	Bus Drivers and Attendants			196.50	206.50	234.50
	Custodial and Maintenance			225.00	220.00	227.00
	Support			386.45	408.90	426.50
	Teachers			2,639.68	2,617.01	2,686.41
<b>School Operating Total</b>		<b>3,855.55</b>	<b>3,993.24</b>	<b>4,271.67</b>	<b>4,297.51</b>	<b>4,417.31</b>
<b>Community Activities*</b>	Administrators			76.00	75.50	75.00
	Assistants			2.00	2.00	2.00
	Custodial and Maintenance			23.50	26.00	25.00
	Support			16.00	10.75	19.75
	Teachers			1.00	1.00	1.00
<b>Community Activities Total</b>		<b>106.50</b>	<b>107.00</b>	<b>118.50</b>	<b>115.25</b>	<b>122.75</b>
<b>Capital Projects</b>	Administrator			8.00	1.00	1.00
	Support			1.00	0.00	0.00
<b>Capital Projects Total</b>		<b>7.25</b>	<b>8.25</b>	<b>8.00</b>	<b>1.00</b>	<b>1.00</b>
<b>Food and Nutrition Services*</b>	Administrators			2.00	2.00	2.00
	Support			4.00	4.00	4.00
<b>Food and Nutrition Services Total</b>		<b>6.00</b>	<b>7.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
<b>Grants and Restricted Programs***</b>						
<b>Grants and Restricted Programs Total</b>		<b>122.26</b>	<b>119.46</b>	<b>119.46</b>	<b>125.09</b>	<b>127.39</b>
<b>GRAND TOTAL</b>		<b>4,097.56</b>	<b>4,234.95</b>	<b>4,524.63</b>	<b>4,544.85</b>	<b>4,674.45</b>

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

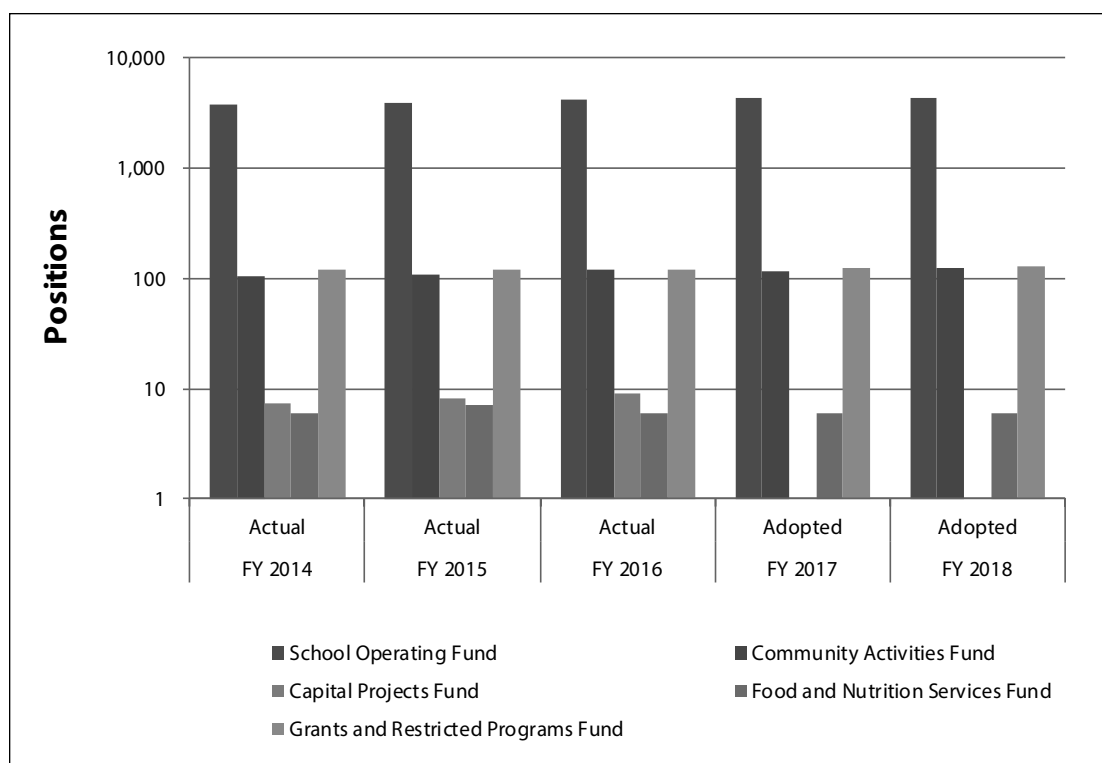
\*\* Actuals by employee group are not available at this time but these figures will be reported in future budgets.

\*\*\* Grant adopted FTEs are not budgeted by employee group.

# Personnel Resources

## EMPLOYEE GROUP POSITION SUMMARY

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
	ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
School Operating Fund	3,855.55	3,993.24	4,271.67	4,297.51	4,417.31
Community Activities Fund	106.50	107.00	118.50	115.25	122.75
Capital Projects Fund	7.25	8.25	9.00	1.00	1.00
Food and Nutrition Services Fund	6.00	7.00	6.00	6.00	6.00
Grants and Restricted Programs Fund	122.26	119.46	119.46	125.09	127.39
<b>TOTAL</b>	<b>4,097.56</b>	<b>4,234.95</b>	<b>4,524.63</b>	<b>4,544.85</b>	<b>4,674.45</b>





# Outstanding Debt and Bond Amortization



## BOND AMORTIZATION SCHEDULE

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2018	\$35,122,054	\$17,178,870	\$52,300,924
2019	\$38,224,215	\$19,770,218	\$57,994,433
2020	\$38,253,214	\$21,284,843	\$59,538,057
2021	\$40,167,751	\$22,085,933	\$62,253,683
2022	\$40,410,492	\$22,713,373	\$63,123,866
2023	\$40,526,999	\$22,022,103	\$62,549,103
2024	\$41,576,500	\$21,508,178	\$63,084,678
2025	\$43,211,500	\$21,223,520	\$64,435,020
2026	\$41,011,500	\$19,256,203	\$60,267,703
2027	\$43,626,500	\$17,302,844	\$60,929,344
2028	\$38,631,500	\$15,339,057	\$53,970,557
2029	\$34,976,500	\$13,721,249	\$48,697,749
2030	\$34,846,500	\$12,276,405	\$47,122,905
2031	\$33,516,500	\$10,839,910	\$44,356,410
2032	\$31,856,500	\$9,428,212	\$41,284,713
2033	\$29,426,500	\$8,056,256	\$37,482,756
2034	\$24,756,500	\$6,792,050	\$31,548,550
2035	\$22,936,500	\$5,604,025	\$28,540,525
2036	\$21,436,500	\$4,512,375	\$25,948,875
2037	\$18,151,500	\$3,489,475	\$21,640,975
2038	\$15,676,500	\$2,581,900	\$18,258,400
2039	\$11,811,500	\$1,798,075	\$13,609,575
2040	\$8,875,000	\$1,207,500	\$10,082,500
2041	\$6,467,500	\$763,750	\$7,231,250
2042	\$4,162,500	\$440,375	\$4,602,875
2043	\$2,985,000	\$232,250	\$3,217,250
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
<b>TOTAL</b>	<b>\$752,283,725</b>	<b>\$302,168,949</b>	<b>\$1,054,452,675</b>

# 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
<b>TOTAL 1996</b>	<b>\$29,120,000</b>

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
<b>TOTAL 1998</b>	<b>\$50,705,000</b>

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
<b>TOTAL 2000</b>	<b>\$42,612,500</b>

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
<b>TOTAL 2002</b>	<b>\$78,996,000</b>

# 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
<b>TOTAL 2004</b>	<b>\$78,128,000</b>

2006	
Career Center	\$2,000,000
Jefferson - design	\$2,435,000
Wakefield - design	\$4,477,000
Yorktown - Phase II partial construction	\$24,800,000
<b>TOTAL 2006</b>	<b>\$33,712,000</b>

2008	
Career Center	\$5,350,000
Jefferson	\$4,184,000
Wakefield	\$31,428,000
Yorktown	\$56,400,000
Not Sold	\$2,063,000
<b>TOTAL 2008</b>	<b>\$99,425,000</b>

2010	
Connect Arlington	\$2,303,000
HVAC	\$11,602,000
Roofing	\$4,700,000
Wakefield	\$84,285,000
Not Sold	\$2,000
<b>TOTAL 2010</b>	<b>\$102,888,000</b>

2012	
Discovery	\$25,765,169
McKinley	\$10,134,831
HVAC	\$4,360,000
Roofing	\$2,359,000
<b>TOTAL 2012</b>	<b>\$42,619,000</b>

2014	
Abingdon	\$28,245,959
McKinley	\$7,500,000
New Elementary	\$25,200,000
Stratford	\$5,250,000
Washington-Lee Space Conversion	\$5,000,000
Wilson Site	\$7,500,000
HVAC	\$1,730,000
Infrastructure	\$3,920,000
Roofing	\$3,900,000
<b>TOTAL 2014</b>	<b>\$88,245,959</b>

2016	
Career Center	\$2,000,000
Secondary Seats	\$5,000,000
Wilson Site	\$36,000,000
HVAC	\$2,500,000
Infrastructure	\$1,000,000
Roofing	\$3,000,000
<b>TOTAL 2016</b>	<b>\$49,500,000</b>

# 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
2009N	\$53,352	\$1,524,688	\$1,578,040
2009R	\$164,325	\$3,914,400	\$4,078,725
2009D	\$993,139	\$12,368,176	\$13,361,315
2010QSCB	\$131,407	\$2,000,000	\$2,131,407
2010N	\$4,952,638	\$21,490,000	\$26,442,638
2010R	\$2,890,454	\$24,608,312	\$27,498,766
2011AB	\$458,154	\$6,675,000	\$7,133,154
2012A	\$12,728,575	\$39,255,000	\$51,983,575
2012C	\$1,302,886	\$16,283,650	\$17,586,536
2013A	\$3,500,900	\$13,435,000	\$16,935,900
2013B	\$4,392,000	\$11,590,000	\$15,982,000
2013C	\$1,378,214	\$23,200,000	\$24,578,214
2014A	\$9,004,200	\$2,734,500	\$11,738,700
2014B	\$7,129,625	\$19,725,000	\$26,854,625
2015	\$8,930,625	\$27,000,000	\$35,930,625
2016A	\$14,564,024	\$30,925,000	\$45,489,024
2016B	\$24,153,681	\$71,650,000	\$95,803,681
2017	\$31,950,287	\$75,200,000	\$107,150,287
<b>TOTAL</b>	<b>\$128,678,486</b>	<b>\$403,578,726</b>	<b>\$532,257,212</b>



# **INFORMATIONAL: SUPPLEMENTAL**

Fee Schedules

Budgeted Expenditures  
by Line Item

Acronym Index

Glossary

FY 2018 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 2017-2018 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.

The charts below are fees and charges for the use of school facilities for FY 2018.

### 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



INFORMATIONAL:  
SUPPLEMENTAL

## 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.



INFORMATIONAL:  
SUPPLEMENTAL

# Fee Schedules

## PERSONNEL SERVICE FEES

CATEGORY	FEES CHARGED PER HOUR
Custodian*	\$40
Cafeteria staff Manager**	\$39
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 2018 remain the same as the previous year.

### COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2017

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		



INFORMATIONAL:  
SUPPLEMENTAL

# Fee Schedules

## COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2017

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



INFORMATIONAL:  
**SUPPLEMENTAL**

## 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 FY 2018 are listed below.

CATEGORY	FY 2017 ADOPTED		FY 2018 ADOPTED	
	BREAKFAST	LUNCH	BREAKFAST	LUNCH
Elementary	\$1.60	\$2.80	\$1.65	\$2.85
Secondary	\$1.60	\$2.90	\$1.65	\$2.95
Reduced	\$0.00	\$0.40	\$0.00	\$0.00
Adult	\$2.55	\$3.55	\$2.60	\$3.75
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 2017 FEES	FY 2018 ADOPTED FEES	% INCREASE
Income to \$24,000	771	801	4.0%
\$24,001 - \$27,000	1,050	1,092	4.0%
\$27,001 - \$30,000	1,363	1,417	4.0%
\$30,001 - \$33,000	1,807	1,879	4.0%
\$33,001 - \$37,000	2,305	2,398	4.0%
\$37,001 - \$41,000	2,961	3,079	4.0%
\$41,001 - \$46,000	3,699	3,846	4.0%
\$46,001 - \$51,000	4,518	4,699	4.0%
\$51,001 - \$57,000	5,421	5,637	4.0%
\$57,001 - \$62,000	6,542	6,803	4.0%
\$62,001 - \$67,000	7,761	8,072	4.0%
\$67,001 - \$72,000	9,084	9,447	4.0%
\$72,001 - \$77,000	9,728	10,117	4.0%
\$77,001 - \$82,000	10,419	10,835	4.0%
\$82,001 - \$86,880	10,468	10,887	4.0%
\$86,880 - \$90,000	10,468	10,887	4.0%
\$90,001 - \$96,000	10,517	10,938	4.0%
\$96,001 - \$110,000	10,568	10,991	4.0%
\$110,001 - \$125,000	10,876	11,366	4.5%
\$125,001 - \$150,000	11,192	11,752	5.0%
\$150,001 - \$175,000	11,516	12,149	5.5%
\$175,000 - \$200,000	11,847	12,558	6.0%
\$200,001 and up	12,187	12,979	6.5%

*Note: \$86,880 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 2018 outlined below were approved by the School Board in December 2016.

	FY 2017 ADOPTED		FY 2018 ADOPTED	
	FULL COST*	REDUCED COST*	FULL COST*	REDUCED COST*
<b>ELEMENTARY ENRICHMENT</b>				
Global Village	\$560	\$102	\$560	\$102
Summer Laureate	\$560	\$102	\$560	\$102
<b>SECONDARY ENRICHMENT</b>				
Middle School Enrichment-National and World Affairs	\$347	\$77	\$354	\$77
New Work for Credit	\$225	\$69	\$251	\$87
Driver's Education	\$1571	\$199	\$1851	\$227
<b>CAREER CENTER ENRICHMENT</b>				
Saturday classes	\$227	\$23	\$227	\$23
9 day Summer Session	\$466	\$47	N/A	N/A
10 day Summer Session	\$518	\$52	\$518	\$52
OUTDOOR LAB	\$594	Contact Science Office at 703-228-6166	\$684	Contact Science Office at 703-228-6166
<b>SUMMER SCHOOL</b>				
Non-Enrichment Classes	\$100	\$56	\$100	\$56

\* Includes registration fee



INFORMATIONAL:  
SUPPLEMENTAL

# 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 473 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.

## ADOPTED 2017–2018 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	\$10.00	\$8.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$19.00	\$14.00
\$12,001 - \$16,000	\$9.00	\$7.00	\$38.00	\$29.00
\$16,001 - \$20,000	\$19.00	\$14.00	\$77.00	\$58.00
\$20,001 - \$26,000	\$28.00	\$21.00	\$115.00	\$86.00
\$26,001 - \$32,000	\$37.00	\$28.00	\$154.00	\$116.00
\$32,001 - \$38,000	\$46.00	\$35.00	\$192.00	\$144.00
\$38,001 - \$46,000	\$56.00	\$42.00	\$231.00	\$173.00
\$46,001 - \$55,000	\$74.00	\$56.00	\$307.00	\$230.00
\$55,001 - \$65,000	\$88.00	\$66.00	\$365.00	\$274.00
\$65,001 and Above	\$93.00	\$93.00	\$384.00	\$384.00

\*Abingdon, Campbell, Carlin Springs, Claremont



# Fee Schedules



INFORMATIONAL:  
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## ADOPTED 2017–2018 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	\$4.00	\$3.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$7.00	\$5.00	\$17.00	\$13.00
\$12,001 - \$16,000	\$14.00	\$11.00	\$34.00	\$26.00
\$16,001 - \$20,000	\$28.00	\$21.00	\$67.00	\$50.00
\$20,001 - \$26,000	\$43.00	\$32.00	\$101.00	\$76.00
\$26,001 - \$32,000	\$57.00	\$43.00	\$135.00	\$101.00
\$32,001 - \$38,000	\$71.00	\$53.00	\$168.00	\$126.00
\$38,001 - \$46,000	\$85.00	\$64.00	\$202.00	\$152.00
\$46,001 - \$55,000	\$114.00	\$86.00	\$269.00	\$202.00
\$55,001 - \$65,000	\$135.00	\$101.00	\$320.00	\$240.00
\$65,001 and Above	\$142.00	\$142.00	\$337.00	\$337.00

\*Arlington Traditional School, Barrett, Long Branch, Randolph



INFORMATIONAL:  
SUPPLEMENTAL

# Fee Schedules

ADOPTED 2017–2018 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	\$10.00	\$8.00	\$14.00	\$11.00
\$12,001 - \$16,000	\$19.00	\$14.00	\$29.00	\$22.00
\$16,001 - \$20,000	\$39.00	\$29.00	\$57.00	\$43.00
\$20,001 - \$26,000	\$58.00	\$44.00	\$86.00	\$65.00
\$26,001 - \$32,000	\$77.00	\$58.00	\$115.00	\$86.00
\$32,001 - \$38,000	\$96.00	\$72.00	\$143.00	\$107.00
\$38,001 - \$46,000	\$116.00	\$87.00	\$172.00	\$129.00
\$46,001 - \$55,000	\$154.00	\$116.00	\$229.00	\$172.00
\$55,001 - \$65,000	\$183.00	\$137.00	\$272.00	\$204.00
\$65,001 and Above	\$193.00	\$193.00	\$286.00	\$286.00

\*Arlington Science Focus, Ashlawn, Barcroft, Discovery, Drew, Glebe, Henry, Hoffman-Boston, Jamestown, Key, McKinley, Nottingham, Oakridge, Taylor, Tuckahoe

# Fee Schedules



INFORMATIONAL:  
**SUPPLEMENTAL**

ADOPTED 2017–2018 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	\$19.00	\$14.00
\$12,001 - \$16,000	\$38.00	\$29.00
\$16,001 - \$20,000	\$75.00	\$56.00
\$20,001 - \$26,000	\$113.00	\$85.00
\$26,001 - \$32,000	\$151.00	\$113.00
\$32,001 - \$38,000	\$188.00	\$141.00
\$38,001 - \$46,000	\$226.00	\$170.00
\$46,001 - \$55,000	\$302.00	\$227.00
\$55,001 - \$65,000	\$358.00	\$269.00
\$65,001 and Above	\$377.00	\$377.00



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SUPPLEMENTAL

## 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	\$10.00	\$8.00	\$19.00	\$14.00
\$12,001 - \$16,000	\$19.00	\$14.00	\$38.00	\$29.00
\$16,001 - \$20,000	\$39.00	\$29.00	\$75.00	\$56.00
\$20,001 - \$26,000	\$58.00	\$44.00	\$113.00	\$85.00
\$26,001 - \$32,000	\$77.00	\$58.00	\$151.00	\$113.00
\$32,001 - \$38,000	\$96.00	\$72.00	\$188.00	\$141.00
\$38,001 - \$46,000	\$116.00	\$87.00	\$226.00	\$170.00
\$46,001 - \$55,000	\$154.00	\$116.00	\$302.00	\$227.00
\$55,001 - \$65,000	\$183.00	\$137.00	\$358.00	\$269.00
\$65,001 and Above	\$193.00	\$193.00	\$377.00	\$377.00

# 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



INFORMATIONAL:  
**SUPPLEMENTAL**

# Fee Schedules

ADOPTED 2017–2018 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	
	MONTHLY	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$3.00	\$2.00	\$6.00	\$5.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$12.00	\$9.00
\$12,001 - \$16,000	\$11.00	\$8.00	\$23.00	\$17.00
\$16,001 - \$20,000	\$22.00	\$17.00	\$46.00	\$35.00
\$20,001 - \$26,000	\$33.00	\$25.00	\$69.00	\$52.00
\$26,001 - \$32,000	\$44.00	\$33.00	\$91.00	\$68.00
\$32,001 - \$38,000	\$55.00	\$41.00	\$114.00	\$86.00
\$38,001 - \$46,000	\$65.00	\$49.00	\$137.00	\$103.00
\$46,001 - \$55,000	\$87.00	\$65.00	\$182.00	\$137.00
\$55,001 - \$65,000	\$104.00	\$78.00	\$216.00	\$162.00
\$65,001 and Above	\$109.00	\$109.00	\$227.00	\$227.00

# Fee Schedules



INFORMATIONAL:  
**SUPPLEMENTAL**

## ADOPTED SUMMER 2017 EXTENDED DAY FEES

2017 SUMMER SITE:	ATS			2017 SUMMER SITE:	ASHLAWN (MATH CAMP)		
INCOME BRACKET	3 WKS: 9:30 AM–1:30 PM			INCOME BRACKET	3 WKS: 9:00 AM–1:00 PM		
	BEFORE	AFTER	BOTH		BEFORE	AFTER	BOTH
Less than \$8,000	\$3.00	\$6.00	\$9.00	Below \$8,000	\$3.00	\$7.00	\$10.00
\$8,001 - \$12,000	\$7.00	\$13.00	\$20.00	\$8,001 - \$12,000	\$6.00	\$14.00	\$20.00
\$12,001 - \$16,000	\$13.00	\$25.00	\$38.00	\$12,001 - \$16,000	\$11.00	\$27.00	\$38.00
\$16,001 - \$20,000	\$27.00	\$50.00	\$77.00	\$16,001 - \$20,000	\$22.00	\$54.00	\$76.00
\$20,001 - \$26,000	\$40.00	\$75.00	\$115.00	\$20,001 - \$26,000	\$32.00	\$80.00	\$112.00
\$26,001 - \$32,000	\$53.00	\$101.00	\$154.00	\$26,001 - \$32,000	\$43.00	\$107.00	\$150.00
\$32,001 - \$38,000	\$66.00	\$126.00	\$192.00	\$32,001 - \$38,000	\$54.00	\$133.00	\$187.00
\$38,001 - \$46,000	\$80.00	\$151.00	\$231.00	\$38,001 - \$46,000	\$64.00	\$160.00	\$224.00
\$46,001 - \$55,000	\$106.00	\$201.00	\$307.00	\$46,001 - \$55,000	\$85.00	\$213.00	\$298.00
\$55,001 - \$65,000	\$126.00	\$239.00	\$365.00	\$55,001 - \$65,000	\$101.00	\$253.00	\$354.00
\$65,001 and above	\$133.00	\$251.00	\$384.00	\$65,001 and above	\$107.00	\$266.00	\$373.00



INFORMATIONAL:  
SUPPLEMENTAL

# Fee Schedules

## ADOPTED SUMMER 2017 EXTENDED DAY FEES

2017 SUMMER SITE:	CARLIN SPRINGS, DISCOVERY			2017 SUMMER SITE	DREW, HOFFMAN-BOSTON, LONG BRANCH			2017 SUMMER SITE:	ASHLAWN, CLAREMONT, GLEBE, KEY, STRATFORD (P.M. ONLY)		
INCOME BRACKET	5 WKS: 8:00 AM–11:00 AM			INCOME BRACKET	5 WKS: 8:30 AM–11:30 AM			INCOME BRACKET	5 WKS: 9:00 AM–12:00 PM		
	BEFORE	AFTER	BOTH		BEFORE	AFTER	BOTH		BEFORE	AFTER	BOTH
Below \$8,000	\$2.00	\$15.00	\$17.00	Below \$8,000	\$3.00	\$14.00	\$17.00	Below \$8,000	\$5.00	\$14.00	\$19.00
\$8,001 - \$12,000	\$4.00	\$31.00	\$35.00	\$8,001 - \$12,000	\$7.00	\$29.00	\$36.00	\$8,001 - \$12,000	\$9.00	\$27.00	\$36.00
\$12,001 - \$16,000	\$9.00	\$62.00	\$71.00	\$12,001 - \$16,000	\$13.00	\$57.00	\$70.00	\$12,001 - \$16,000	\$18.00	\$54.00	\$72.00
\$16,001 - \$20,000	\$18.00	\$124.00	\$142.00	\$16,001 - \$20,000	\$27.00	\$115.00	\$142.00	\$16,001 - \$20,000	\$36.00	\$107.00	\$143.00
\$20,001 - \$26,000	\$27.00	\$186.00	\$213.00	\$20,001 - \$26,000	\$40.00	\$172.00	\$212.00	\$20,001 - \$26,000	\$54.00	\$160.00	\$214.00
\$26,001 - \$32,000	\$35.00	\$248.00	\$283.00	\$26,001 - \$32,000	\$53.00	\$230.00	\$283.00	\$26,001 - \$32,000	\$71.00	\$213.00	\$284.00
\$32,001 - \$38,000	\$44.00	\$310.00	\$354.00	\$32,001 - \$38,000	\$66.00	\$287.00	\$353.00	\$32,001 - \$38,000	\$89.00	\$266.00	\$355.00
\$38,001 - \$46,000	\$53.00	\$371.00	\$424.00	\$38,001 - \$46,000	\$80.00	\$345.00	\$425.00	\$38,001 - \$46,000	\$107.00	\$319.00	\$426.00
\$46,001 - \$55,000	\$71.00	\$495.00	\$566.00	\$46,001 - \$55,000	\$106.00	\$460.00	\$566.00	\$46,001 - \$55,000	\$142.00	\$425.00	\$567.00
\$55,001 - \$65,000	\$84.00	\$588.00	\$672.00	\$55,001 - \$65,000	\$126.00	\$546.00	\$672.00	\$55,001 - \$65,000	\$169.00	\$504.00	\$673.00
\$65,001 and above	\$89.00	\$619.00	\$708.00	\$65,001 and above	\$133.00	\$575.00	\$708.00	\$65,001 and above	\$178.00	\$531.00	\$709.00



# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Salaries	40414	Staff Contingency Fund	\$4,144,105
		40429	Compensation Contingency	\$2,400,000
		40508	Staff Contingency-Advanced Classes	\$723,613
		41200	School Board Members	\$127,001
		41201	Legislative Liaison	\$32,008
		41203	Superintendent	\$232,261
		41204	Academic Stipend	\$1,535,376
		41205	Professional Staff	\$1,438,967
		41206	Department Chairs Stipends	\$51,436
		41207	Coaching-Athletic	\$1,269,616
		41208	Coordinator	\$3,721,513
		41210	Curriculum Work	\$83,657
		41211	School/Family Counselor	\$40,910
		41215	Supt Travel Allotment	\$7,344
		41216	Assistant Superintendent	\$1,353,726
		41219	Guidance Counselor	\$8,451,804
		41220	Inservice Professional	\$261,544
		41221	Teacher-Elective/Core Supplement	\$380,130
		41222	Itinerant Teacher	\$20,942,433
		41223	Teacher-ACT II After School Electives	\$333,000
		41227	Homebound Teacher Hourly	\$173,199
		41228	Librarian	\$3,521,663
		41229	Safety Patrol Sponsor	\$67,252
		41230	Teacher Hourly	\$1,328,218
		41231	Principal	\$5,306,870
		41232	Assistant Principal	\$6,183,091
		41234	In-school Alternative Program	\$213,765
		41235	Psychologist	\$3,458,169
		41236	Science Contact Teaching	\$17,655
		41237	School Resource Assistant	\$3,700,140
		41241	Extended Contract	\$111,650
		41243	Analyst	\$2,135,682
		41244	Specialist	\$4,278,024
		41246	Teacher-Vocational Assessment	\$107,820
		41247	Substitute Teacher-Personal Leave	\$2,797,798
		41249	Substitute Teacher-Other Leave	\$5,420
		41250	Summer School T-Scale	\$2,514,850
		41254	Teacher	\$161,858,304
		41260	Career Education	\$2,138,988
		41265	Separation Pay	\$2,500,000
		41267	Visiting Tchr/Social Wrkr	\$2,397,442
		41270	Student Activities Director	\$412,464
		41272	Team Leader	\$144,290
41273	Athletic Trainer	\$139,655		
41281	Occupational Therapist	\$2,566,198		
41282	Pre-K Coordinator	\$130,694		
41283	Interpreter	\$79,269		



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SUPPLEMENTAL

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Salaries	41284	Asst Dir-Student Activities	\$129,205
		41285	Assessment Director	\$123,885
		41288	Technology Coordinator	\$3,603,220
		41289	Resource Teacher	\$6,592,491
		41293	Teacher Mentor	\$332,743
		41295	Substitute-Professional Leave	\$8,000
		41296	Substitute-P & E Scale	\$29,988
		41297	Summer School Administrative	\$119,043
		41298	Staff Hourly	\$490,545
		41299	Lapse and Turnover	(\$3,612,500)
		41309	Clerical + Secretarial	\$3,483,173
		41310	Clerical School Substitute	\$65,951
		41311	Clerical and Secretarial-Part-time	\$280,407
		41314	Bus Attendant	\$1,775,762
		41316	Custodian-Regular	\$9,608,332
		41317	Overtime	\$1,406,149
		41318	Director	\$3,708,182
		41319	Assistant Director	\$579,218
		41320	Driver-Lead	\$400,171
		41321	Clerical-Non-School Substitute	\$2,175
		41322	Driver-Regular	\$5,248,121
		41323	Driver-Swing	\$203,290
		41324	Educational Secretary	\$5,917,434
		41325	Management Staff	\$186,659
		41329	Temporary Employment	\$49,160
		41332	Job Placement Specialist	\$248,536
		41333	Translator Hourly	\$103,032
		41337	Instructional Secretary	\$2,258,037
		41346	Stipend	\$280,614
		41348	Lunchroom Attendant	\$547,471
		41349	Maintenance-Regular	\$4,167,969
		41351	Manager	\$427,378
		41356	Supervisor	\$3,706,581
		41360	School-based Testing	\$40,018
		41363	Part-time and Temporary Work	\$283,610
		41364	Principal's Aide	\$1,361,446
		41365	Program Specialist	\$466,024
		41368	Security Monitor	\$68,848
		41370	Staff-General	\$4,422,947
		41375	Aide	\$17,942,410
		41376	Tutor Hourly	\$3,572
41377	Aide Hourly	\$474,108		
41378	Technician	\$1,040,478		
41379	Technician Hourly	\$33,814		
41380	Training Program	\$181,285		
41383	Field Trip Differential	\$297		
41386	P/T Rep/Main Technicians	\$156,060		

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Salaries	41390	Substitute Instructional Aide-Personal Leave	\$20,595	
		41391	Early Retirement Cost	\$100,000	
		41392	Athletic Trainer Stipend	\$47,319	
		41396	Television Producer/Writer	\$405,787	
		41398	Dispatcher	\$131,851	
	<b>Salaries Total</b>				<b>\$335,469,902</b>
	Employee Benefits		42408	Superintendent Benefits	\$70,570
			42409	Parental Leave	\$500,000
			42415	Employer FICA Costs	\$25,007,273
			42416	VRS-M Scale	\$919,724
			42417	County Retirement	\$405,536
			42419	VRS Retirement	\$39,757,685
			42420	Health Premiums	\$33,227,966
			42421	County Life Insurance	\$33,526
			42422	VRS Life Insurance	\$3,667,624
			42423	County Retirement DC Match	\$107,825
			42425	Dental Plan	\$1,058,237
			42426	Benefits Reserve	\$122,000
			42427	Wellness Program Costs	\$4,394
			42428	VRS-Retiree Health Care Credit	\$3,555,792
			42429	VRS Hybrid Plan	\$7,818,896
			42434	Workers Compensation	\$1,500,000
			42436	401(a) Matching	\$896,968
			42438	Unemployment Compensation Insurance	\$110,000
			42439	VLDP(VA Local Disability Program)	\$156,805
			42440	Income Protection Premiums	\$987,400
			42449	Employee Housing Grants	\$149,500
			42450	Scholarships-A Scale	\$30,300
			42469	Scholarships-M Scale	\$5,700
			42470	T Scale Scholarships	\$163,869
			42488	E Scale Scholarships	\$9,690
			42491	G Scale Scholarships	\$4,750
	42492	P Scale Scholarships	\$1,900		
	42494	Flexible Benefits Plan	\$40,000		
	<b>Employee Benefits Total</b>				<b>\$120,313,930</b>
	Purchased Services		43400	State Governor's School	\$25,000
			43401	Special Events	\$95,225
43402			Agenda Notices	\$665	
43404			Legislative Expenses	\$2,850	
43406			Jefferson Sci/Technology Costs	\$922,705	
43407			Budget Document Preparation	\$7,395	
43409			Survey Costs	\$100,000	
43412			Commencement Costs	\$28,690	
43413			County Board Shared Costs	(\$473,675)	
43430			Professional Inservice	\$439,906	
43433			Program Costs	\$2,208,760	
43435	Overhead Costs	(\$638,982)			



INFORMATIONAL:  
SUPPLEMENTAL

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Purchased Services	43437	Hearing Officer/Contract Services	\$350,000
		43439	Insurance Premiums-Fire and Extended Coverage	\$378,000
		43442	Summer Laureate Program Costs	\$12,275
		43444	Liability Insurance	\$174,263
		43445	Tuition Deaf/Blind	\$21,264
		43446	Insurance Premiums-Vehicle Liability	\$105,000
		43447	School Initiative	\$50,000
		43449	Evaluation Costs	\$400,000
		43451	Legal Fees	\$293,750
		43453	Membership Fees	\$42,313
		43455	Arbitration Costs	\$5,850
		43456	Natl Board Certification	\$68,799
		43482	Tuition Expense	\$127,886
		43498	Contract Course	\$3,000
		43527	Credit Card Fee	\$150,000
		43544	Contract Services	\$7,296,239
		43550	Translation Services	\$10,000
		43564	Computer Equipment Maintenance	\$375,658
		43565	Consultant Fees	\$503,055
		43566	Software Licensing	\$1,056,000
		43567	Software Maintenance	\$425,000
		43568	County Computer Usage Charge	\$90,097
		43569	Data Warehouse	\$80,000
		43570	Educational Television Channels	\$18,650
		43586	Professional Services	\$419,155
		43587	Printing and Duplicating Costs	\$278,071
		43588	Publications	\$65,427
		43589	Forms	\$16,000
		43601	Air Quality Assessment	\$45,000
		43602	Air-conditioning Repairs-Materials	\$304,835
		43607	Asbestos Air Monitoring	\$100,000
		43634	Mowing Services	\$108,626
		43657	Pest Control	\$55,225
		43663	Refuse Service	\$344,949
		43667	Roof Repairs	\$15,500
		43682	Water Treatment	\$61,200
		43699	Copy Machines	\$950,307
		43792	Taxi Service	\$1,500
		43874	Equipment Repairs-Business/Marketing	\$500
		43875	Equipment Maintenance	\$618,982
43878	Equipment Repairs-Elevators	\$107,425		
43885	Equipment Repairs	\$230,548		
43887	Equipment Repairs-Public Address Systems	\$100,000		
43890	Building Security System	\$74,699		
43892	Equipment Repairs-Cafeteria	\$320,000		
<b>Purchased Services Total</b>				<b>\$18,973,587</b>

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Other Charges	40404	OPEB Reserve	\$2,633,078
		40405	Enrollment Adjustment Reserve	\$100,000
		40463	Superintendent Reserve	\$49,534
		45430	Inservice Costs-Professional	\$333,087
		45431	Inservice Costs-Support	\$67,050
		45432	Inservice Costs-Administrative	\$153,600
		45454	Miscellaneous Expenses	\$100,925
		45465	Professional Meetings	\$12,504
		45466	Student Activities	\$52,575
		45467	Recruitment Costs	\$154,750
		45468	Registration Fees	\$3,000
		45471	Service Awards	\$24,920
		45472	Transportation	\$260,225
		45474	School-based Professional Staff Development	\$276,312
		45477	Travel Local	\$113,939
		45478	Travel Professional	\$127,645
		45485	Food/Catering	\$6,400
		45486	Northern Virginia Debate and Drama Fee	\$2,139
		45489	Virginia High School League Members	\$17,114
		45497	ADA Costs	\$20,440
		45512	Credit Card Chargeback	\$300
		45535	Superintendent's Seminar	\$15,000
		45536	Fair Costs	\$23,070
		45540	Arts Education Festival	\$9,785
		45541	Gate Receipts/Athletic Expenses	\$90,517
		45557	Hazardous Materials Disposal	\$6,500
		45573	Equipment Rental-Postage Meter	\$6,000
		45581	Officials Fees-Athletic Events	\$116,244
		45582	Drug Testing	\$25,220
		45583	Medical Evaluations and Physical Exams	\$25,529
		45584	Police Record Transcripts	\$66,500
		45585	Postage	\$238,523
		45624	Electricity	\$4,548,345
		45630	Heating Fuel	\$979,365
		45642	Recycling	\$160,850
		45643	Lease Agreement	\$2,910,152
		45653	Leased Space Building Costs	\$157,855
		45669	Cellular Phone Service	\$123,000
		45674	Telephone Service	\$796,830
	45675	Telephone Service-Security Monitor	\$35,000	
45680	Water	\$773,800		
45689	Phone Lines/Energy Conservation	\$7,300		
45696	NCLB Contingency	\$150,000		
	<b>Other Charges Total</b>			<b>\$15,774,922</b>



INFORMATIONAL:  
SUPPLEMENTAL

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Materials and Supplies	46401	Supplies General	\$53,000
		46476	Transp Demand Mgmt Pilot	\$222,640
		46501	Books and Periodicals	\$5,939
		46503	Films, Slides, Tapes, etc.	\$679
		46505	Hand Tools-Industrial Arts	\$18,188
		46506	Instructional Materials	\$512,806
		46507	Library Books and Materials	\$693,816
		46509	Maps, Globes, and Charts	\$52,804
		46510	Summer School Supplies	\$86,000
		46513	Reference Materials	\$5,548
		46514	Supplies Arts Education	\$2,935
		46516	School Supplies	\$1,738,019
		46517	Computer Software	\$779,217
		46518	Student Information System	\$625,000
		46519	Supplies General Office	\$58,379
		46520	Supplies Work and Family Studies	\$40,653
		46521	Supplies Technology Educ	\$99,780
		46522	Supplies Library	\$32,497
		46524	College/Career Resource Materials	\$1,485
		46525	Supplies Office	\$134,212
		46526	Supplies Paper	\$29,422
		46528	Computer Equipment/Software	\$1,139,340
		46530	Supplies Science	\$4,820
		46532	Testing Materials	\$1,241,699
		46533	Supply and Textbook Reserve	\$1,029,883
		46534	Supplemental Supplies	\$104,664
		46537	Computer Forms and Accessories	\$93,284
		46538	On-line Services	\$536,756
		46556	Periodical Holdings	\$284
		46603	Air Filters	\$100,000
		46612	Carpentry Materials	\$8,227
		46613	Cleaning Supplies	\$702,194
		46621	Electrical Materials and Repairs	\$60,000
		46633	Glazing Materials	\$40,000
		46635	Grounds Upkeep General	\$120,000
		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
46668	Shades and Blinds Maintenance	\$25,000		
46678	Uniform Costs	\$229,418		
46690	General Maintenance	\$15,650		
46692	Generators	\$120,000		
46724	Snack Items	\$6,582		

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Materials and Supplies	46725	Meals and Snacks	\$13,050	
		46766	Bus Repairs and Parts	\$92,768	
		46778	Gasoline and Motor Fuel	\$1,272,200	
		46790	Power Equipment Repairs + Parts	\$46,000	
		46797	Vehicle Repairs and Parts	\$37,000	
		46817	Assistive Technology	\$200,000	
		46894	Equipment Repairs-Transportation	\$2,000	
		46896	Equipment Repairs-Television	\$18,050	
	<b>Materials and Supplies Total</b>				<b>\$12,718,110</b>
	Capital Outlay		48599	Program Improvements Additional Cost	\$36,565
			48608	Building Repairs and Maintenance	\$183,250
			48609	Carpentry/Casework	\$62,000
			48610	Electrical Upgrades	\$66,500
			48611	ADA Upgrades	\$60,000
			48626	Cabling	\$25,054
			48650	Locker Replacement	\$24,345
			48676	Telephone Equipment	\$8,000
			48800	Additional Equipment	\$130,931
			48801	Technical/Health/Ag Education Equip	\$23,552
			48804	Additional Buses	\$550,000
			48805	Additional Support Vehicles	\$40,000
			48808	Additional Classroom Equipment	\$645,846
			48809	Additional Television Equipment	\$240,000
			48810	Additional Computer Equipment	\$1,700,000
			48814	Additional Furniture	\$346,976
			48821	E-Rate Technology Equipment	(\$150,000)
			48822	Additional Miscellaneous Equipment	\$534,356
			48835	Inst Techn/Hrdwr/Sftwr	\$692,623
			48836	Circuits and Internet	\$341,040
			48840	Replacement Equipment	\$389,808
			48842	Replacement Audio-Visual Equipment	\$237,654
			48843	Replacement Support Vehicles	\$292,756
			48844	Replacement Buses	\$1,540,000
			48846	Replacement Computer Equipment - Admin	\$132,790
			48847	Replacement Computer Equipment	\$12,496
			48848	Replacement Classroom Furniture	\$161,987
48849			Replacement Network Equipment	\$474,819	
48852	Replacement Furniture	\$83,938			
48860	Replacement Miscellaneous Equipment	\$20,070			
48890	Security Systems	\$156,250			
<b>Capital Outlay Total</b>				<b>\$9,063,606</b>	
Other Uses of Funds		49991	County Board Costs - Drew	(\$100,931)	
		49993	County Board Costs - Hoffman Boston	(\$202,618)	
		49995	County Board Costs - Langston	(\$187,335)	
<b>Other Uses of Funds Total</b>				<b>(\$490,884)</b>	
<b>SCHOOL OPERATING TOTAL</b>				<b>\$511,823,173</b>	



INFORMATIONAL:  
SUPPLEMENTAL

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Community Activities	Salaries	40429	Compensation Contingency	\$275,000	
		41202	Supervision Hourly	\$27,429	
		41205	Professional Staff	\$114,254	
		41208	Coordinator	\$276,246	
		41220	Inservice Professional	\$268	
		41230	Teacher Hourly	\$7,140	
		41237	School Resource Assistant	\$156,925	
		41242	Staff Development Hourly	\$42,563	
		41244	Specialist	\$328,685	
		41247	Substitute Teacher-Personal Leave	\$1,216,642	
		41253	Instructor	\$437,362	
		41299	Lapse and Turnover	(\$217,849)	
		41309	Clerical + Secretarial	\$415,230	
		41315	Custodian-Reimbursable	\$2,825	
		41316	Custodian-Regular	\$1,438,218	
		41317	Overtime	\$27,546	
		41318	Director	\$135,574	
		41334	Asst Supervisor	\$837,387	
		41335	Extended Day Team Leaders	\$180,976	
		41349	Maintenance-Regular	\$207,525	
	41351	Manager	\$187,990		
	41356	Supervisor	\$1,496,548		
	41363	Part-time and Temporary Work	\$1,313		
	41365	Program Specialist	\$57,486		
	41372	Summer Work	\$392,400		
	41377	Aide Hourly	\$3,500,112		
	41390	Substitute Instructional Aide-Personal Leave	\$15,000		
	<b>Salaries Total</b>				<b>\$11,560,797</b>
	Employee Benefits		42415	Employer FICA Costs	\$872,172
			42416	VRS-M Scale	\$57,187
			42417	County Retirement	\$85,591
			42419	VRS Retirement	\$660,310
			42420	Health Premiums	\$716,690
			42421	County Life Insurance	\$8,059
			42422	VRS Life Insurance	\$66,624
			42423	County Retirement DC Match	\$24,126
			42425	Dental Plan	\$28,752
			42428	VRS-Retiree Health Care Credit	\$55,735
			42429	VRS Hybrid Plan	\$100,156
			42436	401(a) Matching	\$17,239
			<b>Employee Benefits Total</b>		
	Purchased Services		43413	County Board Shared Costs	(\$277,911)
			43433	Program Costs	\$112,238
43435			Overhead Costs	\$294,675	



# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Community Activities	Purchased Services	43473	Advertising Expense	\$500	
		43544	Contract Services	\$53,300	
		43565	Consultant Fees	\$500	
		43587	Printing and Duplicating Costs	\$6,750	
		43875	Equipment Maintenance	\$50,000	
		43885	Equipment Repairs	\$40,570	
	<b>Purchased Services Total</b>				<b>\$280,622</b>
	Other Charges	40403	Budget Reserve	\$100,116	
		45430	Inservice Costs-Professional	\$11,550	
		45466	Student Activities	\$87,200	
		45472	Transportation	\$22,500	
		45477	Travel Local	\$1,250	
		45478	Travel Professional	\$5,000	
		45585	Postage	\$9,575	
		45624	Electricity	\$1,131,000	
		45630	Heating Fuel	\$257,000	
		45674	Telephone Service	\$103,330	
	45680	Water	\$248,000		
	<b>Other Charges Total</b>				<b>\$1,976,521</b>
	Materials and Supplies	46503	Films, Slides, Tapes, etc.	\$2,000	
		46516	School Supplies	\$2,898	
		46519	Supplies General Office	\$223,700	
		46525	Supplies Office	\$9,862	
		46533	Supply and Textbook Reserve	\$2,000	
		46613	Cleaning Supplies	\$63,940	
		46678	Uniform Costs	\$6,638	
		46725	Meals and Snacks	\$789,146	
	<b>Materials and Supplies Total</b>				<b>\$1,100,184</b>
	Capital Outlay	48608	Building Repairs and Maintenance	\$232,140	
		48620	Swimming Pool Repairs	\$5,000	
48673		Stage Drapes, Lights, etc.	\$4,951		
48800		Additional Equipment	\$2,000		
48822		Additional Miscellaneous Equipment	\$73,500		
48855		Replacement Multi-Occupational Equip	\$1,380		
48860	Replacement Miscellaneous Equipment	\$1,650			
<b>Capital Outlay Total</b>				<b>\$320,621</b>	
<b>COMMUNITY ACTIVITIES TOTAL</b>				<b>\$17,963,399</b>	
Capital Projects	Salaries	41370	Staff-General	\$108,805	
	<b>Salaries Total</b>				<b>\$108,805</b>
	Employee Benefits	42415	Employer FICA Costs	\$8,324	
		42419	VRS Retirement	\$17,757	
		42420	Health Premiums	\$6,324	
		42422	VRS Life Insurance	\$1,295	
		42425	Dental Plan	\$187	
		42428	VRS-Retiree Health Care Credit	\$1,338	
		42436	401(a) Matching	\$435	
		42440	Income Protection Premiums	\$413	
	<b>Employee Benefits Total</b>				<b>\$36,073</b>



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# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Capital Projects	Purchased Services	43544	Contract Services	\$105,000	
		43565	Consultant Fees	\$140,000	
		43601	Air Quality Assessment	\$55,000	
		43887	Equipment Repairs-Public Address Systems	\$30,000	
		43892	Equipment Repairs-Cafeteria	\$100,000	
	<b>Purchased Services Total</b>				<b>\$430,000</b>
	Other Charges	40403	Budget Reserve	\$390,956	
	<b>Other Charges Total</b>				<b>\$390,956</b>
	Materials and Supplies	46618	Concrete Repairs	\$100,000	
		46635	Grounds Upkeep General	\$690,000	
		46655	Painting Materials	\$155,000	
		46658	Plumbing Materials	\$140,000	
	<b>Materials and Supplies Total</b>				<b>\$1,085,000</b>
	Capital Outlay	48600	Relocatables	\$1,457,662	
		48608	Building Repairs and Maintenance	\$375,000	
		48611	ADA Upgrades	\$75,000	
		48665	Roof Restoration	\$125,000	
		48673	Stage Drapes, Lights, etc.	\$260,000	
		48688	Building Systems Renewal	\$1,185,000	
		48863	Flooring	\$405,000	
		48890	Security Systems	\$125,000	
	48897	Playground Equipment and Repairs	\$400,000		
	<b>Capital Outlay Total</b>				<b>\$4,407,662</b>
<b>CAPITAL PROJECTS TOTAL</b>				<b>\$6,458,495</b>	
Food and Nutrition Services	Salaries	41208	Coordinator	\$69,534	
		41303	Cafeteria Substitute	\$442,856	
		41304	Cafeteria Manager	\$1,049,424	
		41305	Cafeteria Cook	\$149,556	
		41306	Cafeteria Helper	\$596,210	
		41317	Overtime	\$111,779	
		41318	Director	\$135,574	
		41370	Staff-General	\$318,406	
		41372	Summer Work	\$15,000	
	<b>Salaries Total</b>				<b>\$2,888,340</b>
	Employee Benefits	42415	Employer FICA Costs	\$219,899	
		42416	VRS-M Scale	\$74,454	
		42417	County Retirement	\$91,945	
		42419	VRS Retirement	\$85,438	
		42420	Health Premiums	\$382,307	
		42421	County Life Insurance	\$7,183	
		42422	VRS Life Insurance	\$21,678	
		42423	County Retirement DC Match	\$25,917	
		42425	Dental Plan	\$14,536	
		42428	VRS-Retiree Health Care Credit	\$6,439	
		42429	VRS Hybrid Plan	\$11,424	
		42436	401(a) Matching	\$9,708	
		42439	VLDP (VA Local Disability Program)	\$978	
42440	Income Protection Premiums	\$8,440			
<b>Employee Benefits Total</b>				<b>\$960,347</b>	

# Budgeted Expenditures by Line Item

## EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
<b>Food and Nutrition Services</b>	Purchased Services	43430	Professional Inservice	\$1,200	
		43453	Membership Fees	\$200	
		43587	Printing and Duplicating Costs	\$10,500	
		43885	Equipment Repairs	\$750	
	<b>Purchased Services Total</b>				<b>\$12,650</b>
	Other Charges	40403	Budget Reserve	\$100,449	
		45430	Inservice Costs-Professional	\$1,500	
		45465	Professional Meetings	\$250	
		45468	Registration Fees	\$250	
		45477	Travel Local	\$1,000	
		45478	Travel Professional	\$2,000	
		45484	Meals Professional Travel	\$500	
		45485	Food/Catering	\$2,500	
		45585	Postage	\$800	
	45669	Cellular Phone Service	\$2,000		
	<b>Other Charges Total</b>				<b>\$111,249</b>
	Materials and Supplies	46519	Supplies General Office	\$1,500	
		46525	Supplies Office	\$11,000	
		46526	Supplies Paper	\$1,000	
		46528	Computer Equipment/Software	\$40,000	
		46678	Uniform Costs	\$5,000	
		46705	Dairy Products (Milk-Cheese-Eggs-Juice)	\$425,000	
		46715	Grocery Items	\$3,700,000	
		46735	Meat, Fish, and Poultry	\$20,000	
		46746	Produce Fresh	\$410,000	
	46749	USDA Govt-donated Commodities	\$450,000		
	<b>Materials and Supplies Total</b>				<b>\$5,063,500</b>
Capital Outlay	48840	Replacement Equipment	\$20,000		
<b>Capital Outlay Total</b>				<b>\$20,000</b>	
<b>FOOD AND NUTRITION SERVICES TOTAL</b>				<b>\$9,056,086</b>	
<b>Grants and Restricted Programs</b>	Other Charges	45454	Miscellaneous Expenses	\$15,031,627	
	<b>Other Charges Total</b>				<b>\$15,031,627</b>
<b>GRANTS AND RESTRICTED PROGRAMS TOTAL</b>				<b>\$15,031,627</b>	
<b>Children's Services</b>	Purchased Services	43654	Children's Services Act Expenses	\$3,550,000	
	<b>Purchased Services Total</b>				<b>\$3,550,000</b>
	Other Charges	45472	Transportation	\$450,000	
	<b>Other Charges Total</b>				<b>\$450,000</b>
<b>CHILDREN'S SERVICES TOTAL</b>				<b>\$4,000,000</b>	
<b>Debt Service</b>	Other Uses of Funds	49459	Principal School Bonds	\$33,462,054	
		49460	Interest School Bonds	\$15,759,570	
	<b>Other Uses of Funds Total</b>				<b>\$49,221,624</b>
<b>DEBT SERVICE TOTAL</b>				<b>\$49,221,624</b>	
<b>GRAND TOTAL</b>				<b>\$613,554,404</b>	



## Acronym Index

<b>ACG</b>	Arlington County Government
<b>ACI</b>	Advisory Council on Instruction
<b>ACT</b>	American College Test
<b>ACTC</b>	Advisory Committee on Transportation Choices
<b>ADA</b>	Americans with Disabilities Act
<b>ADM</b>	Average Daily Membership
<b>AMAO</b>	Annual Measurable Achievement Objective
<b>AOEA</b>	Arlington Outdoor Education Association
<b>AP</b>	Advanced Placement
<b>APQC</b>	American Productivity and Quality Council
<b>APS</b>	Arlington Public Schools
<b>ASBO</b>	Association of School Business Officials International
<b>ASF</b>	Arlington Science Focus School
<b>ATS</b>	Arlington Traditional School
<b>ATSS</b>	Arlington Tiered System of Support
<b>AYP</b>	Adequate Yearly Progress
<b>CAP</b>	Career Advancement Program
<b>CIP</b>	Capital Improvement Plan
<b>CPI</b>	Consumer Price Index
<b>CSS</b>	Community Satisfaction Survey
<b>CTAE</b>	Career, Technical and Adult Education
<b>DOE</b>	Department of Education
<b>DRP</b>	Degrees of Reading Power
<b>DSSSE</b>	Department of Student Services and Special Education
<b>ELL</b>	English Language Learner
<b>ERP</b>	Enterprise Resource Planning
<b>ESL</b>	English as a Second Language
<b>ESOL/HILT</b>	English for Speakers of Other Languages/High Intensity Language Training
<b>F&amp;MS</b>	Department of Finance and Management Services
<b>F&amp;O</b>	Department of Facilities and Operations
<b>FACS</b>	Family and Consumer Sciences (formerly known as “Work and Family Studies”)
<b>FAMIS</b>	Financial Accounting Management Information System
<b>FAPE</b>	Free and Appropriate Public Education

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<b>FLE</b>	Family Life Education
<b>FLES</b>	Foreign Language Elementary School
<b>FMLA</b>	Family Medical Leave Act
<b>FOIA</b>	Freedom of Information Act
<b>FTE</b>	Full-time Equivalent
<b>FY</b>	Fiscal Year
<b>GAAP</b>	Generally Accepted Accounting Principles
<b>GASB</b>	Governmental Accounting Standards Board
<b>GFOA</b>	Government Finance Officers Association
<b>GT</b>	Gifted and Talented
<b>HILT/HILTEX</b>	High Intensity Language Training/HILT Extension
<b>IAT</b>	Intervention Assistance Team
<b>IB</b>	International Baccalaureate Program
<b>IDEA</b>	Individuals with Disabilities Education Improvement Act
<b>IEP</b>	Individualized Education Plan
<b>ITC</b>	Instructional Technology Coordinator
<b>ITS</b>	Information Technology Services
<b>JCTC</b>	Joint Committee on Transportation Choices
<b>JFAC</b>	Joint Facilities Advisory Committee
<b>K-PALS</b>	Kindergarten Phonemic Awareness Literacy Screening
<b>LAN</b>	Local Area Network
<b>LCI</b>	Local Composite Index
<b>LEP</b>	Limited English Proficient
<b>LRE</b>	Least Restrictive Environment
<b>LSRC</b>	Language Services Registration Center
<b>MC/MM</b>	Minor Construction/Major Maintenance
<b>MIRT</b>	Math Instructional Resource Teacher
<b>NCLB</b>	“No Child Left Behind” Act
<b>NSBA</b>	National School Boards Association



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## Acronym Index

**PALS** Phonemic Awareness Literacy Screening

**PDP** Professional Development Plan

**PE** Physical Education

**PESA** Parent Expectations Support Achievement

**PIE** Partners in Education

**PIP** Policy Implementation Procedure

**PM** Project Manager

**PO** Purchase Order

**POS** Program of Studies

**PRC** Parent Resource Center

**PTA** Parent Teacher Association

**REEP** Arlington Education and Employment Program

**RFP** Request for Proposal

**RTG** Resource Teacher for the Gifted

**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

# Acronym Index



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<b>UBD</b>	Understanding by Design
<b>USDA</b>	United States Department of Agriculture
<b>VGLA</b>	Virginia Grade Level Alternative
<b>VPI</b>	Virginia Preschool Initiative
<b>VPSA</b>	Virginia Public School Authority
<b>VRS</b>	Virginia Retirement System
<b>WAN</b>	Wide Area Network
<b>WABE</b>	Washington Area Boards of Education
<b>YES</b>	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 on Transportation Choices (ACTC)** — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington School Board for the purpose of advising the Joint Committee on Transportation Choices (JCTC). The Mission of the ACTC is to advise the JCTC on strategies and plans of action that will develop and promote transportation choice for APS students, families and staff.

**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.



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**American College Test (ACT)** — A test that may be taken by high school students as part of the college admission process.

**Americans With Disabilities Act (ADA)** — Prohibits discrimination against individuals with disabilities and requires employers to provide reasonable accommodations to help those with disabilities in performing their jobs. An individual with a disability is defined by the ADA as a person with a serious physical or mental impairment that substantially limits a major life activity. An employee who believes that he or she has a disability and needs special assistance to perform his or her job must contact the Office of Equity and Compliance.

**Annual Measurable Achievement Objectives (AMAOs)** — Required by No Child Left Behind (NCLB). There are three required AMAOs: (1) the percentage of LEP students who show progress in English language proficiency each year; (2) the percentage of LEP students who attain English language proficiency; and (3) the percentage of LEP students who show progress in academic achievement (reading and math).

**Appropriation** — An expenditure level granted by the Board of Supervisors to the School Board to make expenditures and to incur obligations for specific purposes. Appropriation authorizations expire at the end of the fiscal year.

**Arlington Career Center** — A facility that provides in-depth specialized career training and other career oriented classes for secondary students. It is also the site of early release enrichment programs for third to fifth graders and Saturday enrichment classes for secondary students.

**Arlington Outdoor Education Association (AOEA)** — Is the same as the Outdoor Lab, a K-12 program which focuses on students learning through nature. The Outdoor Lab is located in Fauquier County.

**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.



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**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.

**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

# Glossary

associated with an instructional program and dividing by the unduplicated count of membership enrolled in the program determine the cost-per-pupil allocation.

**County Council of PTAs** — County Council of Parent Teacher Associations; The County Council of PTAs has representatives from all APS PTAs in Arlington as well as from specified community organizations.

**County Transfer** — The amount of money the county government provides to the Arlington Public Schools. The County Board determines the amount of the county transfer each year. The county transfer provides most, but not all, of the funds needed to run the school system.

**Cultural Competence** — The attainment of attitudes, skills, knowledge and behaviors that enable staff and students to develop positive relationships and work effectively in cross cultural situations.

**Curriculum Specialist** — A teacher who works under the direction of a curriculum supervisor.

**Curriculum Supervisor** — A central office administrator who is responsible for a particular curriculum area, such as math or fine arts or a program area such as Gifted, ESOL/HILT or Minority Achievement.

## 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).



# Glossary

**English Language Proficiency Test** — Under No Child Left Behind, the English language proficiency of Limited English Proficient (LEP) students in kindergarten through grade 12 must be assessed annually. Currently, Virginia uses the Stanford English Language Proficiency (SELP) Test to assess language proficiency. SELP results may be used in determining student proficiency levels for meeting AMAOs, or it may be included as a component in a local body of evidence that is used to determine proficiency for each student. In the 2006-2007 school year, APS successfully applied to use local ESOL/HILT assessments instead of the SELP for all students receiving services. The SELP is currently administered solely to monitored and opt-out students in APS.

**Enterprise Resource Planning (ERP)** — An integrated set of business practices involving both software and business process reengineering.

**ESOL/HILT** — English for Speakers of Other Languages/High Intensity Language Training; the English as a second language program in Arlington Public Schools.

**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.

# Glossary

**Full-Time Equivalent (FTE)** — A measurement equal to one staff person working a full-time work schedule for the specific position for one fiscal year.

**Fund** — As defined by the state auditor of public accounts, a group of accounts that are similar in nature (have similar activities, objectives, or funding sources).

**Fund Balance** — The excess of assets of a fund over its liabilities and reserves.

**Fund Statements** — Financial statements that display receipts, expenditures, transfers in, transfers out, and changes in fund balance for each School Board fund.

## 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.



# Glossary

**Individualized Educational Program (IEP)** — A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with federal law. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs.

**Instructional Technology Coordinator (ITC)** — Staff that serve the schools in instructional technology.

**International Baccalaureate Programme (IB)** — The IB Programme is an internationally recognized advanced academic program for 11th and 12th graders. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

**Intervention Assistance Team (IAT)** — Process designed to provide intervention support to students exhibiting academic and/or behavioral concerns within the general education program.

**Itinerant Teachers** — Teachers who move between buildings. This situation is especially common for art and music (and sometimes physical education) teachers.

## J

**Joint Committee on Transportation Choices (JCTC)** — A committee created by the County Board of Arlington County, Virginia and the Arlington County School Board to develop and implement programs that further transportation choice for APS students, families and staff.

**Joint Facilities Advisory Committee (JFAC)** — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington County School Board to provide input on capital facilities needs assessment, capital improvement plans and long range facility planning for both the Arlington County Government and Arlington Public Schools. This was a recommendation within the 2015 Community Facilities Study.

## 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.

# Glossary

**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.

**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.



# Glossary

## 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.

**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.



# Glossary

**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.

**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.



# Glossary

**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.

**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.

# Glossary

## 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.

**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.



INFORMATIONAL:  
SUPPLEMENTAL

## Glossary

### 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.

FISCAL YEAR  
**2018**

**Adopted Budget**  
**PLANNING**  
**FACTORS**



DEPARTMENT OF  
**FINANCE AND**  
**MANAGEMENT**  
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**INFORMATIONAL:  
PLANNING FACTORS**

**ELEMENTARY SCHOOL STAFFING**

STAFFING		CRITERIA				ACCOUNT
Administration <sup>1</sup>	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	<b>PRINCIPAL'S ASST.</b> 212000-41364	<b>EDUCATIONAL</b> 212000-41324	<b>INSTRUCTIONAL</b> 212000-41337	<b>TOTAL</b>	<b>PER ENROLLMENT</b>	
	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 <sup>2</sup>	<b>A</b>		<b>B</b>			201000-41254
	<b>FORMULA</b>	# of students divided by planning factor	# of students divided by recommended maximum class size			
	<b>GRADE 1</b>	# of students divided by 20	# of students divided by 24			
	<b>GRADE 2</b>	# of students divided by 22	# of students divided by 26			
	<b>GRADE 3</b>	# of students divided by 22	# of students divided by 26			
	<b>GRADE 4</b>	# of students divided by 23	# of students divided by 27			
	<b>GRADE 5</b>	# of students divided by 23	# of students divided by 27			
	<b>FORMULA:</b> 1. Calculate each grade according to above planning factor in COLUMN A to result in a raw number for each grade level. 2. Sum the raw number for each grade level from COLUMN A. 3. Round up the total to the nearest whole number. 4. 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. 5. Sum the rounded number for each grade level from COLUMN B to get the total. 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.					
	Drew Model School is staffed separately based on Montessori vs Model students.					
	<b>DREW ELEMENTARY MONTESSORI:</b> • 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					208300-41254 208300-41375
<b>ARLINGTON TRADITIONAL SCHOOL:</b> • Grade 1-3 1.0 Teacher/24 students • Grade 4-5 1.0 Teacher/24 students					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	
	<b>ASSISTANT</b> 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) <sup>3</sup> 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	201070-41254
	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	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	
	<b>ADDITIONAL:</b> 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)		
11.80 Instrumental Music Teachers	System-wide	801010-41222	

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.

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	
Testing Coordinators <sup>4</sup>	5.5 Coordinators	Provide a 0.5 coordinator to 11 elementary schools with the highest free and reduced lunch percentage.	201110-41244

4. The staffing formula for testing coordinators, approved in a previous budget year, was not listed in the planning factor document. The staffing formula is now included.





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	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)	



**INFORMATIONAL:  
PLANNING FACTORS**

**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 <sup>5</sup>	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

5. HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.



**INFORMATIONAL:  
PLANNING FACTORS**

**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



INFORMATIONAL:  
PLANNING FACTORS

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 <sup>6</sup>	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.		

6. HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.



**INFORMATIONAL:  
PLANNING FACTORS**

**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 – 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	
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		



**INFORMATIONAL:  
PLANNING FACTORS**

**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"> <li>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.</li> <li>The Career Center program is allocated clerical staff as follows: 1.0 instructional and 4.0 educational.</li> <li>Education secretaries for senior high to include treasurer, principal's secretary, and general secretaries.</li> <li>Trade-off of teachers for instructional secretaries is not permitted.</li> </ul>										
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)								





**INFORMATIONAL:  
PLANNING FACTORS**

**HIGH SCHOOL MATERIALS**

<b>MATERIALS / RESOURCES</b>	<b>CRITERIA</b>		<b>ACCOUNT</b>
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	
		\$212.00 For H-B Woodlawn	
		\$1.80 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



INFORMATIONAL:  
PLANNING FACTORS

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	<b>CATEGORY I</b> <b>For these areas of disability:</b> 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	
	<b>CATEGORY II</b> <b>For these areas of disability:</b> 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	



INFORMATIONAL:  
PLANNING FACTORS

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA	ACCOUNT	
Countywide Programs	<b>Elementary Functional Life Skills (FLS):</b> 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	
	<b>Multi-Intervention Program for Students with Autism (MIP-A):</b> 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	
	<b>Deaf and Hard of Hearing (DHH):</b> 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 403130-41254 203130-41375 303130-41375 403130-41375	
	<b>Communications:</b> 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	
	<b>Preschool Autism Class (PAC):</b> 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	
	<b>Secondary Functional Life Skills (FLS):</b> 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 403110-41254 303110-41375 403110-41375	
	1.0 Teacher + 1.0 Assistant	1 – 7 identified students with IEPs	
	1.0 Teacher + 2.0 Assistants	8 – 10 identified students with IEPs	
	<b>Secondary School Program for Students with Autism:</b> 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	
	<b>Interlude:</b> 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	
	Elementary <sup>7</sup> : 1.0 Teacher + 2.0 Assistants	1 – 10 identified students with IEPs	
	Secondary: 1.0 Teacher + 1.0 Assistants	1 – 10 identified students with IEPs	
	<b>Psychologist</b>	0.50 Psychologist per each Interlude class	105310-41235

7. In FY 2018, the planning factor formula for the elementary Interlude Program is changed to 2.0 assistants positions for 1-10 identified students with IEPs.



INFORMATIONAL:  
PLANNING FACTORS

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 <sup>8</sup>	10.5 PreK Special Education Assistants	Systemwide	203300-41375
Community-Based PreK Program	*1.0 Teacher	1-12 identified students with IEPs	203300-41254
School Social Workers/ Visiting Teachers and School Psychologists <sup>9</sup>	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

8. In FY 2018, 1.0 PreK Special Education assistant is added.

9. The new planning factor (changed in FY 2017) provides a ratio of 1:775 and is 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/HILT<sup>10</sup>**

STAFFING	CRITERIA	ACCOUNT
Counselors	1.0 Counselor per 43 Level 5 students	802000-41219

**CUSTODIAL ALLOCATION FORMULA**

STAFFING	CRITERIA	ACCOUNT
Custodians	<p><b>FORMULA:</b></p> <ul style="list-style-type: none"> <li>• + Gross building square footage</li> <li>• + Relocatable square footage</li> <li>• + Community-use-of-building factor (in form of sq. ft.)</li> <li>• Sum of above divided by 21,000 sq.ft. per custodian</li> <li>• Round to nearest 0.5 position</li> </ul>	108220-41316

*10. A new planning factor (added in FY 2017) provides academic support for level 5 English language learners and is phased in over a three-year period.*

