



School Board's  
**ADOPTED BUDGET**



Arlington  
Public  
Schools

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Arlington Public Schools  
Arlington, Virginia

# **School Board's Adopted Budget Fiscal Year 2015**

## **School Board**

Sally Baird

James Lander

Abby Raphael

Noah Simon

Emma Violand-Sanchez

## **Superintendent**

Dr. Patrick K. Murphy

## Budget Award

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award to Arlington County Public Schools, Virginia for its annual budget for the fiscal year beginning July 1, 2013. This was the eleventh year in a row APS received this award. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.



## Budget Award

The Association of School Business Officials International presented its Meritorious Budget Award to Arlington Public Schools for its annual budget for the fiscal year beginning July 1, 2013. This is the fifth year APS has received this award.

### Association of School Business Officials International



*This Meritorious Budget Award is presented to*

## ARLINGTON PUBLIC SCHOOLS

*For excellence in the preparation and issuance of its school entity's budget  
for the Fiscal Year 2013-2014.*

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



Ron McCulley, CPPB, RSBO  
President

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 2015 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

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Assistant Superintendent, Finance & Management Services

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Budget Direction, Budget Standards & Guiding Principles

Building the FY 2015 Budget

All Funds Summary

Cost Per Pupil

Budget Forecast

# Administration

## SCHOOL BOARD MEMBERS

Abby Raphael

**Chair**

James Lander

**Vice-Chair**

Sally Baird

**Member**

Noah Simon

**Member**

Dr. Emma Violand-Sanchez

**Member**

## EXECUTIVE LEADERSHIP TEAM

Dr. Patrick K. Murphy

**Superintendent**

Constance Skelton

**Assistant Superintendent for Instruction**

Dr. Brenda L. Wilks

**Assistant Superintendent for Student Services**

Dr. Betty E. Hobbs

**Assistant Superintendent for Human Resources**

Deirdra McLaughlin

**Assistant Superintendent for Finance and Management Services**

John Chadwick

**Assistant Superintendent for Facilities and Operations**

Rajesh Adusumilli

**Assistant Superintendent for Information Services**

Cintia Johnson

**Assistant Superintendent for Administrative Services**

Linda Erdos

**Assistant Superintendent for School and Community Relations**

# Message from the School Board

August 20, 2014

Dear Mr. Fiset:

On behalf of the Arlington School Board, I am pleased to transmit this copy of the Arlington Public Schools adopted budget for FY 2015. The budget totals \$539.4 million, which represents a 3.1% increase over the FY 2014 School Board Adopted budget. This budget addresses the needs of our rapidly increasing student population while maintaining our focus on student learning and achievement. This community understands that successful public schools are a fundamental part of the overall success of Arlington County. The School Board greatly appreciates the County Board's continued commitment to and investment in our students and our schools.

In keeping with our tradition of collaborating with the community, we developed this budget with input from Arlington staff, parents, students, and residents through a variety of means: the joint County/APS budget forum as well as a series of APS forums, our second annual Online Budget Tool, and our new Online Budget Priority Ranking Tool. In addition, we received valuable feedback from the Board's Budget Advisory Council, Advisory Council on Instruction, Facilities Advisory Council, and Student Advisory Board.

The FY 2015 budget reflects the School Board's goal to build the connections necessary to ensure our students' success from the classroom to college and careers. The budget also supports the five goals of the School Board's Strategic Plan:

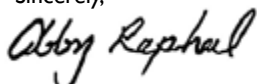
- Goal 1: Ensure that Every Student is Challenged and Engaged
- Goal 2: Eliminate Achievement Gaps
- Goal 3: Recruit, Retain, and Develop High Quality Staff
- Goal 4: Provide Optimal Learning Environments
- Goal 5: Meet the Needs of the Whole Child

The School Board's adopted budget includes funding to meet the needs of our growing enrollment and increases instructional time at three elementary schools. It also provides a 2% cost-of-living adjustment as well as a \$500 one-time bonus for all eligible employees. Other initiatives included in this budget include an integrated reading program focusing on early literacy, the Arlington Tiered System of Support (ATSS), and increased academic support for students. Changes to the Virginia Retirement System (VRS) mandated by the General Assembly, as well as the increasing cost of health insurance also required significant expenditures in this budget.

In order to balance the budget, the School Board continued its practice of the use of closeout funds to finance one-time costs. One-time costs in the FY 2015 budget, including relocatable classrooms and the furniture and technology needed to furnish them, are funded with FY 2013 closeout funds that have been held in reserve for this purpose. One-time funds also will be used to provide funding for Minor Construction/Major Maintenance (MC/MM). In addition, this budget includes a number of efficiencies and reductions, totaling \$4 million and eliminating 26.3 staff positions.

The School Board understands the many priorities that the County Board has to balance to meet the needs of Arlington residents. As elected officials and stewards of public funds, we all are aware of the important, and sometimes competing, demands for funding. The School Board is most appreciative of the consistent support the County Board has provided to the Schools and believes it will benefit all Arlington residents. We look forward to working with you in developing the budget for FY 2016.

Sincerely,



Abby Raphael  
School Board Chair, FY 2013-14

## Budget at a Glance

### EXPENDITURE HIGHLIGHTS

The FY 2015 Adopted budget totals \$539.4 million, an increase of \$16.4 million or 3.1% compared with the FY 2014 Adopted budget.

Salary and benefit costs account for 78.4% of the total budget and 88.7% of the School Operating Fund.

School-based positions were 90.7% of total School Operating Fund positions in FY 2014, according to Washington Area Boards of Education (WABE) data, a slight increase from FY 2013.

Funding has been provided for:

- An additional 100.5 positions plus materials and supplies for an increase of 492 students from FY 2014 projected enrollment to FY 2015 projected enrollment
- A 2% compensation adjustment, as well as a \$500 one-time bonus payment for all eligible employees.
- Increased debt service based on the Spring 2014 bond sale
- Additional funding for 9.2 positions and non-personnel costs to continue current services based on contractual obligations and prior commitments
- Approximately \$13.4 million in local, state and federal grants

In order to address the budget shortfall in FY 2015, reductions were made totaling \$4.0 million and eliminating 26.3 positions. These reductions include:

- Changing planning factors for non-classroom and supplemental staffing at schools
- Reducing health insurance costs
- Charging Adult Education for overhead costs
- Decreasing central support departments by 2.0 FTE and \$1.0 million in non-FTE accounts
- Decreasing central instructional support departments by 24.3 FTE and \$0.5 million in non-FTE accounts
- Reducing the OPEB contribution
- Reducing the Minor Construction/Major Maintenance (MC/MM) budget by \$6.9 million. This reduction will be offset by one-time funds from FY 2013 closeout

New required costs in the FY 2015 budget address needed additions to the budget, total \$6.2 million and 39.1 positions, and include:

- Expanding the Foreign Language in Elementary Schools (FLES) program to 3 additional schools
- Implementing an Integrated Reading and Support initiative to include the Arlington Tiered System of Support (ATSS)
- Expanded opportunities for additional remediation and acceleration in summer school at three sites
- Funding for IB World Languages at Jefferson MS
- Technology needs for maintenance and expansion of the wireless network
- Restoring the high school resource teachers for the gifted
- Implementing a planning factor for vision assistants
- Providing additional SAT preparation options
- Instructional positions at Drew Model School to support two master schedules
- Professional development leading to dual endorsement and dual enrollment credentials for teachers
- Additional bus drivers to transport additional students as a result of increasing enrollment
- A bus routing coordinator for special needs students
- A 0.5 FTE middle school substance abuse counselor, a 0.5 FTE Coordinator of Counseling and professional development for counselors
- Legal fees as a result of a change in provision of legal services to APS
- Additional staff contingency funds

# Budget at a Glance

- A Farm-to-School coordinator in the Food & Nutrition Services Fund
- An additional project manager for Design and Construction
- A budget analyst
- Funding for a classification study for E and P salary scales
- Redesign of the early retirement program
- Stipends for a pilot program for public relations liaisons
- Additional website development funding

## REVENUE HIGHLIGHTS

County revenue increases by \$19.6 million in FY 2015 as a result of increased real estate values. Re-estimated revenue decreases \$3.1 million as no re-estimated revenue is included in the FY 2015 budget.

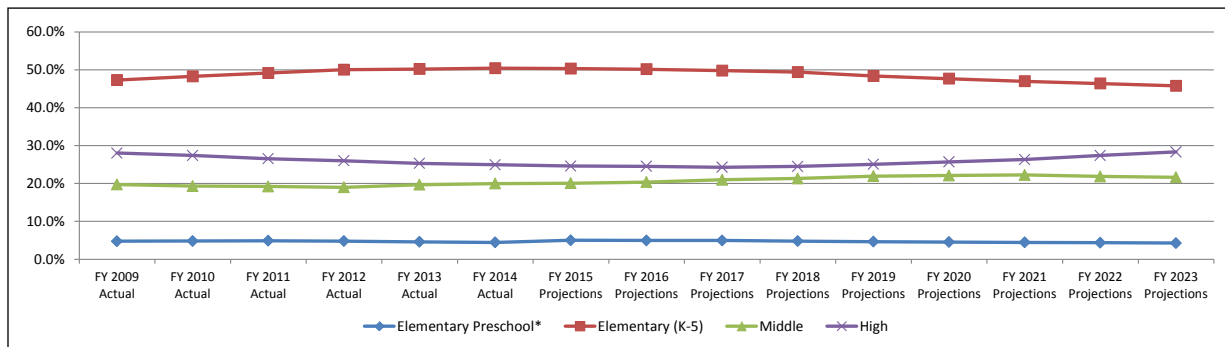
Beginning balance, or carry-forward, decreases \$2.6 million or 13% due to the difference in the reserve funds included in the FY 2014 budget and the reserve funds added from FY 2013 closeout in order to offset one-time costs in FY 2015.

State revenue increases \$2.9 million or 5.1%, primarily due to increased enrollment and sales tax.

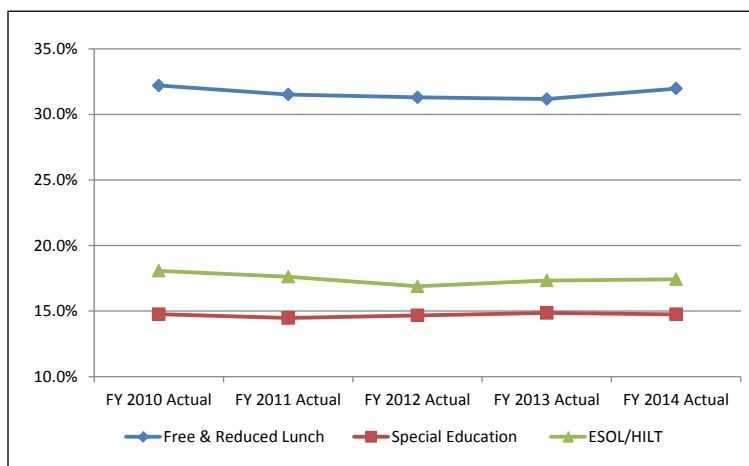
Federal revenue decreases \$0.2 million or 1.8%, primarily due to anticipated decreases in funding for the Title I and IDEA programs.

Local revenue from fees, charges, and grants is expected to decrease by \$0.2 million or 1.1% for FY 2015 based on historical trends.

## ENROLLMENT TRENDS



## SPECIAL NEEDS ENROLLMENT TRENDS



# Arlington Public Schools Overview

## STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 23,316 pre-K through grade 12 students come from around the world and speak more than 98 languages. We operate more than 30 schools and programs, including 22 elementary schools, 5 middle schools, and 3 comprehensive high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern Virginia, directly across the Potomac River from Washington, D.C., and encompasses 25.8 square miles of land.

Arlington is the 13th 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 4,865 students or 26.4 percent and is projected to increase 897 students or 3.8 percent in FY 2015. From FY 2014 to FY 2020, enrollment is projected to increase 20.6 percent or 4,792 students.

## GOVERNANCE

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

## ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2015 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 during a time when many sectors of the national economy are stagnant. Northern Virginia's and Arlington's strong employment and solid real estate market is the foundation for steady incremental growth in the County's major revenue streams.

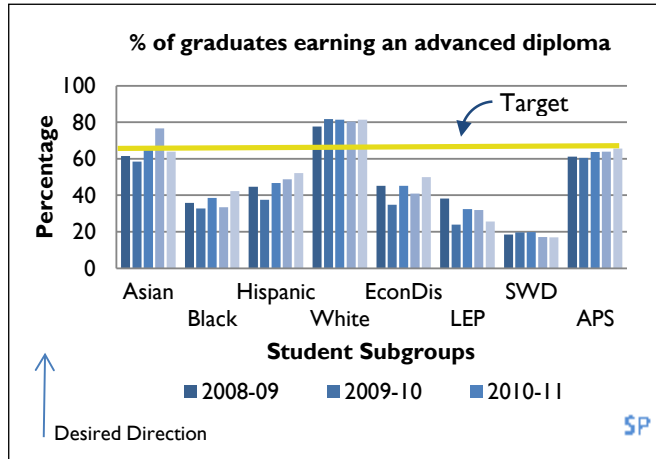
For the FY 2015 adopted budget, General Fund tax revenues are forecast to increase by four percent. This gain is driven by overall real estate assessment increases of 5.8 percent, partially offset by the \$0.010 decrease in the real estate tax rate. Other taxes combined are forecast to increase 0.7 percent in FY 2015. FY 2015 revenue from the Commonwealth grows by six percent while federal government revenues increase five percent. Continued delays by the General Assembly to pass a State budget do create some uncertainty for State revenue. However, the County does not anticipate any significant changes in funding based on budgets that have been proposed; the adopted budget includes conservative estimates of FY 2015 State revenue.

The FY 2015 adopted budget reflects a CY 2014 real estate rate of \$0.996 per \$100 of assessed value, which includes the base rate of \$0.983 and the county-wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth, the average homeowner will pay \$227 more in real estate taxes in CY 2014 than in CY 2013, an increase of four percent.

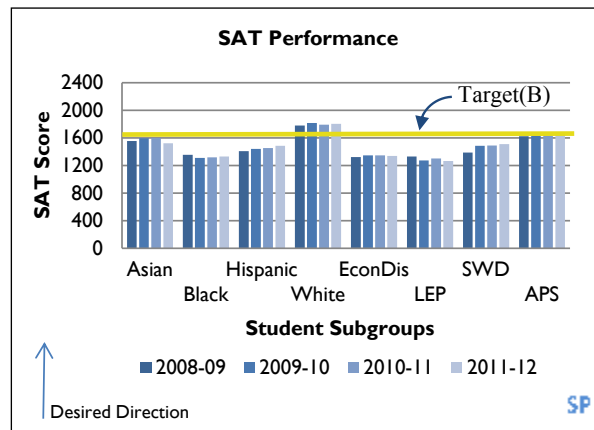
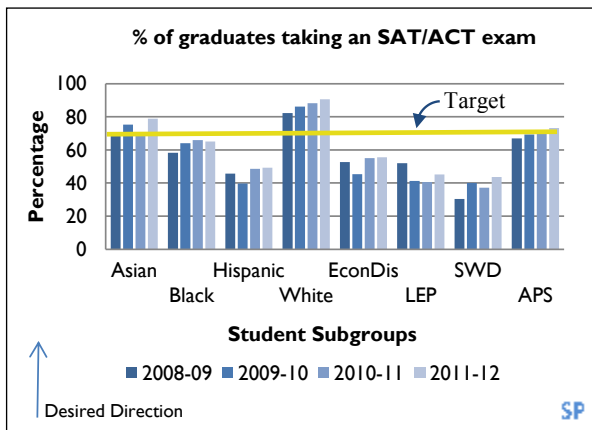
# Performance Highlights

## ACHIEVEMENT MEASURES

- 65.5% of graduates in 2013 received an advanced or International Baccalaureate diploma.

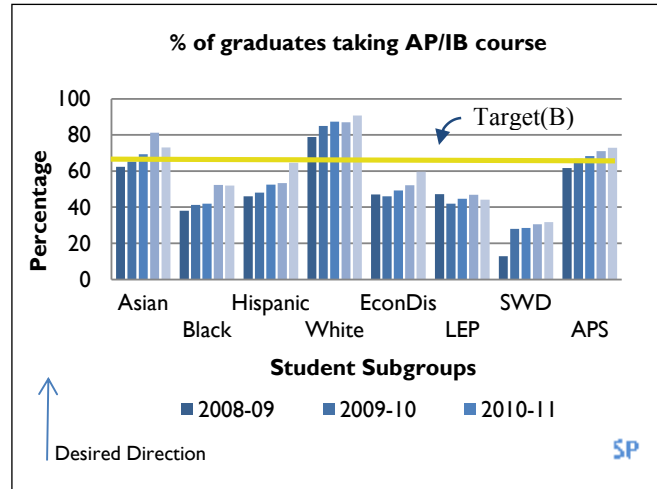


- Upon leaving APS, 90% of the 2013 graduates indicate they will attend a two or four year college.
- Arlington students continue to earn recognition as National Merit Scholarship Semifinalists, with 18 semifinalists in 2009, 28 in 2010 and 24 in 2011, 22 in 2012 and 18 in 2013.
- Three Arlington seniors earned National Merit Scholarships financed by colleges or universities. More than 2,000 students from around the country were named additional winners of the scholarship and join more than 2,500 who were awarded scholarships in late May.
- High percentages of Arlington Public School graduates continue to take the Scholastic Aptitude Tests (SAT). Participation in Arlington was 69% in 2013, Arlington's combined 2013 SAT score (critical reading, writing and math) was 1645, which is 117 points higher than the Virginia average and 147 points higher than the national average.

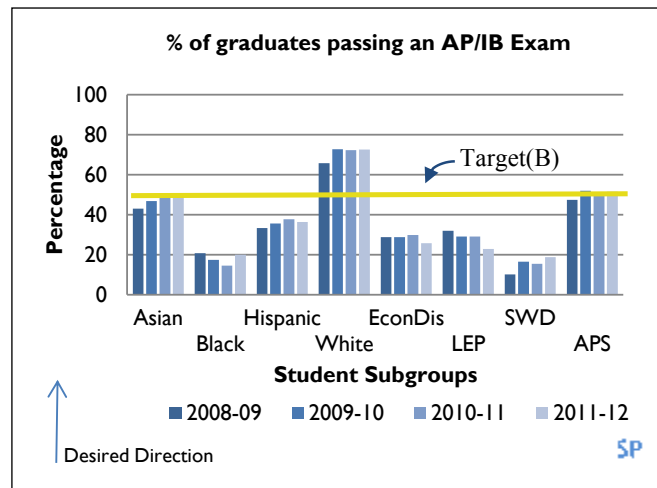


## Performance Highlights

- 73% of APS 2013 graduates took one or more Advanced Placement or International Baccalaureate courses during their high school careers.



- Three out of four of Arlington's 2013 graduating class completed at least one Advanced Placement (AP) or International Baccalaureate (IB) course, while more than half earned at least one qualifying score during their high school career.

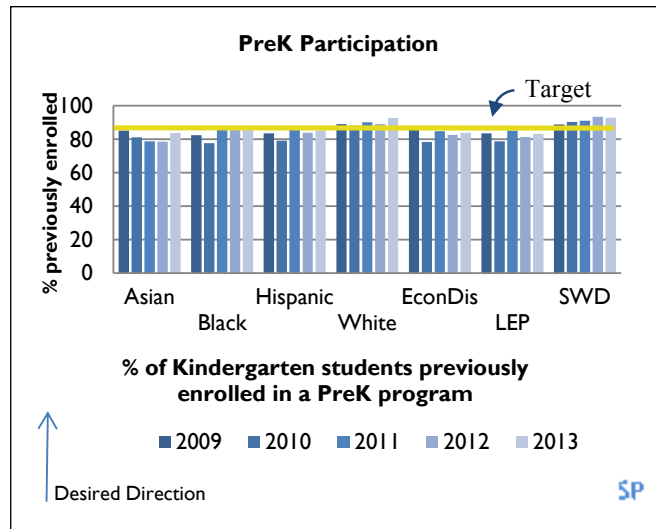


- Since 2009, APS has experienced a 29 percent increase in the number of students taking AP exams and a 46 percent increase in the number of exams taken. In 2013, 2,274 students took a total of 4,873 AP exams. Over the same time period, there has been a 51 percent increase in the number of students taking IB exams, and a 45 percent increase in the number of exams taken. IB is offered at Washington-Lee. In 2013, 442 students took a total of 1,033 exams.



## Performance Highlights

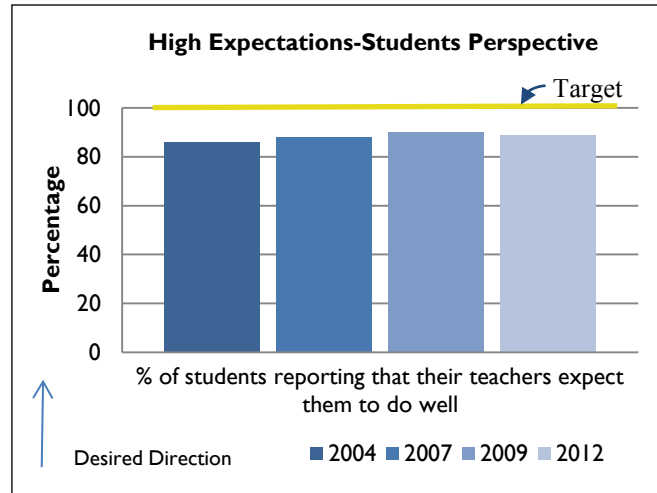
- In 2012-13, 89% of the kindergarten students had participated in a Pre-K program, an increase from 80% in 2006-07 and notable in the context of increasing Kindergarten enrollment. The number of Kindergarten students who participated in a Pre-K program increased for every reporting group from 2011-12 to 2012-13. The percentage of students with Pre-K experience increased by less than five percentage points for Asian, White and LEP students. The percentage of students decreased by less than one percentage point for Black students and students identified with a disability.



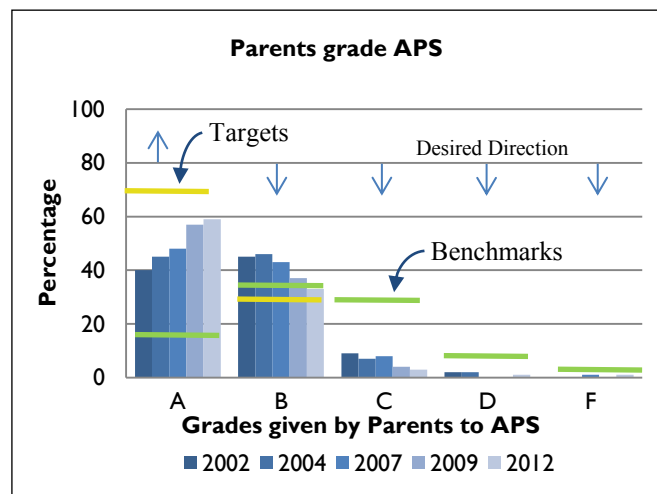
- In comparing fall 2012 K-PALS with fall 2011, the percentage of students meeting the benchmark:
  - increased by one percentage point to 96% for students who attended an APS Pre-K program;
  - remained constant at 98% for students who attended a non-APS Pre-K program; and
  - decreased by four percentage points to 78% for students who had no formal Pre-K experience.
- Disaggregated fall K-PALS results for 2012-13 show that at least 90% of most groups exceeded the benchmark, with the following exceptions:
  - Hispanic students with a non-APS Pre-K experience (88%).
  - Hispanic (56%) and other students (67%) with no Pre-K experience.
  - Students with a disability who attended an APS Pre-K program (88%), a non-APS Pre-K program (84%) or had no Pre-K experience (71%).
  - LEP students (85%) and economically disadvantaged students (87%) with a non-APS Pre-K experience.
  - LEP students (58%) and economically disadvantaged students (62%) with no Pre-K experience.
- Yorktown High School has been selected as a semifinalist for the 2014 GRAMMY Signature Schools Award. Yorktown is one of 123 schools nationwide selected as a semifinalist.

## Performance Highlights

- In the 2012 Customer Satisfaction Survey (School Climate)
  - 80% of students agreed or strongly agreed that they feel safe at school.
  - 89% of students agreed or strongly agreed that their teachers expect them to do well at school.



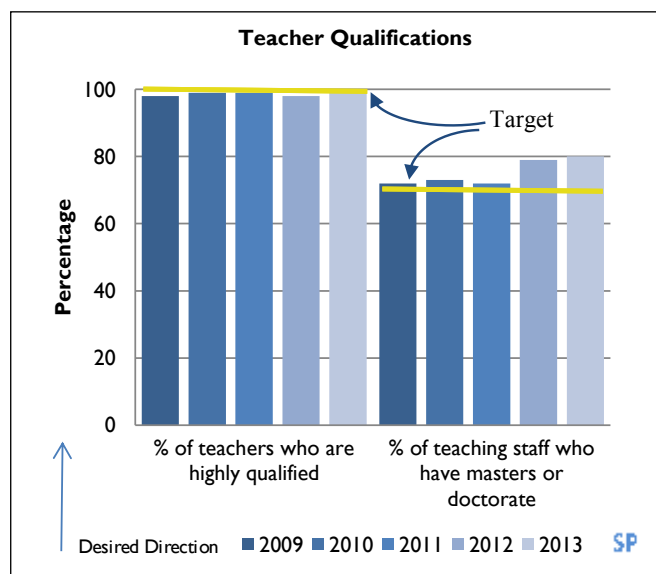
- In the 2012 Customer Satisfaction Survey (Community, Parents and Teachers Grade the System)
  - 92% of parents gave APS a grade of A or B compared to 51% of parents on the national Phi Delta Kappa/Gallup poll. 59% of parents gave APS an A compared to 14% of those grading their schools on the national survey. 93% of community members who gave an opinion, gave APS an A or B. 90% of teachers graded APS A or B.



- 82% of parents felt that their dollars are being well spent in the school system and 71% of community members indicated their agreement.
- APS received District Accreditation from SACS/CASI (now known as AdvancED) for 2009 through 2014.
- The Government Finance Officers Association of the United States and Canada (GFOA) has awarded the Arlington Public Schools Department of Finance and Management Services with the Distinguished Budget Presentation Award for the school division's FY 2014 budget. This is the 11th year in a row that APS has received this award.

## Performance Highlights

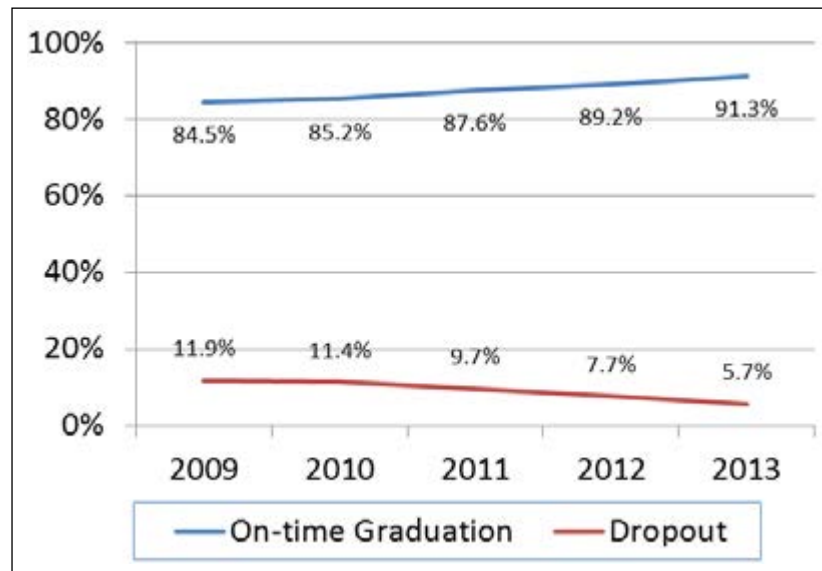
- Four Arlington Public Schools seniors were selected to receive the Posse Scholarship from the Posse Foundation. Each student will receive a four-year, full-tuition scholarship, worth more than \$140,000 each, to a Posse Foundation partnering institution.
- The Virginia Board of Education recognized Henry Elementary School as a Title I Distinguished School. Henry is one of 55 schools honored for raising the academic achievement of economically disadvantaged students.
- 25 APS teachers earned National Board Certification. Currently, Arlington ranks third in Virginia with 164\*, or approximately 6.8 percent of teachers, who are National Board Certified.  
\*This number only includes current APS teachers. It does not include teachers who have left APS or have retired.



- Hoffman-Boston Elementary School was selected to receive a \$75,000 grant from Dell as part of its Powering the Possible for Communities Youth Learning Initiative.
- Arlington Public Schools received a Raytheon Engineering is Elementary® (EiE®) District Scholarship grant award of \$37,000.
- Jamestown Elementary School was selected as an Apple Distinguished School for 2013-15 by Apple, Inc. Jamestown received the two-year recognition for being an exemplary learning environment for innovation, leadership and educational excellence.
- Arlington Public Schools earned a Platinum Certification as a Virginia School Board Association (VSBA) Certified Green Schools Division.
- The Yorktown High School design and the architectural firm of Perkins Eastman earned a Platinum Design award in the 2013 Virginia School Boards Association's (VSBA) Exhibition of School Architecture. Winning projects were selected from 15 entries submitted by nine architectural firms in the areas of new construction, renovation and adaptive use of existing space.
- Arlington Career Center students received first place for their entry in the Virginia School Boards Association (VSBA) student video contest. Students submitted a video entitled "Anyone Can be Super." The video is available online at <https://vimeo.com/75892416>.
- Glebe Elementary School received a \$10,000 grant from the NFL Play 60 Super School contest. One school in each of the 32 NFL markets and two non-NFL markets were selected to receive the NFL PLAY 60 grant, provided by Verizon FiOS, for health and wellness programming or equipment. Schools also won a visit from NFL players.

## Performance Highlights

- The Arlington Public Schools Department of School and Community Relations received five awards in the 2013 Chesapeake Chapter of the National School Public Relations Association (CHESPRA) Communications Contest. The awards include:
  - Award of Excellence: Special Event - Please Remember Me: Honoring Extraordinary Ordinary People
  - Award of Excellence: Internet Subsection - APS Goes Green
  - Award of Excellence: Web Publication - NewsTips
  - Award of Merit: Employee Communication - NewsCheck
  - Award of Merit: Financial Information - 2012 School Bond
- The College Board and the National Hispanic Recognition Program (NHRP) announced that Washington-Lee High School senior Rebecca Palacios and Yorktown High School senior Julian Thomassie received national Hispanic Program Recognitions.
- APS launched a free APS mobile app for smartphones and other mobile devices, provided by the vendor ParentLink.
- The last seven bond referenda (including the 2012 bond) totaled \$478,361,000 and have funded renewal and/or expansions at fourteen schools, the replacement or reconstruction of three schools, renovation of one administrative site, construction of one entirely new school, funds for reconstruction of Washington-Lee, Yorktown and Wakefield High Schools, capital needs work for Jefferson Middle School and the Career Center, HVAC and roofing improvements, and installation of fiber cable in support of APS technology system.
- The On-Time Graduation Rates and Cohort Dropout Rates for the past five years are shown below.



*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.*

## Performance Highlights

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

2013 SOL Results:

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

2011 – 2017 Strategic Plan:

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

2011 – 2017 Strategic Plan Indicators Dashboard

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

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

[http://www.apsva.us/2010-11results\\_onthe\\_indicators](http://www.apsva.us/2010-11results_onthe_indicators)

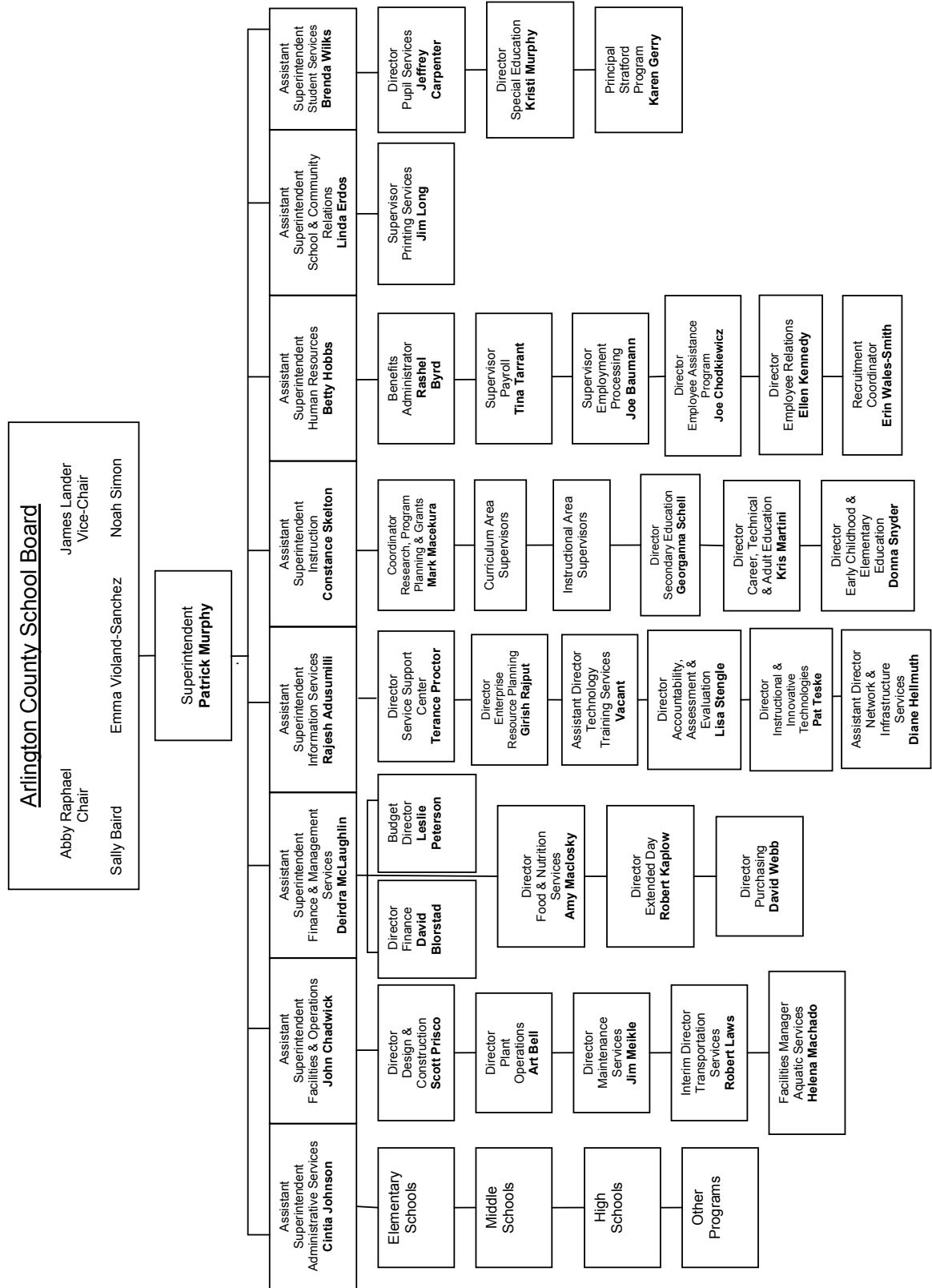
2012 Community Satisfaction Survey Results:

[www.apsva.us/2012CommunitySatisfactionSurvey](http://www.apsva.us/2012CommunitySatisfactionSurvey)

FY 2015 – FY 2024 Capital Improvement Plan (CIP):

[www.apsva.us/budget/cip](http://www.apsva.us/budget/cip)

# Organizational Chart



# Budget Development Process & Calendar



DATE	FY 2015 BUDGET CALENDAR
<b>Aug 2013 - Jan 2014</b>	APS reviewed budget requests and gathered community and employee feedback
<b>February 27, 2014</b>	Superintendent presented FY 2015 Superintendent's Proposed Budget
<b>February 27, 2014</b>	School Board conducted budget work session
<b>March 5, 2014</b>	School Board conducted budget work session
<b>March 11, 2014</b>	School Board conducted budget work session
<b>March 20, 2014</b>	School Board held public hearing on budget
<b>March 25, 2014</b>	County Board held public hearing on budget
<b>March 27, 2014</b>	County Board held public hearing on tax rate
<b>April 8, 2014</b>	School Board presented budget to County Board
<b>April 22, 2014</b>	School Board conducted budget work session
<b>April 22, 2014</b>	County Board adopted the FY 2015 Budget and Appropriations Resolutions for County government, public schools, and Pay As-You-Go Capital; adopted the CY 2014 real estate tax rate and other FY 2015 taxes and fees
<b>April 24, 2014</b>	School Board adopted FY 2015 School Board Proposed Budget
<b>May 8, 2014</b>	School Board held public hearing on budget
<b>May 22, 2014</b>	School Board approved the FY 2015 School Board Adopted Budget
<b>July 1, 2014</b>	FY 2015 began

# 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.

## GOAL TWO: ELIMINATE ACHIEVEMENT GAPS

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

The most important components in eliminating achievement gaps are:

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



## The APS Strategic Plan

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

### GOAL THREE: RECRUIT, RETAIN, AND DEVELOP HIGH QUALITY STAFF

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

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

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

### GOAL FOUR: PROVIDE OPTIMAL LEARNING ENVIRONMENTS

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

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

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

# The APS Strategic Plan

## GOAL FIVE: MEET THE NEEDS OF THE WHOLE CHILD

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

The most important functions to strengthen support services include:

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

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

# Budget Direction, Budget Standards & 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 2015 Budget Direction was adopted by the School Board on December 19, 2013.

The School Board directs the Superintendent to prepare a FY 2015 budget that reflects current economic conditions, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for each student. This continued commitment to public education has benefitted not only Arlington students and their families, but also all Arlington residents. The excellence of our schools is a hallmark of Arlington County, which continues to attract citizens and business, thus contributing to the economic vitality of this community.

On November 19, 2013, the County Board provided the County Manager with Budget Guidance for developing the FY 2015 budget. This guidance included an allocation of 45.6% of local County revenue to APS. Based upon the County's estimate of a 3% increase in local revenue, this would provide APS with \$12.5 million more in County transfer funds than provided in the current fiscal year. The Budget Guidance does not include a provision for funding the cost of APS' student enrollment growth, as it did last year. Enrollment growth is estimated to cost \$8.3 million in ongoing costs for staffing, and an additional \$2.9 million for one-time costs such as textbooks, technology and relocatable classrooms. Based on these budget projections and the County's Budget Guidance, APS has a budget gap for FY 2015 of \$8.8 million to maintain current services for students. Any additions to the budget for a compensation increase, increased instructional time, or other program changes will increase the budget gap.

In developing the proposed FY 2015 budget, the Superintendent is directed to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan.
- Present a balanced budget.
- Set aside funding from FY 2013 closeout for one-time expenses in FY 2015.
- Close the budget gap, at least in part, by cost savings and the use of reserves to offset one-time costs. Options for cost savings should include consideration of efficiencies, service reductions, and personnel cost savings. All cost savings proposals should include an impact assessment that provides an analysis of the effect of the proposed reduction on achievement of the APS Strategic Plan goals.
- Reflect the School Board's priority to provide consistent instructional time at the elementary level.
- Consider other enhancements that are consistent with the Strategic Plan, including compensation.
- Ensure that the budget provides for long-term financial sustainability, using the updated three-year forecasts 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 2012-13 citizen advisory council reports, program evaluations, and other relevant reports.

During the budget process, the School Board will determine what, if any, additional revenue it will request from the County Board to maintain the quality of APS, consistent with this Budget Direction, the following Budget Standards and Guiding Principles, and the County Board's Budget Guidance that its budget "adequately support our excellent public schools."

# Budget Direction, Budget Standards & Guiding Principles

## **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

- All APS students shall experience success.
- APS focuses instruction by identifying and monitoring student progress.
- Teachers are empowered and supported to enhance student learning.
- Staff members have high expectations and take responsibility for student achievement.
- Staff is culturally competent.
- All parents and guardians are viewed as partners in the education of their children.
- Student learning is aligned with curriculum, instruction, and assessment.
- Provide necessary and appropriate support for all students and all identified groups.

## **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

- Decision-making is enhanced by dialogue with the entire community.
- An informed and engaged community supports APS and actively supports APS students.
- Effective communication increases parental involvement and improves student achievement.
- 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

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

# Budget Direction, Budget Standards & Guiding Principles

## **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.

## **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 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.

## Building the FY 2015 Budget

Prior to the development of this budget, the School Board provided detailed guidance to the Superintendent; the full guidance is found in the preceding pages. Reflecting that guidance, the development of the FY 2015 Superintendent's Proposed Budget was focused on the following areas: close alignment with the APS Strategic Plan, continued emphasis on student achievement, ensuring the division attracts and retains high-quality teachers and staff, and producing a balanced budget that effectively uses APS' resources.

At the outset of the budget development process, it was apparent there was a budget gap that would have to be closed. Based on guidance from the School Board and the recommendations of the Superintendent, two strategies were employed to balance the budget:

1. efficiencies or other reductions were identified, and
2. funding available from the FY 2013 Closeout was used to fund selected one-time costs in FY 2015.

Budget development began with a thorough review of the base budget. The goal of the review was to ensure that successful programs were preserved and wherever possible, efficiencies were achieved. In addition, the Superintendent committed to maintaining APS' current class sizes and to providing a compensation increase to staff. In order to achieve these goals, expenditure reductions and revenue increases were required. To further close the gap, a number of one-time expenditures planned for FY 2015 were funded with funds unspent in FY 2013 and made available at closeout. Details of these actions organized by revenue and expenditures are found in this section.

State funding assumptions included in the adopted budget are based on the Governor's Introduced 2014-2016 biennial budget as presented on December 16, 2013, as the General Assembly had not yet adopted its 2014-2016 biennial budget at the time of the School Board adoption.

The FY 2015 Adopted Budget increases by 3.1 percent overall.

# Building the FY 2015 Budget

## BUILDING THE BUDGET – REVENUE

The FY 2015 Adopted Budget includes a 4.75 percent increase in the County transfer; increases in state aid primarily due to enrollment growth, a slight decrease in local revenue primarily in grants, and a decrease in federal aid. 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 2014 adopted budget of \$523.0 million is the base from which the FY 2015 budget is constructed.

## ALL FUNDS REVENUE SUMMARY

in millions FUND	FY 2013	FY 2014	FY 2015	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
County Transfer	\$397.8	\$412.6	\$432.2	\$19.6	4.7%
County Transfer - Re-estimated	\$0.0	\$3.1	\$0.0	(\$3.1)	0.0%
State Aid	\$33.5	\$37.1	\$39.2	\$2.2	5.8%
State Sales Tax	\$18.2	\$20.2	\$20.9	\$0.7	3.6%
Federal Aid	\$13.6	\$12.3	\$12.1	(\$0.2)	-1.8%
Local Revenue	\$19.1	\$17.6	\$17.4	(\$0.2)	-1.1%
Carry Forward/Budget Savings	\$6.0	\$20.2	\$17.6	(\$2.6)	-12.7%
<b>TOTAL REVENUE ALL FUNDS</b>	<b>\$488.1</b>	<b>\$523.0</b>	<b>\$539.4</b>	<b>\$16.4</b>	<b>3.1%</b>

Note: May not total due to rounding.

### BUDGETED BEGINNING BALANCE (\$1.0)

This budget assumes that \$2.5 million will be carried forward from FY 2014 Closeout funds to be used to fund the FY 2015 budget. This is a decrease of \$1 million from the carry forward amount in the FY 2014 budget.

### COUNTY TRANSFER TO APS – ONGOING REVENUE \$19.6

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 FY 2015 the ongoing County transfer to APS will be \$432.2 million which is an increase of \$19.6 million or 4.75 percent over the FY 2014 Adopted Budget. This \$19.6 million is the Schools' share of growth in local County taxes and reflects a revenue share of 45.9 percent of local tax revenue.

### COUNTY TRANSFER TO APS – ONE-TIME REVENUE \$(3.1)

Throughout the fiscal year, the County monitors its revenue receipts and reports to the County Board at budget reviews on the status of revenue accounts. When revenues exceed projections, the County shares this revenue in the same manner that other local tax revenue is shared. These receipts are one-time and are available for one-time purchases or initiatives. The County has projected the Schools will receive an additional \$8.4 million in one-time revenue from FY 2014. The School Board will decide how these funds will be used as part of the close out of FY 2014 this fall. As a result, no one-time revenues are included in the FY 2015 budget.

# Building the FY 2015 Budget

## STATE REVENUE

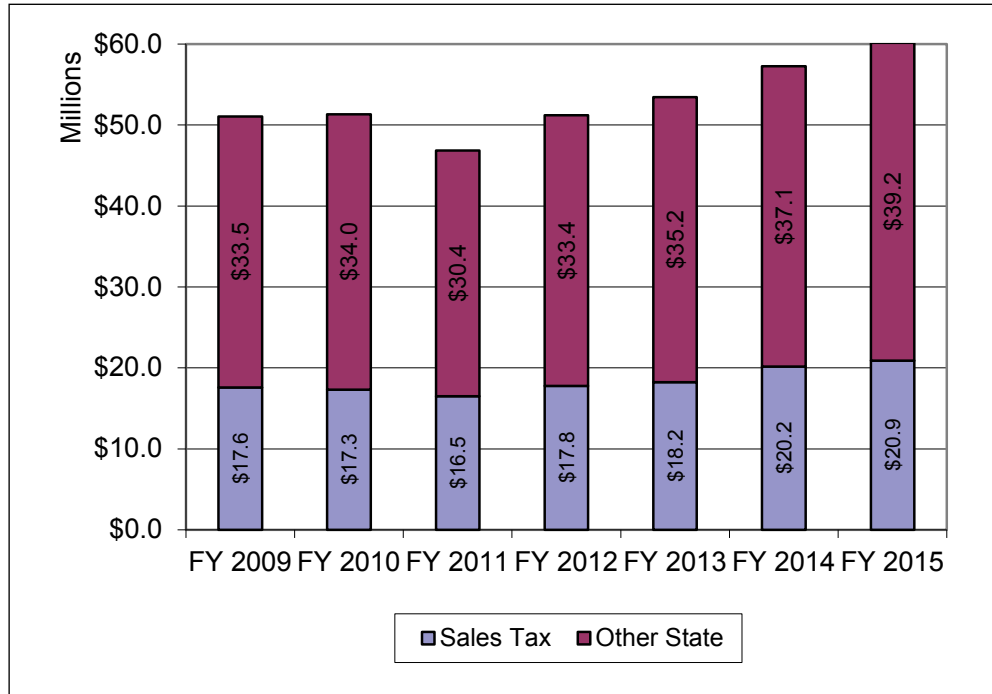
**\$2.9**

State revenue for Basic Aid and Virginia sales tax represents 11.2 percent of APS' budget. In FY 2015 state aid will be \$60.1 million compared to \$57.2 million last year. The increases for FY 2015 are primarily the result of increased enrollment growth and additional receipts for sales tax. The budget was developed based on the Governor's Introduced 2014-2016 biennial budget as presented on December 16, 2013. The General Assembly had not yet approved its 2014-2016 biennial budget when the School Board adopted its FY 2015 budget. Any changes to state revenue as a result of General Assembly action will be reflected in the mid-year and third quarter reports to the School Board, as well as the FY 2015 fiscal year close out.

Also included in the state revenue increase is funding to partially offset the costs of the Comprehensive Services Act Fund. All school divisions in the state contribute to the cost to educate children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. As the number of students in APS increases, the demand for these services also increases. On the expenditure side, an increase of over \$0.2 million is also reflected.

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 minimal and primarily the result of increasing student growth in Arlington County and increasing sales tax revenue in Virginia.

## STATE REVENUE





# Building the FY 2015 Budget

## **FEDERAL FUNDS**

**\$(0.2)**

Federal funding of \$12.1 million, which represents just over 2 percent of the APS budget, will decrease in FY 2015 as it has in the last several years. In FY 2015, federal funding will decrease for the Individuals With Disabilities Education Act (IDEA) and Title grants for students living in poverty and students learning English.

## **LOCAL REVENUE FROM FEES, CHARGES AND LOCAL GRANTS**

**\$(0.2)**

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 2015 local revenue from fees and grants is projected to decrease from \$17.6 million in FY 2014 to \$17.4 million in FY 2015, or by \$0.2 million and 1.1 percent. The decrease in local revenue is primarily due to decreases in local grant funding partially offset by increased demand for services and increased rates in some programs.

Highlights of the fee increases include:

- **Food & 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). In FY 2015, the price of a student lunch will increase \$0.05 to reflect increased food costs and expanded federal requirements on the school lunch program. The combination of increased student participation and an increase in the price of meals will generate an additional \$75,000 in fee revenue.
- **Extended Day**  
The extended Day fee schedule has been revised for FY 2015 in order to provide a fee scale that is equitable and consistent between income levels and to improve clarity and manageability by reducing the number of income levels from 24 to 11. Increasing enrollment is projected to generate an additional \$583,000.
- **Montessori Tuition for Three & Four-year Old Students**  
The Montessori tuition rates will increase next year in accordance with a multi-year 4-6 percent rate adjustment schedule designed to set fees at market rates. A sliding scale will remain in place. Because the projected increase in fee revenue for FY 2013 did not materialize, the increase in tuition rates in FY 2015 is not projected to generate additional fee revenue over the amount projected for FY 2014.
- **Pools**  
The fees charged to swim at APS pools have been increased to align with other public pool rental rates. This increase coupled with increased usage results in an increase in revenue from fees of approximately \$134,000.
- **Summer School and Career Center Enrichment Fees**  
Summer school and Career Center enrichment fees will increase for FY 2015 as adopted by the School Board on November 19, 2013. The School Board will continue to provide a subsidy for these programs next year.

Details of the fees for FY 2014 and FY 2015 can be found in the Supplemental Information section.

## Building the FY 2015 Budget

### CARRY FORWARD AND RESERVES

**(\$1.6)**

RESERVES ADJUSTMENTS (ONE-TIME REVENUE)	<i>in millions</i>
Reserves to Offset Increases in Debt Service in FY 2014 Budget	(\$1.40)
Reserves to Offset Increases in FY 2014 Budget from FY 2012 Closeout	(\$15.35)
Reserves to Offset Increases in FY 2015 Budget from FY 2013 Closeout	\$11.11
Reserves to Offset Increases in VRS in FY 2015 Budget	\$3.75
Reserves to Offset Increases in Debt Service in FY 2015 Budget	\$0.27
<b>NET RESERVES ADJUSTMENTS</b>	<b>(\$1.62)</b>

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 2014 base budget included one-time funding of \$1.4 million taken from a Debt Service Reserve that is eliminated in FY 2015.
- Funding totaling \$15.3 million from the FY 2012 closeout was set aside and carried forward in full to FY 2014. Because this is one-time funding, it is eliminated in FY 2015.
- In accordance with School Board practice in prior years, \$0.3 million from the Debt Service Reserve will be used to partially offset the increased FY 2015 debt service costs.
- Similarly, one-time funding of \$3.75 million from the VRS Reserve will be used to partially offset the increased VRS costs in FY 2015.
- Funding totaling \$11.1 million from the FY 2013 closeout was set aside and will be carried forward in full to FY 2015. Setting aside this funding to help offset one-time costs in FY 2015 is an important strategy in closing the budget gap. Of this amount, \$10.8 million will be used to fund selected one-time costs as shown below. The remaining funds of \$0.3 million will be kept in a reserve to offset one-time costs in the FY 2016 budget.

USES OF RESERVE IN FY 2015 FROM FY 2013 CLOSEOUT	<i>in millions</i>
From FY 2013 Closeout	\$11.11
One-time funded in Baseline	
Data Warehouse	(\$0.13)
One-time funded in Enrollment Adjustments (furniture & technology) - School Operating	(\$0.76)
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	(\$1.59)
One-time funded in Salaries and Benefits	
\$500 one-time bonus for all eligible employees	(\$2.20)
One-time funded in Efficiencies and Reductions	
Twice Exceptional program to transition to integrated model	(\$0.08)
Secondary autism assistants - restore for one year	(\$0.12)
One-time funded in New Requests	
Technology infrastructure for wireless network upgrade and expansion	(\$0.50)
Classification study for E and P salary scales	(\$0.10)
Website development	(\$0.05)
Pilot for public relations liaisons	(\$0.05)
One-time funded in MC/MM	(\$5.26)
<b>RESERVE FOR ONE-TIME COSTS IN FY 2016</b>	<b>\$0.28</b>

Note: May not total due to rounding.

# Building the FY 2015 Budget

## BUILDING THE BUDGET - EXPENDITURES

The FY 2015 budget was developed with the FY 2014 Adopted Budget of \$523.0 million as the beginning baseline. Within the available revenue, expenditure adjustments were made focusing on the Budget Direction from the School Board. As part of the budget process, the base budget was reviewed and modified to maintain current services, address the changes occurring at APS, specifically the rapidly growing student population, and ensure a balanced budget. The chart below provides a summary of these changes and explanations follow.

## ALL FUNDS EXPENDITURE SUMMARY

<i>in millions</i>	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015	COMPARISON ADOPTED TO ADOPTED	
FUND	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED	AMOUNT	PERCENT
Salaries (includes hourly)	\$290.7		\$302.3		\$312.7	\$10.4	3.4%
Employee Benefits	\$94.5		\$96.1		\$110.4	\$14.3	0.0%
Staff Development	\$1.9		\$2.5		\$2.3	(\$0.2)	-7.5%
Contractual Services	\$78.0		\$77.8		\$79.8	\$2.1	2.7%
Materials & Supplies	\$15.9		\$17.2		\$15.8	(\$1.3)	-7.8%
Equipment	\$13.6		\$10.0		\$9.4	(\$0.6)	-5.8%
Other Operating Costs	(\$2.8)		\$17.2		\$8.9	(\$8.3)	-48.1%
<b>TOTAL EXPENDITURES ALL FUNDS</b>	<b>\$491.7</b>	<b>4,108.96</b>	<b>\$523.0</b>	<b>4,159.27</b>	<b>\$539.4</b>	<b>\$16.4</b>	<b>3.1%</b>

Note: May not total due to rounding.

## ONE-TIME COSTS IN FY 2014

**\$(15.7) / (3.5)**

Expenditures added to the FY 2014 budget that were for one-time needs are removed from the baseline when developing the FY 2015 budget as the funding is not required in FY 2015. The one-time costs removed from the budget include the following:

ONE-TIME COSTS IN FY 2014 ADOPTED BUDGET	<i>in millions</i>
Technology for new Wakefield High School	(\$0.45)
Student Information System	(\$0.15)
Data Warehouse	(\$0.15)
Furniture & Technology for increasing enrollment	(\$0.96)
Relocatables for increasing enrollment	(\$1.94)
One-time \$1000 bonus for eligible employees	(\$1.50)
Enterprise Resource Planning system - required additional tools and modules	(\$1.60)
Professional development	(\$0.35)
Three additional buses and GPS and barcode equipment for all buses	(\$0.45)
Connect Arlington equipment	(\$0.13)
Offset MC/MM reduction	(\$1.55)
HS Resource Teachers for the Gifted (3.5 FTE)	(\$0.30)
Reserve remaining in FY14 budget	(\$6.13)
<b>TOTAL ONE-TIME COSTS IN FY 2014 ADOPTED BUDGET</b>	<b>(\$15.66)</b>

Note: May not total due to rounding.

## Building the FY 2015 Budget

### BASELINE ADJUSTMENTS

**\$2.3 / 9.2**

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, 17.2 school-based positions were added to the FY 2015 Adopted Budget. Of these positions, two are for a principal and an administrative assistant to provide advance staffing for the new elementary school. A total of 5.5 custodians were added to the baseline to reflect additional square footage in new relocatables and the Ashlawn addition. The remaining 9.7 positions convert positions that had previously been funded through the staffing contingency to ongoing budgeted positions. For the last several years, each middle school has received a math teacher to augment math instruction. These 5.0 positions will be converted to permanent staffing by adding approximately \$0.2 million to the baseline budget and reducing the annual staffing contingency by the same amount. Similarly, 2.0 positions are art and music teachers assigned to the Abingdon Exemplary Project who will be funded through the baseline budget and no longer funded by the staffing contingency. Due to reductions in Title I funding, 2.0 elementary math coach positions will be added to the baseline operating budget. Other baseline position additions include a 0.5 reading teacher and a 0.2 Instructional Technology Coordinator.

### FY 2015 BASELINE INCREASES

• Technology	\$1.3
• Debt Service costs	0.5
• Capital leases	0.3
• Building leases	0.3
• Nursing and other services for Special Education students	0.3
• Custodians (5.5 FTE) and cleaning supplies	0.3
• Comprehensive Services Act Fund expenditures	0.2
• Food & Nutrition Services Fund expenditures	0.2
• Principal and principal's assistant for new ES (2.0 FTE)	0.2
• Math teachers for middle schools (5.0 FTE)	0.2
• Math coaches moved from Title I (2.0 FTE)	0.2
• Art and music teachers – Abingdon Exemplary Project (2.0 FTE)	0.2
• VPI costs in Operating	0.2
• Reading teacher (0.5) and Instructional Tech Coordinator (0.2)	0.1
• Aquatics program expenditures	0.1
	<b>\$4.6</b>

### FY 2015 BASELINE DECREASES

• Grants & Restricted Programs Fund expenditures	(1.1)
• Utilities	(0.6)
• Building leases	(0.3)
• Contingency Staff for Teen Parenting Program (2.5 FTE)	(0.2)
• Site Coordinators for Dropout Prevention (2.0 FTE) – 1.0 converted to Contract Services	(0.1)
• HS Resource Teachers for the Gifted (3.5 FTE in one time costs)	(0.0)
	<b>\$(2.3)</b>

### GRANTS AND RESTRICTED PROGRAMS FUND POSITIONS ACCOUNTING

**\$0 / (72.19)**

For the FY 2015 School Board's Adopted budget, the Grants and Restricted Programs position total is based on FY 2014 actual positions rather than an estimate as in previous budgets. The FY 2014 Adopted budget for the Grants and Restricted Programs Fund totaled 194.45 positions. The FY 2014 actual positions total 122.26, a decrease of 72.19 positions.

## Building the FY 2015 Budget

### **SALARY BASE ADJUSTMENT**

**\$(1.1) / 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."

### **ENROLLMENT & CAPACITY**

**\$9.8 / 90.5**

FY 2015 will represent the ninth consecutive year of student enrollment growth in APS. Over the last six years, the number of students attending APS increased by more than 4,600 students or by approximately 25 percent. The actual enrollment on September 30, 2013 was 23,316 students; the projected enrollment for September 30, 2014 is 24,213 students or an increase of 897, representing a one-year increase of 3.9 percent.

Additional funding for teachers, teacher assistants, school administrative staff, custodians 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. A total of \$9.9 million is required to provide for 100.5 additional school-based positions at a cost of \$7.6 million as well as approximately \$1.6 million to fund relocatable classrooms and slightly less than \$0.8 million to provide for the materials, technology, furniture and equipment needed to make the relocatables fully-functioning classrooms.

### **SALARIES & BENEFITS**

**\$18.6 / 0.0**

Because teacher and staff quality are fundamental to student achievement and student success, funds are provided for a 2% compensation adjustment for all eligible employees at a cost of \$7 million. This increase supports the School Board's goal to ensure that APS attracts and retains a high quality work force.

In addition, during the budget approval process, the School Board elected to provide all eligible employees a \$500 one-time bonus at a cost of \$2.2 million.

APS' contribution to the Virginia Retirement System for retirement for professional personnel will increase \$7.5 million as a result of an increase in the contribution rate from 11.66% to 14.5% for FY 2015.

Recognizing the increasing cost of health benefit insurance, funding for these accounts was increased \$2.6 million; there are no changes to the employee share for health insurance plans.

The increases noted above are partially offset by a decrease of \$0.5 million for long-term disability insurance and a decrease of \$0.3 million for VRS retirement for non-professional personnel resulting from rate decreases.

### **RESERVE FOR FY 2016 BUDGET**

**\$0.3 / 0.0**

These funds are those that remain from the FY 2013 Closeout funds that were earmarked to offset one-time costs in FY 2015. These funds can be used to offset any losses of federal or state revenue or to fund any one-time costs that arise after the year begins or can be available to offset one-time costs in the FY 2016 budget.

## Building the FY 2015 Budget

### EFFICIENCIES AND REDUCTIONS

**\$(4.0) / (26.30)**

In order to have a balanced budget that included a compensation increase for staff and did not increase class size, a variety of efficiencies and reductions were required. Overall, savings total \$4.0 million and eliminate over 26 positions. Details of these actions follow.

### FY 2015 ADOPTED BUDGET REDUCTIONS

AREA	DESCRIPTION	AMOUNT	FTE
SCHOOLS	Change Clerical Planning Factor at MS and HS	(\$0.08)	(1.50)
	Change MS Librarian Planning Factor	(\$0.17)	(2.00)
	Reduce Extra Days (E days)	(\$0.16)	
DEPARTMENTS	Reduce OPEB Contribution	(\$1.30)	
	Integrate Two Instructional Supervisors	(\$0.14)	(1.00)
	Reduce health insurance costs	(\$0.30)	
	<i>Dependent Health Benefits Eligibility Audit</i>	(\$300,000)	
	<i>Implement Tiered Cap on Retiree Health Insurance</i>	(\$3,894)	
	Redesign Retiree Rehire Practices	(\$0.25)	
	Special Education Classroom Assistants	(\$0.78)	(20.00)
	Change Model of Service Delivery - Twice Exceptional Teacher	\$0.00	(0.80)
	Special Education Coordinators	(\$0.08)	(1.00)
	Reduce Non-mandated Field Trips	(\$0.16)	
	Reduce VRS Creditable Compensation	(\$0.19)	
	Reduce Instructional & Innovative Technologies Budget	(\$0.15)	
	Increase Adult Education Fees	(\$0.14)	
	Reduce Professional Services	(\$0.06)	
	<b>GRAND TOTAL FY 2015 ADOPTED BUDGET REDUCTIONS</b>		<b>(\$3.96)</b>

Note: May not total due to rounding.

## Building the FY 2015 Budget

### **Change Middle School Librarian Planning Factor** (\$0.1) / (2.0)

The current planning factor for middle school librarians adds a second librarian when a middle school reaches an enrollment of 1,000 students. In light of the changes to the delivery model of library services at the middle school level, the planning factor will change in FY 2015 to add a second librarian when enrollment reaches 1,300 students. As a result, the second librarian at Swanson Middle School will be eliminated and Williamsburg Middle School will not qualify for a second librarian that the school would have received under the previous planning factor.

### **Change Clerical Planning Factor at Middle and High Schools** (\$0.1) / (1.5)

Changing the planning factor for middle and high school educational administrative assistant positions across five middle schools and eight high schools and programs will decrease the administrative support staff by 1.50 positions. As a result, school administrative staff will need to be cross trained as the division continues to move forward with a cross functional approach to work responsibilities in many areas. Areas that lend themselves to this approach include supports for students, parents and staff; financial, accounting and budgetary tasks; compilation of data for reports; and maintenance of student information and attendance in the Student Information System.

The planning factor for the middle school educational clerical position is changed as follows, which results in a decrease of a 1.0 clerical position (0.5 each at Swanson and Williamsburg):

- 2.0 positions for 800-874 students to 2.0 positions for 800-899 students
- 2.5 positions for 875-949 students to 2.5 positions for 900-999 students
- 3.0 positions for 950-1024 students to 3.0 positions for 1000-1099 students
- 3.5 positions for 1025-1000 students to 3.5 positions for 1100-1199 students

The planning factor for the high school guidance clerical position is changed as follows, which results in a decrease of a 0.5 clerical position at Wakefield:

- 3.0 positions for 1000-1249 students to 3.0 positions for 1000-1299 students
- 3.5 positions for 1250-1499 students to 3.5 positions for 1300-1599 students
- 4.0 positions for 1500-1749 students to 4.0 positions for 1600-1899 students

## DEPARTMENTS

### **Reduce Other Post-Employment Benefits (OPEB) Contribution** (\$1.3) / 0.0

Every year, APS' actuary values the division's unfunded OPEB liability and recalculates the estimated payment required to the OPEB Trust. During the summer of 2013, APS engaged the actuary to do an experience study to ensure that the basis on which funding estimates are made is accurate. As a result of the study, APS' estimated contributions to the trust fund were reduced based on revised assumptions that better reflect the actual employee and retiree demographics. These assumption changes combined with changes previously made in APS' health insurance plan design reduced the funding requirement by \$1.3 million.

### **Special Education Classroom Assistants** (\$0.8) / (20.0)

For some time, 20.0 special education assistant positions have been budgeted in the DSSSE to assign to schools on an as-needed basis. Over time, many of the assistant positions have remained at schools even though the need is no longer required. Schools will continue to receive assistants through approved planning factors or based on a special need but the position assigned will come from the staffing contingency and will remain only for the school year in which the need was identified. Two of the 20.0 positions will be used for vision assistants which will now be allocated based on a planning factor. In addition, to offset the potential impact of these changes, the funds for 5.0 positions were added to the staffing contingency.

## Building the FY 2015 Budget

### **Realign Planning Factor for Secondary Program for Students with Autism** (\$0.0) / (0.0)

The Superintendent's Proposed budget included a reduction in the planning factor for secondary students with autism. After input from the community and deliberation by the School Board, the proposed reduction was reinstated for one year with one-time funds. In addition, the School Board directed the Superintendent, in conjunction with the appropriate advisory committees/councils and with community input, to perform a review of, and report on, the program. The report will delineate a vision and roadmap for the program and how it aligns with implementation plans of the Evaluation of APS Services for Students with Special Needs. The School Board also directed the Superintendent to provide a public briefing on the report findings in advance of the FY 2016 proposed budget submission.

### **Dependent Health Benefit Eligibility Audit** (\$0.3) / 0.0

APS's active and retiree health and dental plans provide coverage to employees as well as their spouses and dependent children in accordance with federal law. A periodic audit of the eligibility of dependents claimed by employees is considered a best practice and typically these audits discover individuals covered by health plans who do not meet the eligibility requirements. Savings is realized by removing ineligible dependents from APS' health plans. The budgeted savings from this audit are conservative at approximately half of the savings realized by the average employer.

### **Redesign Retiree Rehire Practices** (\$0.3) / 0.0

Beginning July 1, 2014, retirees who return to temporary/hourly positions in APS will be paid a fixed-rate based on the level of work performed and not based on the retiree's salary at retirement. Savings of \$250,000 will be realized as additional lapse savings. When the budget is adopted, Policy Implementation Procedures (PIP) 35-6.2 Reemployment of Retirees, Section E, Compensation and Benefits will be revised. Examples of salaries under the new pay plan include:

Teachers (non-classroom)	\$43.73
Assistant	\$24.86
Supervisors (P-scale)	\$55.80
Coordinators (P-scale)	\$53.15
Director	\$61.52
Principal	\$64.50
Assistant Principal	\$58.59
Assistant Superintendent	\$71.22
Food Service Worker	\$15.47
Food Service Manager	\$30.44
Bus Driver	\$24.86
Extended Day Supervisor	\$30.44
Extended Day Assistant Supervisor	\$23.19
Supervisors (E-scale)	\$53.15
Coordinators (E-scale)	\$43.72

Additional information is found in the following section on New Budget Requests.



## Building the FY 2015 Budget

### **Reduce Extra Days (E-Days) (\$0.2) / 0.0**

Funding is provided for teacher-scale staff to work additional days during the summer months or when teachers are not contracted to work in the Departments of Instruction, Special Education and Student Services, and Information Systems. In FY 2015, approximately 25% or \$161,800 of this funding will be reduced. Activities such as finalizing master schedules at secondary schools, student testing, and curriculum development are performed when schools are not in session. This reduction will require these departments to realign workload during the year.

### **Reduce VRS Creditable Compensation (\$0.2) / 0.0**

This action will reduce APS' retirement contributions to the Virginia Retirement System (VRS) by excluding some additional pay to employees from VRS creditable compensation. Additional pay beyond regular salary for activities such as student activity stipends, department chair stipends or pay for extra days will no longer be eligible for VRS credit. APS will reduce their payments to VRS and employees will not be required to contribute 5 percent of salary to VRS on these payments. Teaching an extra period will continue to be considered creditable service and will not be affected by this reduction.

### **Reduce Non-mandated Field Trips (\$0.2) / (0.0)**

In FY 2015, several changes will be implemented in how school field trips are allocated and managed. These changes include:

- Reducing non-mandated school field trips 50%;
- Allocating non-mandated field trip funds directly to schools; and,
- Increasing the rate schools are charged for field trips to reflect actual costs.

Current practice allocates each APS school and program a specified number of field trips; the trips taken and the students participating in field trips is a local school option. Schools always have the opportunity to schedule additional field trips if there is school funding available.

Mandated field trips – which include secondary school athletic trips, trips to the aquatic centers, the Planetarium, the Outdoor Laboratory, orientation trips to middle schools for 5th grade students, in-county school trips for Arts Program performances, College Night for senior high school students, Humanities Program trips, debate team transportation, and work-study buses – are not included in the reduction.

The rate schools are charged for field trips will increase from \$33 per hour to \$50 per hour.

Reducing the per school allotment by 50% and increasing the field trip rate will result in an overall reduction of field trip hours by 65%.

### **Integrate Two Instructional Supervisor Positions (\$0.1) / (1.0)**

In the Department of Instruction, the duties of the Business Supervisor and the Family and Consumer Sciences (FACS) Supervisor positions will be integrated into a Career and Technical Education Supervisor which will eliminate one supervisory position and \$142,140. This recommendation reflects changes in the organizational structure of Department of Instruction begun in FY 2011 to create further efficiencies within the department. Further, streamlining the position will lead to better coordination of programs as both existing supervisors work with partnerships, dual-enrollment, development of curriculum, and support of teachers under the direction of the Director of Career, Technical, and Adult Education.

### **Increase Adult Education Fees \$0.1 / 0.0**

The Adult Education Program prices its course offerings to cover the direct cost of the classes offered. Beginning in FY 2015, the program will pay overhead to APS to cover the program's indirect costs. The amount of overhead will be set at the State's indirect cost rate of 14.5%. As a result of this change, the Adult Education Program will contribute approximately \$142,000 next year to cover their indirect costs which will require the program to increase the fees charged for Adult Education classes.

## Building the FY 2015 Budget

### **Change Model of Service Delivery – Twice Exceptional Teacher** **(\$0.0) / (0.8)**

The Superintendent's Proposed budget proposed changing the service delivery model for twice exceptional students which included the reduction of the 1.0 FTE Twice Exceptional Teacher. The Twice Exceptional Program serves high school students who are eligible for both gifted services and special education services. The program is designed for students with disabilities who are candidates for an Advanced Studies Diploma and are able to perform above grade-level expectations with special education support. Currently, the program serves eight high school students.

After input from the community and deliberation by the School Board, the proposed reduction was modified to provide \$75,000 in FY 2015 one-time funding to successfully transition from the current model for serving twice exceptional students to an integrated model that will serve all students, including those with special needs as they enroll and participate in rigorous courses at all APS high schools. This funding will support professional development and the appointment of a 0.2 staff position (for one year only) to oversee this transition and to ensure the successful deployment of the professional development to appropriate school-level staff. This funding and this 0.2 staff position will enable a cross-functional team from the Department of Student Services and Special Education and the Department of Instruction to jointly offer professional development for counselors, administrators and teachers prior to the beginning of the next school year. The training will focus on student support strategies to ensure access to and success in high-level courses for all students with special needs.

During this transitional year, it is expected that this 0.2 staff position will:

- serve as a point of contact for staff and families regarding twice exceptional support,
- outline the mechanisms by which this professional development will be delivered in future years (whether as stand-alone or as part of other ongoing professional development), and
- work with the cross-functional team to provide an update to the School Board during the 2014-15 school year about the success of this transition.

### **Special Education Coordinators** **(\$0.1) / (1.0)**

Historically, APS has increased the number of Special Education Coordinators based on a planning factor allowing for 1.0 Coordinator position for every 315 special education students. In FY 2015, this planning factor – which is the only student-driven planning factor for central office positions – will be eliminated. In the future, the DSSSE will request additional Special Education Coordinators through the regular budget request process. This planning factor change results in a cost avoidance by not adding a 1.0 Coordinator position in FY 2015; no existing Special Education Coordinators positions will be eliminated.

### **Reduce Professional Services** **(\$0.1) / (0.0)**

Based on a review of anticipated services required in FY 2015 and an analysis of prior year's actual expenditures, funding for audit services, actuarial services, school activity fund software costs and consultant fees may be reduced by \$58,000.

## Building the FY 2015 Budget

### **Implement Tiered Cap on Retiree Health Insurance** **(\$0.0) / (0.0)**

Currently, APS caps all retiree health premiums at \$1,200 per month independent of how long an employee worked for APS prior to retirement. This proposal will cap APS share of retiree health premiums based on years of service similar to how health premium contributions are scaled. No programs or services will be eliminated through the tiered cap on retiree health insurance; APS will continue to contribute to retiree health insurance premiums.

*Rationale:*

- Current policy caps APS contributions to retiree health premiums to \$1,200 per month.
- APS' contributions to health insurance premiums for retirees are tiered so that the longer an employee works for APS, the higher the health insurance subsidy. A maximum subsidy is reached with 20 or more years of service.
- With this change both the cap on retiree health insurance coverage paid for by APS as well as the amount of the retiree's premiums will be based on years of service.

*Impact of Cut:*

- Initial impact to retirees is expected to be minimal, although impact cannot be fully calculated until 2015 insurance premium rates are determined.
- Employees with less than 20 years of service to APS may find APS contributions to their health insurance capped at a lower level.

Over time, this action will also lower APS' unfunded OPEB liability.

### **Minor Construction/Major Maintenance (MC/MM)** **0.0 / 0.0**

In FY 2014, \$1.55 million was cut from the ongoing MC/MM budget and was replaced with one-time funding to ensure that APS' preventive maintenance program would have adequate funding. In FY 2015, the \$1.55 million cut last year was not restored and was increased to \$6.9 million although one-time funds were again allocated to the MC/MM budget to ensure that the program would continue intact next year.

## Building the FY 2015 Budget

### NEW INVESTMENTS

**\$6.3 / 39.1**

In keeping with the School Board's Strategic Plan and the need to both maintain and advance student achievement, this budget includes some new investments. Highlights of the more significant program enhancements include additional instructional time at three elementary schools where early Wednesday release will be eliminated, a comprehensive, integrated plan to develop early literacy in pre-Kindergarten through grade 6 and implementation of the Arlington Tiered System of Supports. Details of all additional expenditures are outlined in the section that follows.

### FY 2015 NEW INVESTMENTS

AREA	DESCRIPTION	AMOUNT	FTE
SCHOOLS	Jefferson IB World Languages	\$0.16	1.20
	Expand Instructional Time at 3 Elementary Schools	\$1.69	16.90
	Instructional positions for Drew Model School for 2 master schedules	\$0.58	5.50
	Restore HS Resource Teachers for the Gifted	\$0.31	3.50
INSTRUCTIONAL SUPPORT DEPARTMENTS	Integrated Reading and Support Initiative including the Arlington Tiered System of Support (ATSS)	\$0.94	1.00
	Redesign Summer School	\$0.30	
	Provide Additional SAT Preparation Options	\$0.09	
	Student Services	\$0.22	3.00
	<i>MS Substance Abuse Counselor</i>	\$45,065	0.50
	<i>Coordinator of Counseling</i>	\$61,955	0.50
	<i>Implement Planning Factor for Vision Assistants</i>	\$77,674	2.00
	<i>Professional Development for School Counselors</i>	\$39,500	
CENTRAL SUPPORT DEPARTMENTS	Technology Infrastructure Needs	\$0.50	
	Transportation Needs	\$0.33	5.00
	<i>Additional Bus Drivers</i>	\$246,800	4.00
	<i>Special Needs Bus Routing Coordinator</i>	\$87,640	1.00
	Professional Development for Teachers	\$0.24	
	Contingency Funds for Special Education Classroom Assistants	\$0.19	
	Legal Fees	\$0.18	
	Budget Analyst	\$0.12	1.00
	New Design & Construction Project Manager	\$0.11	1.00
	School & Community Relations	\$0.10	
	<i>Division Website Development</i>		
	<i>Public Relations (PR) Liaisons Stipends - Pilot Program</i>		
	Classification Study for E and P Salary Scales	\$0.10	
	Farm-to-School Coordinator	\$0.07	1.00
Redesign Early Retirement Program	\$0.05		
	<b>GRAND TOTAL FY 2015 NEW INVESTMENTS</b>	<b>\$6.27</b>	<b>39.10</b>

Note: May not total due to rounding.

# Building the FY 2015 Budget

## SCHOOLS

### **Expand Elementary Instructional Time at Three Schools** **\$1.7 / 16.9**

This funding provides for the teaching staff needed to expand instructional time at three elementary schools which will increase the number of elementary schools with Limited Early Release to 18. The three schools where early-release Wednesdays will be eliminated are Nottingham, Oakridge, and Tuckahoe. An increase in the amount of instructional time available for students at the three schools selected will allow for the implementation of the Foreign Language in Elementary School (FLES) program. This aligns with the World Languages Progressive Planning Model; provides a continuum of Spanish language instruction K-12 to additional schools; addresses Goals 1 and 2 of the APS Strategic Plan; and better prepares students for upper level World Language instruction. The expansion of the program will provide equity of access to the instructional program at the elementary level.

Additional elementary instructional time

- was developed from discussions around the need to provide added instructional time based on need for a strong foundation in world languages;
- supports implementation of the FLES model and research on language acquisition; and
- provides team and/or grade level planning to best meet a school's operational structure planning time in alignment with Policy Implementation Procedures.

FLES reflects the School Board's value that all APS students should be proficient in at least two languages upon graduation and should have access to world language proficiency programs regardless of school of attendance. Students who complete the full FLES sequence (K-5) develop Spanish language proficiency in the range of novice-mid to novice-high in listening, speaking, reading, and writing. FLES aligns curriculum with national and state standards for Foreign Language instruction, is developmentally-appropriate, and is aligned and supported by recommendations from the Advisory Council on Instruction (ACI), the World Language Advisory Committee, and program evaluations.

### **Restore High School Resource Teachers of the Gifted (RTG)** **\$0.3 / 3.5**

In FY 2014, these high school RTG positions were cut from the budget and subsequently added back with one-time funding for one year to give the Department of Instruction time to evaluate the value of these positions and/or redesign their function. Working with staff, a review of the job description and duties of the high school RTG position was conducted. It was determined that the unique support offered by these teachers could not be assumed by other staff members. RTGs provide opportunities for extension of curriculum for students and they are also able to build capacity by working with teachers on appropriate strategies to differentiate instruction. Based on the review of the roles and responsibilities of the high school RTG positions as directed by the School Board, the existing positions will be reinstated for future years. Staff has provided the School Board with a detailed response to its Budget Direction on this topic and a work session will be scheduled if needed.

### **World Languages Teachers at Jefferson Middle School** **\$0.2 / 1.2**

Based on a recent review of the Middle Years International Baccalaureate Program (MYIB) at Jefferson Middle School, 1.2 additional World Language teachers are required for the school to continue to qualify for MYIB certification. Moreover, adding these teachers addresses APS' Strategic Plan Goals 1 and 2 and will provide additional exposure to world language instruction affording students either more information in making a choice for high school credit-bearing courses or additional instruction in the language of choice prior to entering a high school credit-bearing world language course.

### **Provide additional instructional positions for Drew Model School** **\$0.6 / 5.5**

The Executive Leadership Cohort, Executive Leadership Team and Department of Instruction staff worked with the administrative team at Drew to focus on instructional priorities for the Graded and Montessori programs. It was determined that two separate master schedules, one for the Graded program and one for the Montessori program, would enhance instruction. The two master schedules would allow special classes and additional support provided for students in each program to be independent of each other. Therefore, additional staff in areas such as special education, ESOL/HILT, reading and gifted services will provide optimal and targeted support to students. Staff will be allocated to each program based upon students' instructional needs. The additional staff will allow the uniqueness and requirements of each program to be addressed in a comprehensive manner while still promoting a sense of "one building, one school."

## Building the FY 2015 Budget

### DEPARTMENTS

#### **Integrated Reading & Support (IRS) \$0.9 / 1.0**

This funding represents the first year of a multi-year initiative focused on literacy – a key component to closing the achievement gap. In FY 2015, funds will be used to support Professional Learning Communities, Family Engagement and Professional Development, as well as the Arlington Tiered System of Support.

#### *Integrated English Language Arts (IELA) \$0.5 / 0.0*

The Integrated English Language Arts: High Expectations and Instructional Support plan will be implemented with a focus on Kindergarten through grade two during the first year. The program will result in a system-wide progressive planning model that involves multiple departments in the coordination of planning and implementation of services to effectively address student achievement and positively impact success in reading, writing, and communication for students. This system-wide collaborative effort builds upon existing APS planning and work around eliminating achievement gaps as well as recommendations from program evaluations, the Advisory Council on Instruction, and other advisory committees.

*Professional Learning Communities:* Continue to support the work of professional learning communities to ensure that all instructional decisions are based on formative data and to establish a data-driven instructional culture by expanding the use of common assessments.

*Family Engagement:* Expand summer reading support and initiatives, Parent Expectations Support Achievement (PESA), and Participation to more schools.

*Professional Development:* Provide Administrator Literacy Retreats that focus on effective early literacy instruction. Provide professional learning sessions for teachers including ESOL, special education, classroom, and reading teachers. This will include four days of professional development to identified school staff provided by a university partner.

#### *Arlington Tiered System of Support (ATSS) \$0.4 / 1.0*

In response to the recommendations in the program evaluations for Student Services, English Language Arts and ESOL/HILT, Arlington Public Schools will expand the current Intervention Assistance Team (IAT) design to develop an Arlington Tiered System of Support (ATSS) implementation plan that will improve instruction and services for all students, including those with special needs and English Language learners. APS will not “wait for students to fail” before it provides additional supports. The framework will build consensus and understanding by developing organizational structures that will facilitate interventions and supports for students in need that will enrich their educational experience. The plan will actualize APS’ vision as a diverse and inclusive school community, committed to academic excellence and integrity, and continuous improvement. The initiative includes a DSSSE Supervisor to oversee the implementation of ATSS.

The budget for implementing ATSS includes:

- |                                                                                                          |           |     |
|----------------------------------------------------------------------------------------------------------|-----------|-----|
| • ATSS Supervisor                                                                                        | \$129,400 | 1.0 |
| • Professional Development for principals, assistant principals, teachers, counselors, and support staff | 195,000   |     |
| • Materials development and printing                                                                     | 75,600    |     |

This funding will be used to develop and disseminate Standard Operating Procedures Manuals (SOPM) to post policies, procedures and expected practices for ATSS. Funding is also provided to create weblinks and printed materials pertaining to Section 504 and special education/related services. A key element to this implementation is system-wide, cross departmental professional development for school-based teams that define interventions and train staff to implement positive behavioral interventions and instructional delivery strategies. Lastly, a systemwide, online tracking system to maintain and monitor interventions and student progress through Synergy will be implemented at no additional cost.

## Building the FY 2015 Budget

### IT Infrastructure

**\$0.5 / 0.0**

IT infrastructure in buildings, such as cabling, network racks, switch equipment, and wireless access points, is as much a part of the building as carpet and plumbing. Like all building infrastructure, equipment needs to be replaced or upgraded from time to time. This funding will be dedicated to continue the expansion of the wireless network infrastructure, re-cabling of schools to new standards, converting video services to digital signal output and moving network services to the South Taylor Street Network Operation Center (South-NOC). This funding is also necessary to begin implementing VOIP (voice over IP), and to move from an analog video system to a digital system in the upcoming year.

This funding will achieve the following:

- The network infrastructure in many schools is outdated and needs to be brought up to new standards and support the increasing use of mobile devices.
- The network hardware currently in schools can no longer be purchased because it is out of date. This funding will begin upgrading network hardware to current standards.

Activities planned for FY 2015 include:

- Wireless Infrastructure Upgrade in elementary schools where schools have limitations related to physical space needed for technology equipment (technology closet spaces);
- Firewall, Filters, Internet (Hardware Upgrade and Transitioning Services);
- Virtual Desktop Integration (VDI) rollout; and,
- VOIP (voice over IP), with moving APS from an analog video system to a digital system.

### Redesign Summer School

**\$0.3 / 0.0**

In order to expand opportunities for additional remediation and acceleration to summer instruction at the elementary level, funding is provided to offer summer school at three additional sites: Randolph, Drew and Hoffman-Boston. The program at these three sites will have a four-hour day. At these schools, students will be actively recruited to the program where they will receive additional time for instruction in English Language Arts and mathematics.

### Additional Bus Drivers

**\$0.2 / 4.0**

The current number of bus drivers employed by APS Transportation Services needs to be increased to accommodate current need and projected enrollment growth. Adding four drivers will provide the following benefits:

- Transportation services to accommodate APS enrollment growth based on current enrollment and near-term enrollment projections
- Improving recruitment and retention efforts by increasing opportunities for a defined career path for current substitute drivers
- Less reliance on substitute bus drivers
- Better route planning, allowing for effective and efficient use of resources and personnel

With additional drivers, APS will not need to rely as heavily on temporary/hourly substitute bus drivers who often do not provide the level of stability that an APS salaried driver provides and is required to maintain effective service to students.

## Building the FY 2015 Budget

### Professional Development for Teachers

**\$0.2 / 0.0**

Funding for two initiatives is included to support teachers to obtain additional teaching credentials in two areas of need for APS:

#### *Dual Endorsement*

*\$158,100 / 0.0*

New state guidelines require that school divisions offer a Standard Diploma option for Special Education students. As a result, special education students who pursue a standard diploma option must be taught by a teacher endorsed in the instructional content area. Courses that require teachers to be endorsed include Algebra 1 & 2, Geometry, English 11, World Geography, World History, US/VA History, Biology, Earth Space, and Chemistry. To meet state guidelines as well as the needs of special education students, APS will provide special education teachers with the opportunity to become dually endorsed in the required content areas. This funding will also enable teachers to pursue a second endorsement in reading or ESOL/HILT. Funding is provided for tuition reimbursement for 24 teachers.

#### *Dual Enrollment Credentials*

*79,020 / 0.0*

This funding will provide tuition reimbursement for 10 teachers who are interested in meeting the dual enrollment requirements to teach a college-level course through APS' partnership with Northern Virginia Community College (NOVA). The number of APS students who enroll in college level courses offered through this partnership continues to grow. A number of APS teachers have the expertise to teach a dual enrollment course but they don't have enough graduate hours in their content area to meet NOVA's requirements for awarding college-level credit. With additional teachers qualified to teach dual enrollment courses, more APS students will be able to take these courses during the regular school day in their home school.

### Contingency Funds for Special Education Classroom Assistants

**\$0.2 / 0.0**

Funding is included to ensure that when the out-of-ratio special education classroom assistant positions are reassigned to positions required by planning factors, there will be flexibility to provide some additional staff to smooth the transition if needed. A total of 20.0 department assigned assistants will be eliminated (see the "Efficiencies and Reductions" section); two of these will be restored by adding a new planning factor for vision assistants (outlined below) and this funding will enable an additional five to be restored for FY 2015 if required.

### Legal Fees

**\$0.2 / 0.0**

Due to both an increasing need for legal services as the division becomes larger, and a change in the way APS receives legal services requires an additional \$175,000 for legal fees. Similar to all school divisions, Arlington Public Schools requires legal services and support primarily in the areas of human resources, contracts, special education, real estate and other general legal matters. Until January 1, 2014, APS relied on both the County Attorney and outside counsel for legal matters; in FY 2015, all of APS' legal services will be provided by outside counsel. This additional funding will provide for both the increased services required by a growing school division and the discontinuation of the County's legal support.

### Provide Additional SAT Preparation Options

**\$0.1 / 0.0**

Currently, SAT preparation courses are available at a reduced cost through the Minority Achievement Office on a first come, first served basis. In order to be able to extend the opportunity to additional students, SAT preparation strategies and skills will be infused into content area curriculums using an intensive training model offered by The College Board. This will build capacity among teachers to provide direct guidance to all students in preparing for the testing experience. These funds will be used to train 15 to 20 classroom teachers at the high school level in strategies specific to the SAT that can be delivered in their content area classes to all students rather than just to those who are enrolled in the SAT preparation course.



## Building the FY 2015 Budget

### **New Design & Construction Project Manager (Capital Projects Fund) \$0.1 / 1.0**

The number of current and projected construction and major maintenance projects has increased beyond the scope and abilities of the current project management team. In addition to managing actual construction, project managers must be actively involved in planning and coordinating APS' extensive community engagement process. The project manager will engage in and support the More Seats for More Students initiative and will support the County requirements/mandates for new school projects. This, coupled with the other duties of tracking budget, working with instructional staff and engaging all involved with the utilization of each new facility, requires an additional full-time position in the Office of Design and Construction. In addition there are a number of large MC/MM projects requiring the same level of oversight as all other large projects.

The project manager will implement and oversee APS renovation, new construction and alteration projects, including community meeting processes. The manager will coordinate efforts of the architect/engineer team, construction managers and APS staff. He or she will also work closely with the maintenance and operations staff to coordinate new initiatives in all projects.

### **Classification Study for E/P Scale Employees \$0.1 / 0.0**

One-time funding is provided for a classification study of administrative (exempt) pay scales to ensure that Arlington Public Schools (APS) remains competitive. The study will determine whether:

- Classification specifications are current and inclusive of like positions;
- Job requirements are delineated so that they are sufficient enough to recruit high quality staff; and
- Pay ranges are sufficiently broad enough to attract, retain and motivate employees to remain with APS.

The last classification and compensation study of these employees was conducted in 2001, or fourteen years ago. Since that time, various E- and P-scale positions have been reviewed but an overall review of APS' classification and compensation practices has not been performed. This study will evaluate the competitiveness of the current pay structure and identify market pay gaps where they exist. If we do not invest in this study, all classification specifications – which change over time – may not reflect the responsibilities of the positions. Updated classification specifications will ensure that APS gets the right people in the right jobs and will assist with accurate performance appraisals and targeted advertisements for positions. Based on the study's findings, recommendations to the current pay structure and/or specific jobs will be made.

### **Special Needs Bus Routing Coordinator \$0.1 / 1.0**

The demands of transporting special education students, whose IEPs require transportation accommodations, requires a dedicated position in the Transportation Office to coordinate the services and routes required to transport these students. This funding will provide salary and benefits for 1.0 FTE whose responsibilities will include:

- Planning/scheduling APS-wide special needs school bus routes and performing the related analytical activities to optimize the transportation of these students;
- Maintaining and using routing planning software;
- Coordinating with APS Student Services on special needs bus routing and specialized services required by these students;
- Conducting analyses of changes in student enrollments, school configurations, and performance data to highlight areas of problematic or suboptimum transportation services;
- Attending IEP meetings for students requiring or likely to require transportation accommodations;
- Serving as prime contact in Transportation for parents whose students require transportation and with the various organizations serving students with special needs; and
- Training and mentoring other Transportation staff on the unique requirements of students with special needs.

Given the complexity of transporting these students, this additional position is required to meet their transportation needs.

## Building the FY 2015 Budget

### Implement Planning Factor for Vision Assistants

**\$0.1 / 2.0**

APS does not have a planning factor for Special Education Vision Assistants; this need has been met by the central staffing pool maintained in DSSSE. With the elimination of the department's central staffing, a planning factor is created to meet the needs of visually-impaired students. This funding will provide 1.0 FTE Elementary and 1.0 FTE Secondary vision assistants to provide additional support.

Vision Assistants are needed to:

- Provide direct instruction to students incorporating assistive technology resources, low vision devices and approved accommodations.
- Work directly with content-area teachers to acquire and modify instructional materials, including tests, hand-outs, textbook content and study guides, and ensure their availability to the student.
- Provide direct support to students enabling access to interactive student notebook materials, science lab exercises, and resource materials that demand modification, tactile adaptation, or supplemental explanation.
- Serve as liaison to the building ITC or other staff to convey and represent the student's need to access instructional resources and specific curricular content.
- Enable a student's full participation in group instruction, making on-the-spot modifications, clarification and/or support ensuring the visual impairment does not limit the student's access and success in group work and assignments.
- Assist in maintaining the equipment and assistive technology utilized by a student while providing support that will lead to an appropriate level of independence and self-advocacy.
- Ensure student safety, and access to all aspects of the educational environment.

### Coordinator of School Counseling

**\$0.1 / 0.5**

- Arlington Public Schools (APS) created a Supervisor of Counseling position 2.5 years ago. This position was developed because there was recognition that the APS comprehensive counseling program needed additional oversight and focus. The increased supervision resulted in the adoption of the American School Counselor Association (ASCA) National Model throughout the school division, an increase in the number of schools applying for RAMP designation, development of academic planning materials for students, parents and staff, development of counseling PLCs, greater collaboration among all school levels, and collaboration with the Office of Minority Achievement and the ESOL/HILT Office. There is greater consistency in monthly staff meetings as well as an overall expectation that the work of counselors is critical to student achievement and success. While much has been done in the last 2.5 years, there is a need for further professional development and oversight of counseling staff at all levels throughout the school division as some counselors require individual attention and support.
- School principals and counselors have communicated the need for more timely feedback and support with complex projects such as ASCA/RAMP, NOVA Pathways, Dropout Prevention, Academic Planning, TJHSST Assessment, Naviance Course Planner, ATSS, College and Career Readiness, Senior Survey, Mytonomy, DREAMERS, PSAT Coordination, College Summit and other partnerships and projects. This funding will provide the individual attention to school counseling staff as they engage in and monitor student progress using these programs.

## Building the FY 2015 Budget

### Redesign the Early Retirement Program

**\$0.1 / 0.0**

To assist schools and departments with temporary vacancies, APS retirees are brought back to fill some vacancies until a permanent replacement is found. The cost is charged to the Early Retirement account. In FY 2015, a number of changes will be implemented in how these employees will be hired and compensated. The changes include:

- A fixed rate of pay is established to correspond to the work performed. Beginning in FY 2015, retirees will be paid based on the work they are performing, not on the rate of pay earned at the time of retirement.
- Access to these funds will be limited to critical school vacancies or division-wide initiatives implemented by the School Board or Superintendent. Departments will be required to redirect existing funds to cover short-term vacancies.

To implement this redesign, an additional \$50,000 will be required to augment the Early Retirement budget in Human Resources. Due to the proposed changes, approximately \$250,000 will be saved in additional salary lapse (and is described in the "Efficiencies and Reductions" section).

### Division Website Development

**\$0.1 / 0.0**

This one-time funding will enable APS to develop a new, customized web platform and Content Management System (CMS) for [www.apsva.us](http://www.apsva.us). The initiative will strengthen communication efforts, enhance the quality and delivery of information shared with the community, and facilitate the creation and maintenance of web content. This implementation will be in conjunction and collaboration with Information Services as they implement a new Learning Management System (LMS), so that the two resulting platforms function smoothly together.

Successful communications is critical for family and community engagement, a priority for the work of the School Board and in support of the APS Strategic Plan. Communications is a component of every APS school and program, and supports every current and new initiative. Our website is one of our most important communication tools and as such, needs to appear professional and current, as well as to be easy to update and maintain. With the proposed changes, the website can be easily updated, new technologies and social media will be readily integrated, and APS will have a platform that is flexible and can grow with future technologies.

### Public Relations (PR) Liaison Stipends – Pilot Program

**\$0.1 / 0.0**

To strengthen our communications efforts and enhance the quality and quantity of news that is shared with families, residents, news media and other community groups, funding is included to create the following stipends for staff selected as PR Liaisons:

• Elementary Schools (22)	\$1,000 × 22 = \$22,000
• Middle Schools, HB Woodlawn, Career Center, & Arl. Mill	\$2,000 × 8 = \$16,000
• Comprehensive High Schools (3)	\$3,000 × 3 = \$9,000
• Small Programs	\$1,000 × 3 = \$3,000
	<b>TOTAL: \$50,000</b>

Piloting these stipends will support the ongoing efforts by the Department of School & Community Relations to identify and publicize innovative APS initiatives and communicate effectively about APS accomplishments and opportunities for community involvement. PR Liaisons will be required to attend regular professional development offered by the Department of School & Community Relations to strengthen their proficiency in communications. PR Liaisons will also attend regular meetings to plan communications strategies and tactics, and to discuss techniques to increase stronger communications for the district. Each PR Liaison will develop annual SMART Goals for the position to measure their accomplishments and success.

## Building the FY 2015 Budget

### **Budget Analyst**

**\$0.1 / 1.0**

At current staffing levels, the Budget Office is not able to meet the needs of a \$500+ million budget in a data-driven culture where information is central to decision-making. With only a director and a 0.75 budget analyst devoted to the budget process, staff does not have the capacity to meet the demands of management, the Superintendent and the School Board. Adding a budget analyst position was the central recommendation made by the Budget Advisory Council in their end-of-year report to the School Board.

The APS Budget Office is able to meet the basic requirements of a budget office. It is not, however, staffed to do the analytical work required for effective decision-making. Moreover, APS has had one difficult budget year after another – beginning with the economic downturn and then exacerbated by high enrollment growth. In this climate – which is one that is not likely to change – careful analysis of both the current situation, an ability to forecast where the organization is headed both in the short- and long-term, and the capacity to find savings is critical to achieving APS' goals. Moreover, with limited staff, the budget office is not able to monitor budget and expenditures effectively, is hard-pressed to cost the myriad of budget suggestions that emerge from budget development, and is not able to recommend areas to explore for efficiencies. It was this area that the BAC focused on, arguing that with additional analytical capacity, a budget analyst could more than “earn” his or her salary.

Lastly, when benchmarked against other similar-sized budget offices in the metro area, APS' is far smaller than virtually any other division of similar size (or any other division adjusted for size differences).

### **Farm-to-School Coordinator (Food and Nutrition Services Fund)**

**\$0.1 / 1.0**

APS has successfully implemented a farm-to-school program designed to introduce students to new foods and build healthy eating habits. To continue and expand this program to all students, a Farm-to-School Coordinator is needed. The new position would:

- Make local produce available to all of our students through the school lunch program;
- Serve a higher proportion of children who are economically disadvantaged;
- Incorporate experiential nutrition education activities in the school lunch program; and,
- Demonstrate collaboration among schools, farms and other community partners.

The initiative supports both Goal 4 Provide Optimal Learning Environments and Goal 5 Meet the Needs of the Whole Child of the strategic plan. The school cafeteria is an optimal location and setting to learn about local produce and food preparation. Experiencing new foods in the lunch line and talking to the farmers adds relevance to the farm-to-school program. Well-nourished children are better able to focus during the school day. Absenteeism and behavioral problems are reduced when students are healthy.

### **Middle School Substance Abuse Counselor**

**\$45,065 / 0.5**

This funding will enable the Office of Student Services (OSS), formerly Pupil Services, to expand preventive/educational substance abuse services to the middle school level. The additional support is needed to respond to the increased number of middle school students referred for substance abuse. APS demonstrated success by reducing the number of high school students referred for substance abuse counseling. The increased middle school allocation will result in a reduction of substance abuse referrals.

## Building the FY 2015 Budget

### **Professional Development for School Counselors**

**\$39,500 / 0.0**

In alignment with the American School Counselors' Association (ASCA) model, APS school counselors design and deliver comprehensive school counseling programs that promote student achievement. The Office of Student Services (OSS) set a goal that all APS school counseling programs will use student data based on standards in academic, career and personal/social development to promote and enhance the learning process for all students. Schools that provide this level of service achieve the status of Recognized ASCA Model Program (RAMP).

The designation relies on school-wide and student data to demonstrate that counseling programs are effective at meeting the needs of all students, in particular those students who might be most at risk. Through the application process, the school counseling team must exhibit skills that contribute to student success. In order to support and strengthen the capacity of the school counseling staff to attain RAMP status, additional professional development is needed.

### **Health Insurance Costs – Affordable Care Act**

**\$ -0- / 0.0**

During the second half of FY 2015, elements of the Affordable Care Act are expected to be implemented. Among them is a provision requiring employers to provide health insurance to employees who work more than 30 hours per week. Sufficient information is not yet available to accurately estimate what the cost to provide these employees with health insurance would be. Moreover, additional costs would depend on other policies concerning how APS would employ less-than-full-time employees and these policy decisions have not yet been considered.

# Building the FY 2015 Budget

## UNFUNDED INITIATIVES

There were several important initiatives that were not funded due to revenue constraints. If additional funding were to become available, the following would be considered:

### ELEMENTARY SCHOOLS WITH FLES:

- » Ashlawn
- » Barcroft
- » Barrett
- » Campbell
- » Carlin Springs
- » Claremont
- » Drew
- » Glebe
- » Jamestown
- » Key
- » McKinley
- » Nottingham
- » Oakridge
- » Patrick Henry
- » Randolph
- » Tuckahoe

- *Additional Instructional Time*  
 APS's goal of eliminating early release Wednesdays and implementing the Foreign Language in the Elementary School (FLES) program in all elementary schools will not be achieved in this budget. In FY 2015, funding is provided to implement FLES at three more schools but there will still be six schools without the program.  
  
 The FLES program increases instructional time by two hours and fifteen minutes each week which is used to provide 90 minutes of foreign language instruction and 45 minutes of core (reading, mathematics, science, social studies) and/or interdisciplinary instruction a week. Providing this additional instructional time is an important goal and reflects our commitment to our Strategic Plan goal I to ensure that every student is challenged and engaged.  
  
 The schools that will remain without the FLES program in FY 2015 are: Abingdon, Science Focus, Arlington Traditional, Long Branch, Hoffman-Boston, and Taylor.
- *Technology*  
 This budget will fund the first phase of providing all students with a technology device that will enhance student learning. When fully implemented, this initiative will enable students to have a broad range of resources both at school and at home as well as provide opportunities for teachers to use technology to target instruction for students. The annual cost of the initiative is approximately \$2.5 million.  
  
 With additional funding, APS would be establishing Virtual@APS as part of the educational program to allow students to experience unique learning options, blending high school and post-secondary, helping students recover credits or advancing their studies while providing today's students with an alternative learning environment that blends their everyday use of technology with learning. APS' Virtual Online Program will serve our students with a variety of online options supporting personalized learning and empowering students to take charge of their learning, anytime, anywhere.  
  
 Also unfunded is the need to update and enhance APS's technology infrastructure. The network infrastructure in the schools is outdated and needs to be brought up to the new standards and the increasing need for mobile devices. Network hardware that is supported by the network CAT5 cabling we have in the schools can no longer be purchased. Current standard is CAT6 Ethernet cable. The cost to make these improvements is approximately \$2 million.
- *Pre-Kindergarten (Pre-K) Instruction*  
 APS has offered pre-K instruction for many years. Children who have educational experiences before kindergarten are better able to meet the challenges of kindergarten and have demonstrated success in early literacy. APS is not able to meet the needs of all children who would benefit from a pre-K program. In FY 2015, each additional pre-K classroom would cost approximately \$175,000 to provide a teacher, an assistant and instructional materials.

## Building the FY 2015 Budget

- *Additional Mathematics Coaches*  
These teachers provide support and training to elementary teachers to strengthen math instruction from kindergarten through the fifth grade. Later success in math and success in higher level math classes in middle and high school depends on the foundation in mathematics that a student receives in elementary school. If funding were available, an additional .5 math coach would be added to each elementary school to the .5 teacher currently provided so that each elementary school would have 1.0 math coach. The cost of this initiative is approximately \$990,000.
- *Central Registration*  
Student registration currently takes place at the school a student attends. Central registration would provide families with one place where all school registration would take place. This would enhance the registration process for families, provide consistency in data collection, and relieve schools of this responsibility.
- *Human Capital*  
Given the challenging budget environment of the last several years, APS has provided employees with very limited salary increases. In addition, opportunities for staff development have also been limited. Attracting and retaining high quality employees is critical to APS' continued success.

# All Funds Summary

## FY 2015 SCHOOL BOARD'S ADOPTED BUDGET SUMMARY

	FY 2014	FY 2015	VARIANCE ADOPTED TO ADOPTED	
	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>REVENUE</b>				
<i>County Funds</i>				
County Transfer	\$412,637,859	\$432,232,221	\$19,594,362	4.7%
County Transfer - Re-estimated (note 1)	\$3,128,270	\$0	(\$3,128,270)	-100.0%
<b>Sub Total</b>	<b>\$415,766,129</b>	<b>\$432,232,221</b>	<b>\$16,466,092</b>	<b>4.0%</b>
<i>Other Revenue</i>				
Budget Savings	\$20,186,704	\$17,621,892	(\$2,564,812)	-12.7%
State - Sales Tax	\$20,179,702	\$20,913,638	\$733,936	3.6%
State - Other	\$37,055,946	\$39,211,978	\$2,156,032	5.8%
Federal	\$12,279,070	\$12,058,400	(\$220,670)	-1.8%
Other Revenue	\$17,580,564	\$17,382,951	(\$197,613)	-1.1%
<b>Sub Total</b>	<b>\$107,281,986</b>	<b>\$107,188,859</b>	<b>(\$93,127)</b>	<b>-0.1%</b>
<b>TOTAL REVENUE</b>	<b>\$523,048,115</b>	<b>\$539,421,080</b>	<b>\$16,372,965</b>	<b>3.1%</b>
<b>EXPENDITURES</b>				
School Operating Fund (note 2)	\$427,513,465	\$445,853,820	\$18,340,355	4.3%
Community Activities	\$16,374,684	\$15,651,210	(\$723,474)	-4.4%
Cafeteria Fund	\$7,478,683	\$7,668,854	\$190,171	2.5%
Capital Projects	\$8,002,195	\$6,912,903	(\$1,089,292)	-13.6%
Comprehensive Services	\$4,520,000	\$4,745,000	\$225,000	5.0%
Grants & Restricted Programs	\$14,435,397	\$13,351,515	(\$1,083,882)	-7.5%
Debt Service	\$44,723,691	\$45,237,778	\$514,087	1.1%
<b>TOTAL EXPENDITURES</b>	<b>\$523,048,115</b>	<b>\$539,421,080</b>	<b>\$16,372,965</b>	<b>3.1%</b>
<b>RESERVE FUND (NOTE 3)</b>	<b>\$19,827,229</b>	<b>\$17,068,268</b>		

Note 1: Re-estimated revenue from the County is additional local revenue available from the prior year for the budget year.

Note 2: The School Operating Fund includes a \$6.1 million Reserve in FY 2014 and a \$0.3 million Reserve in FY 2015.

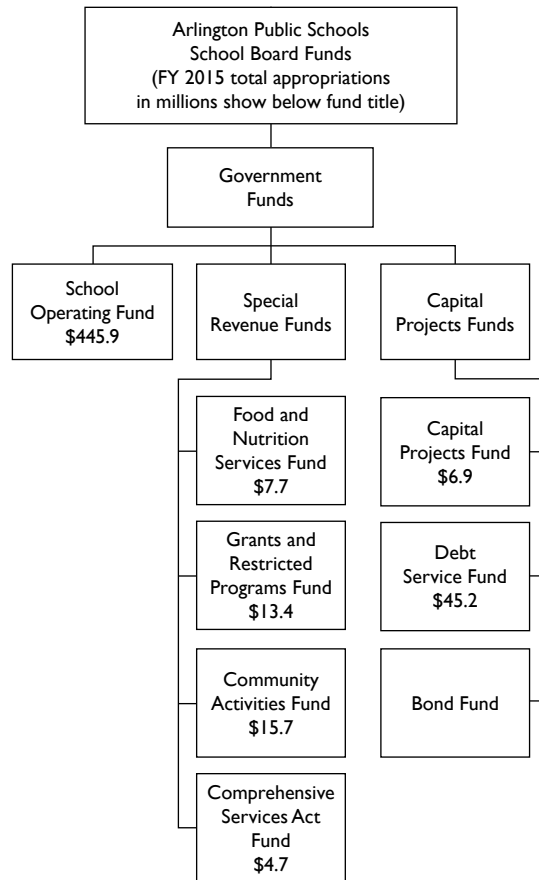
Note 3: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2015, it includes the following Reserves: Undesignated (\$2.0M), Health Care (\$1.0M), Future Debt Service (\$3.4M), VRS (\$3.6M), Unfunded Liabilities (\$2.0M), and Capital (\$5.1M). The \$2.0 million allocated to the VRS Reserve from the Reserves in the FY 2014 budget will be added to the Reserve Fund Balance in the FY 2014 close out.



# All Funds Summary

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

- **School Operating Fund** accounts for the day to day operations of the school system.
- **Community Activities Fund** accounts for the operation of joint community/school facilities and programs.
- **Food and Nutrition Services Fund** accounts for the school food services program and is self supporting from the sale of lunches, catering fees and other sources.
- **Comprehensive Services Act Fund** accounts for the special education services provided to Arlington students and their families under the state Comprehensive Services Act (CSA) legislation.
- **Capital Projects Fund** accounts for both minor and major construction projects along with major maintenance.
- **Grants and Restricted Programs Fund** accounts for the grant funds and restricted funds received from federal, state and local sources.
- **Debt Service Fund** accounts for the principal and interest payments on obligated debts incurred for major school construction.



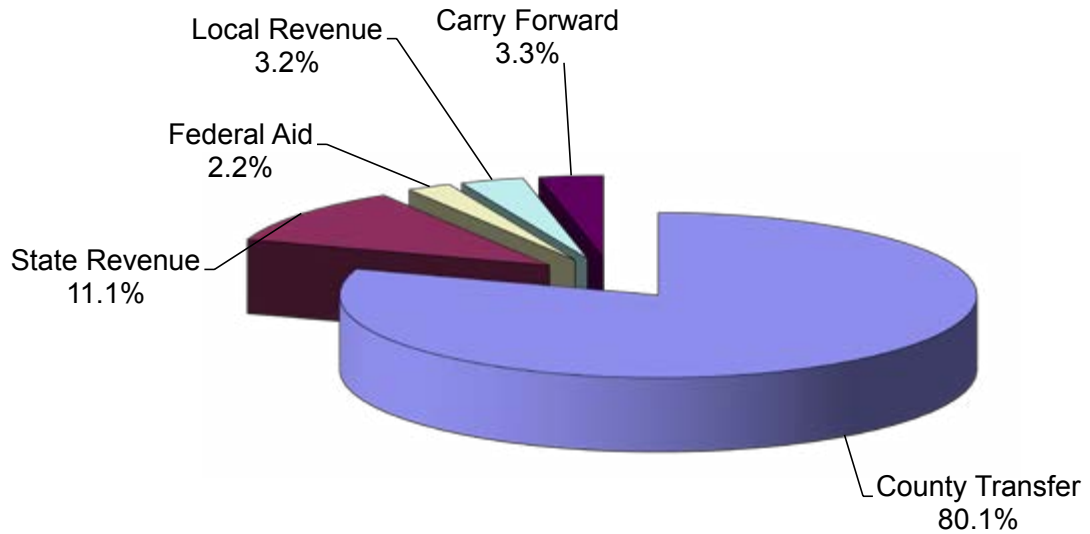
## ALL FUNDS SUMMARY

FUND	FY 2013	FY 2014	FY 2015	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
School Operating Fund	\$363.2	\$427.5	\$445.9	\$18.3	4.3%
Community Activities Fund	\$14.4	\$16.4	\$15.7	(\$0.7)	-4.4%
Food & Nutrition Services Fund	\$7.5	\$7.5	\$7.7	\$0.2	2.5%
Capital Projects Fund	\$45.0	\$8.0	\$6.9	(\$1.1)	-13.6%
Comprehensive Services Act Fund	\$4.8	\$4.5	\$4.7	\$0.2	5.0%
Grants & Restricted Programs Fund	\$15.8	\$14.4	\$13.4	(\$1.1)	-7.5%
Debt Service Fund	\$37.4	\$44.7	\$45.2	\$0.5	1.1%
<b>TOTAL ALL FUNDS</b>	<b>\$488.1</b>	<b>\$523.0</b>	<b>\$539.4</b>	<b>\$16.4</b>	<b>3.1%</b>

Note: May not total due to rounding.

# All Funds Summary

## ALL FUNDS REVENUE SUMMARY



### SCHOOL OPERATING FUND

The School Operating Fund receives most of its support (84.9%) from the County Transfer. The remainder of the revenue comes from State Aid (7.5%), State Sales Tax (4.7%), local fees and charges (0.6%), and budget savings (2.3%).

### COMMUNITY ACTIVITIES FUND

The Community Activities Fund receives less than half of its support from the County Transfer (40.5%). In addition, fees are received by the Extended Day program and for building rentals of the Gunston and Thomas Jefferson community centers. Local revenue generated by these fees account for the remaining 59.5% of the Community Activities Fund revenue.

### FOOD AND NUTRITION SERVICES FUND

The Food and Nutrition Services Fund is a self-supporting fund. Primary sources of revenue for the Food and Nutrition Services Fund are Federal (52.7%) and State (1.1%) funds as well as receipts from the sale of lunches and breakfasts and other programs (46.2%).

### CAPITAL PROJECTS FUND

In FY 2015, the Capital Projects Fund will primarily be supported by budget savings (99.4%). County Transfer will provide an additional 0.6%.

### COMPREHENSIVE SERVICES ACT FUND

The Comprehensive Services Act Fund is supported by County Transfer (52.9%) and State CSA funds (47.1%).

### 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 (99.4%). In FY 2015, reserves set aside to offset increases in debt service will provide 0.6% 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 4.7% from the FY 2014 Adopted Budget to the School Board's FY 2015 Adopted Budget.

## COUNTY TRANSFER ALLOCATION SUMMARY

FUND	FY 2013	FY 2014	FY 2015	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
<b>County Transfer</b>					
School Operating Fund	\$313,491,928	\$357,270,580	\$378,365,446	\$21,094,866	5.9%
Community Act Fund	\$5,388,998	\$7,730,084	\$6,344,395	(\$1,385,689)	-17.9%
Capital Projects Fund	\$40,972,045	\$1,786,004	\$41,452	(\$1,744,552)	-97.7%
CSA Fund	\$2,533,972	\$2,527,500	\$2,508,150	(\$19,350)	-0.8%
Debt Service Fund	\$35,448,396	\$43,323,691	\$44,972,778	\$1,649,087	3.8%
<b>TOTAL COUNTY TRANSFER</b>	<b>\$397,835,339</b>	<b>\$412,637,859</b>	<b>\$432,232,221</b>	<b>\$19,594,362</b>	<b>4.7%</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 Personnel Services department.

### CONTRACTUAL SERVICES

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

### STAFF DEVELOPMENT

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

### EQUIPMENT

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

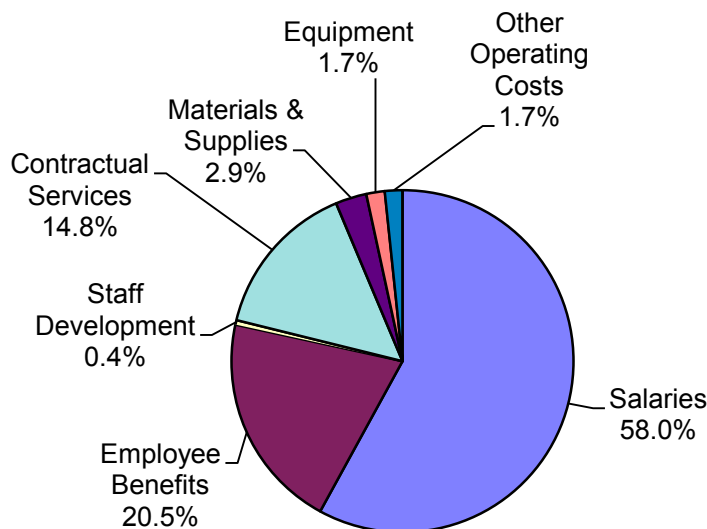
### MATERIALS AND SUPPLIES

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

### OTHER OPERATING COSTS

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

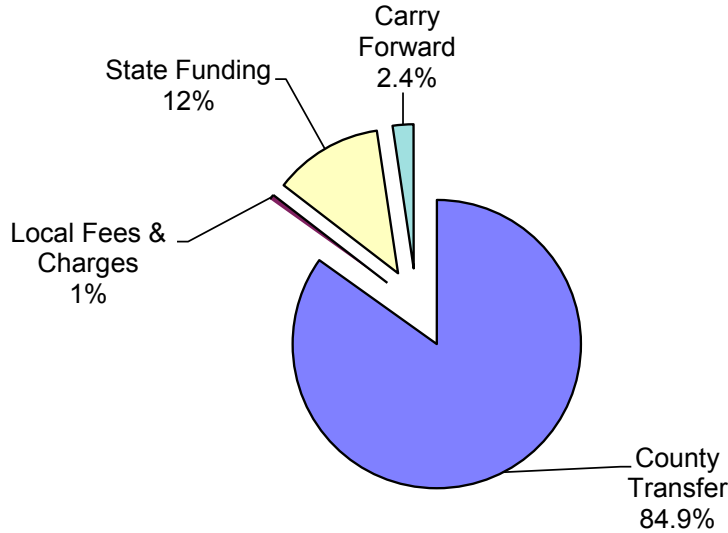
## ALL FUNDS REVENUE SUMMARY



CATEGORY	AMOUNT
Salaries	\$312,738,369
Employee Benefits	\$110,364,474
Staff Development	\$2,308,399
Contractual Services	\$79,841,795
Materials & Supplies	\$15,841,797
Equipment	\$9,404,431
Other Operating Costs	\$8,921,814
<b>TOTAL</b>	<b>\$539,421,080</b>

# All Funds Summary

## SCHOOL OPERATING FUND SUMMARY



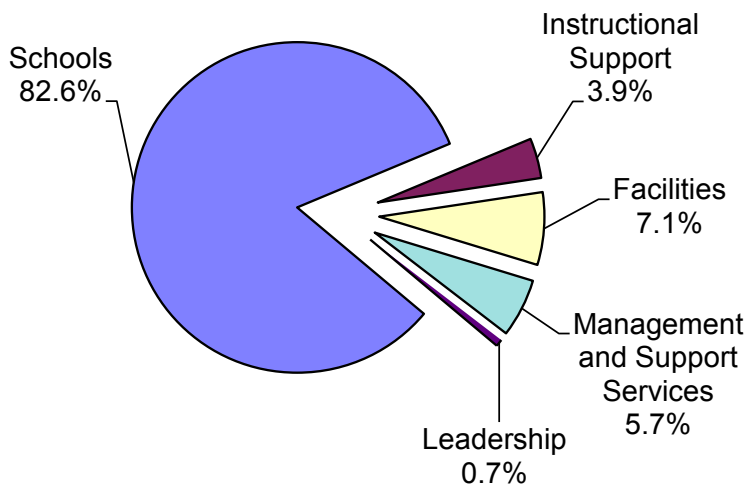
### WHERE DOES THE MONEY COME FROM?

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 2014, but which will be carried forward for use in FY 2015.



### 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 Administrative Services.

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

**Facilities** includes the Department of Facilities & Operations.

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

## Cost Per Pupil

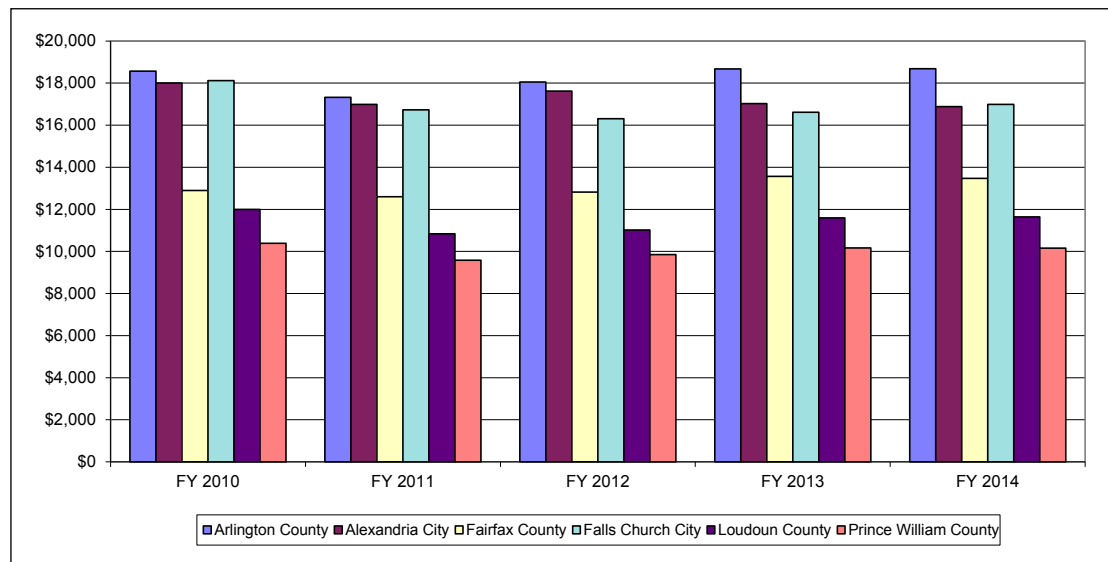
Cost per pupil information provides a measure of resource allocation based on student population. It is a useful tool for analyzing our expenditures over time and for comparing our expenditures to those of other school systems.

Arlington Public Schools uses the Washington Area Boards of Education (WABE) methodology to calculate the cost per pupil presented in the budget. The WABE calculation includes all students, including pre-K students, the School Operating Fund, entitlement grants, police services costs and the Major Maintenance/Minor Construction portion of the Capital Projects Fund. It excludes only the self-funded portion of the summer school and Adult Education program costs in the School Operating Fund. The chart below presents the cost per pupil as reported in the FY 2011 through FY 2015 budgets.

### APS COST PER PUPIL FY 2011 – FY 2015 (WABE METHOD)

FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
ADOPTED	ADOPTED	ADOPTED	ADOPTED	ADOPTED
\$17,322	\$18,047	\$18,675	\$18,678	\$19,040

### WABE COST PER PUPIL COMPARISON



### FY 2015 COST PER PUPIL CATEGORY



*Facilities* includes the Department of Facilities & Operations.

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

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

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

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

## BUDGET FORECAST

REVENUE	FY 2015 SCHOOL BOARD'S ADOPTED		FY 2016 PROJECTED	FY 2017 PROJECTED	FY 2018 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
Prior Year Budget - All Funds	\$523,048,115		\$539,421,080	\$540,323,151	\$551,306,737
Increase in County Revenue	\$19,594,362		\$12,076,252	\$8,988,104	\$9,035,947
Increase in County Revenue for increased enrollment	\$0		\$0	\$0	\$0
Increase/(Decrease) in Carryforward	(\$1,000,000)		\$0	\$0	\$0
County Re-estimated Revenue (one-time funds)	\$0		\$0	\$0	\$0
County Re-estimated Revenue (one-time funds) - Prior Year	(\$3,065,270)		\$0	\$0	\$0
Increase/(Decrease) in Local Revenue	\$819,213		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$2,556,538		\$2,147,711	\$1,195,483	\$1,258,839
Increase/(Decrease) in Federal Revenue	(\$904,066)		(\$200,000)	(\$200,000)	(\$200,000)
<b>TOTAL REVENUE</b>	<b>\$541,048,892</b>		<b>\$553,745,043</b>	<b>\$550,606,737</b>	<b>\$561,701,523</b>
Partial Use of VRS Reserve in Prior Year Budget	\$0		(\$3,750,000)	\$0	(\$1,500,000)
Partial Use of Reserve for Debt Service in Prior Year Budget	(\$1,400,000)		(\$265,000)	(\$1,700,000)	(\$900,000)
Reserve to Offset Increases in FY 2014 Budget	(\$15,349,704)		\$0	\$0	\$0
Reserve to Offset Increases in FY 2015 Budget	\$11,106,892		(\$11,106,892)	\$0	\$0
Partial Use of VRS Reserve in Current Year Budget	\$3,750,000		\$0	\$1,500,000	\$0
Partial Use of Reserve for Debt Service in Current Year Budget	\$265,000		\$1,700,000	\$900,000	\$760,000
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$539,421,080</b>		<b>\$540,323,151</b>	<b>\$551,306,737</b>	<b>\$560,061,523</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$523,048,115	4108.96	\$539,421,080	\$540,323,151	\$551,306,737
Salaries and Benefits Baseline Adjustments	\$7,816,233		\$0	\$3,000,000	\$0
Compensation	\$9,200,000		(\$2,200,000)	\$0	\$0
Enrollment	\$9,896,801	100.50	\$8,878,000	\$8,214,000	\$8,250,000
Baseline Savings	(\$9,133,589)	(80.19)	(\$3,047,512)	(\$2,003,966)	(\$684,000)
Contractual Obligations	\$480,361		\$4,110,216	\$2,502,737	\$5,190,971
Additional Funds for Baseline Services	\$1,444,612	15.20	\$617,118	\$525,667	\$319,301
Additional Costs for New Capacity	\$227,100	2.0	\$5,018,095	\$1,388,781	\$5,100,014
<b>Projected Expenditures</b>	<b>\$542,979,633</b>	<b>4146.47</b>	<b>\$552,796,997</b>	<b>\$553,950,370</b>	<b>\$569,483,023</b>
<b>EFFICIENCIES AND SAVINGS</b>	<b>(\$3,969,601)</b>	<b>(26.30)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>NEW BUDGET REQUESTS</b>	<b>\$6,267,230</b>	<b>39.10</b>	<b>(\$700,000)</b>	<b>\$0</b>	<b>\$0</b>
<b>CAPITAL RESERVE</b>	<b>\$0</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>BUDGET RESERVE</b>	<b>(\$5,856,182)</b>		<b>(\$275,622)</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXPENDITURES</b>	<b>\$539,421,080</b>	<b>4159.27</b>	<b>\$551,821,375</b>	<b>\$553,950,370</b>	<b>\$569,483,023</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$11,498,224)</b>	<b>(\$2,643,632)</b>	<b>(\$9,421,500)</b>
<b>POSSIBLE COMPENSATION ADJUSTMENTS</b>					
Step increase			\$8,700,000	\$9,400,000	\$10,100,000
1% Compensation adjustment			\$3,700,000	\$3,900,000	\$4,100,000
TSA Match - return to 2.3% or \$840			\$3,650,000	\$3,650,000	\$3,650,000
<b>Surplus/(Shortfall)</b>			<b>(\$27,548,224)</b>	<b>(\$19,593,632)</b>	<b>(\$27,271,500)</b>

## Budget Forecast

A summary of the budget forecasts for FY 2016 through FY 2018 is shown on the previous page and is based on the School Board's Adopted budget for FY 2015. Given the revenue and expenditure assumptions included in the forecast, it is clear APS will face significant financial challenges over the next three years. To balance each year's future budget, as required by law, APS staff will need to work with the School Board, County Board, and the community to determine an appropriate course of action.

These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 2,443 additional students projected to enroll in APS in FY16 through FY18. **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 Information Section.





# Organization

Administration

Organizational Chart

Mission, Vision, and Core Values

Arlington Public Schools Overview

Strategic Planning

Achievement Measures

Budget Development Process

Budget Development Calendar

Financial Controls & Policies

ORGANIZATION



# Administration

## SCHOOL BOARD MEMBERS

Abby Raphael

**Chair**

James Lander

**Vice-Chair**

Sally Baird

**Member**

Noah Simon

**Member**

Dr. Emma Violand-Sanchez

**Member**

## EXECUTIVE LEADERSHIP TEAM

Dr. Patrick K. Murphy

**Superintendent**

Constance Skelton

**Assistant Superintendent for Instruction**

Dr. Brenda L. Wilks

**Assistant Superintendent for Student Services**

Dr. Betty E. Hobbs

**Assistant Superintendent for Human Resources**

Deirdra McLaughlin

**Assistant Superintendent for Finance and Management Services**

John Chadwick

**Assistant Superintendent for Facilities and Operations**

Rajesh Adusumilli

**Assistant Superintendent for Information Services**

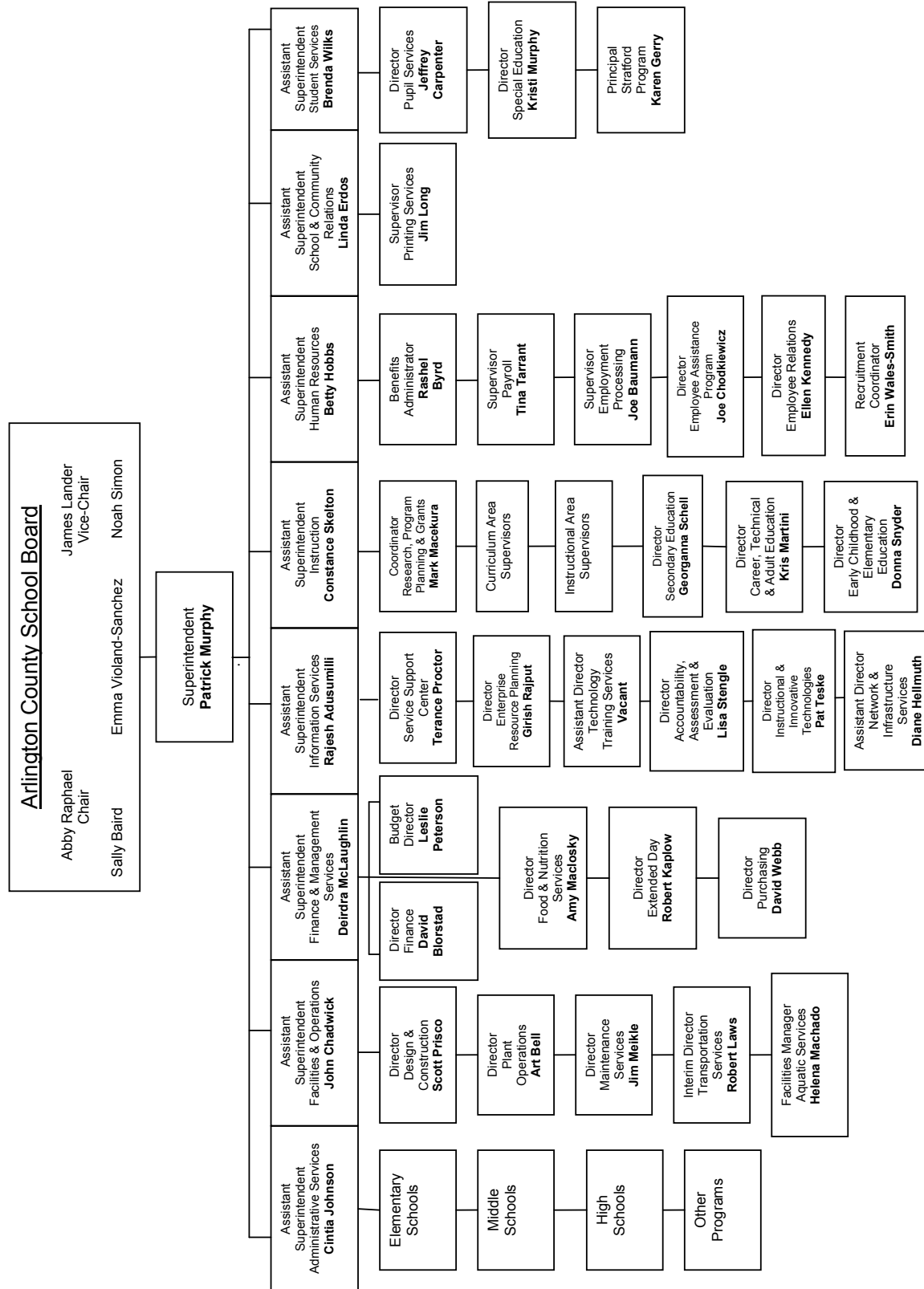
Cintia Johnson

**Assistant Superintendent for Administrative Services**

Linda Erdos

**Assistant Superintendent for School and Community Relations**

# Organization Chart



# Mission, Vision & Core Values

## MISSION

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

## VISION

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

## CORE VALUES

### **EXCELLENCE**

Arlington Public Schools fosters excellence in our students and staff.

### **INTEGRITY**

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

### **DIVERSITY**

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

### **COLLABORATION**

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

### **ACCOUNTABILITY**

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

### **SUSTAINABILITY**

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

# Arlington Public Schools Overview

## STUDENTS AND SCHOOLS

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 23,316 pre-K through grade 12 students come from around the world and speak more than 98 languages. We operate more than 30 schools and programs, including 22 elementary schools, 5 middle schools, and 3 comprehensive high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern Virginia, directly across the Potomac River from Washington, D.C., and encompasses 25.8 square miles of land.

Academic Standards are high in Arlington's schools. Students consistently score well above state and national averages on standardized tests, including the SAT, which is taken by 69 percent of Arlington high school seniors as compared to 52 percent nationally. The Arlington average for combined verbal and math SAT scores in 2012-2013 was 1645. The average for the Commonwealth of Virginia was 1528 and the national average was 1498.

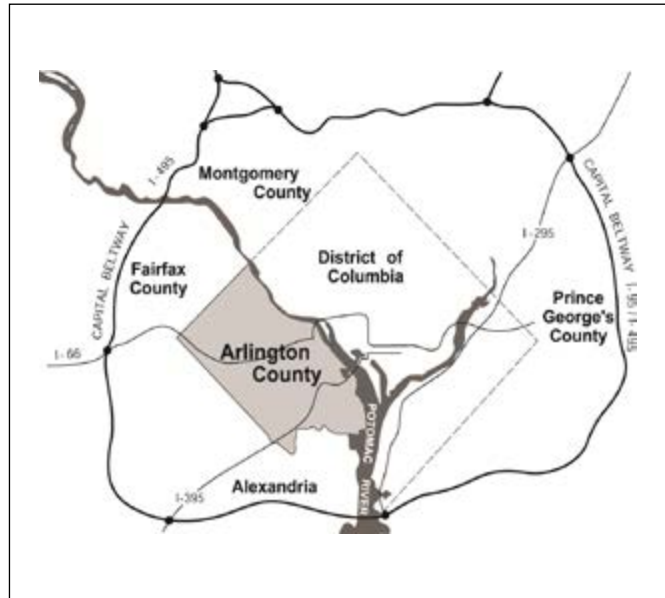
Arlington offers a wide array of individualized education programs for all students, from the gifted to students with severe disabilities. Computers are used as teaching tools and information sources, and all schools are linked to the Internet. The school system operates twenty-two elementary schools,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

Arlington is the 13th 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 4,865 students or 26.4 percent and is projected to increase 897 students or 3.8 percent in FY 2015. From FY 2014 to FY 2020, enrollment is projected to increase 20.6 percent or 4,792 students.

## GOVERNANCE

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

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



# Arlington Public Schools Overview

## ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2015 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 during a time when many sectors of the national economy are stagnant. Northern Virginia's and Arlington's strong employment and solid real estate market is the foundation for steady incremental growth in the County's major revenue streams.

In the aggregate, Arlington's calendar year (CY) 2014 real estate assessments are up 5.8 percent over CY 2013 levels, reflecting strength in the residential market and in apartments as well as new construction in commercial properties. Excluding new construction and apartments, CY 2014 commercial assessments were slightly positive (2.7 percent) over CY 2013. This growth was the result of slightly higher office rents, partially offset by a higher than normal office vacancy rate and decreasing hotel revenues. Apartment assessments grew 7.1 percent with 2.4 percent of that growth attributable to new construction; growth was driven by increasing rents and some reductions in vacancies. The residential property assessment base increased 6.1 percent in the aggregate. Detached home and townhome assessments gained 6.2 percent, while condominiums saw slightly less growth (5.9 percent). The average single family home value in Arlington continued to increase — gaining 5.3 percent in 2014 — increasing from \$524,700 in CY 2013 to \$552,700 in CY 2014.

Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to grow 0.7 percent in the aggregate. Local fees, interest, fines, and service charges are anticipated to remain relatively level — increasing only 2.5 percent in the aggregate. Revenue from the Commonwealth grows by six percent in FY 2015, driven primarily by increasing highway aid as well as additional human services grants and the appropriation of commuter assistance funding that is normally appropriated after budget adoption. Funds from the federal government are increasing almost five percent primarily due to new grants.

For the FY 2015 adopted budget, General Fund tax revenues are forecast to increase by four percent. This gain is driven by overall real estate assessment increases of 5.8 percent, partially offset by the \$0.010 decrease in the real estate tax rate. Other taxes combined are forecast to increase 0.7 percent in FY 2015. Personal property tax (including business tangible tax) is expected to increase two percent overall. This tax stream is mostly increasing in the personal vehicle segment (up five percent) because of continued gains in new vehicle sales and used vehicles holding their value. Business tangible tax receipts are decreasing almost five percent in FY 2015. Sales tax is down slightly (two percent) reflecting actual revenues in FY 2013 and slightly slower growth trends in retail sales in FY 2014. Meals tax (up six percent) is set to realize solid gains over FY 2014. Business, Professional and Occupational License Tax (BPOL) is projected to experience a modest dip, reflecting the increasing competition in the metropolitan area to attract and maintain business.

FY 2015 revenue from the Commonwealth grows by six percent while federal government revenues increase five percent. The increase in Commonwealth revenue can be attributed to higher highway aid, bringing it in line with FY 2013 actuals and expected FY 2014 revenue. The County has also received additional human services grants. In addition, the appropriation of commuter assistance funding is typically appropriated at close-out; the award amount was announced early enough for next year to include it in the budget. Continued delays by the General Assembly to pass a State budget do create some uncertainty for State revenue. However, the County does not anticipate any significant changes in funding based on budgets that have been proposed; the adopted budget includes conservative estimates of FY 2015 State revenue.

Additional funds from the federal government include a new Community Oriented Policing Services (COPS) grant from the U.S. Department of Justice as well as new grant funding from the Bureau of Justice Assistance for a Drug Court Coordinator.

The FY 2015 adopted budget reflects a CY 2014 real estate rate of \$0.996 per \$100 of assessed value, which includes the base rate of \$0.983 and the county-wide sanitary district rate of \$0.013 for stormwater management. Arlington will continue to have one of the lowest real estate tax rates in the Northern Virginia region, maintaining its history of providing excellent value. Because of assessment growth, the average homeowner will pay \$227 more in real estate taxes in CY 2014 than in CY 2013, an increase of four percent.

## 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:

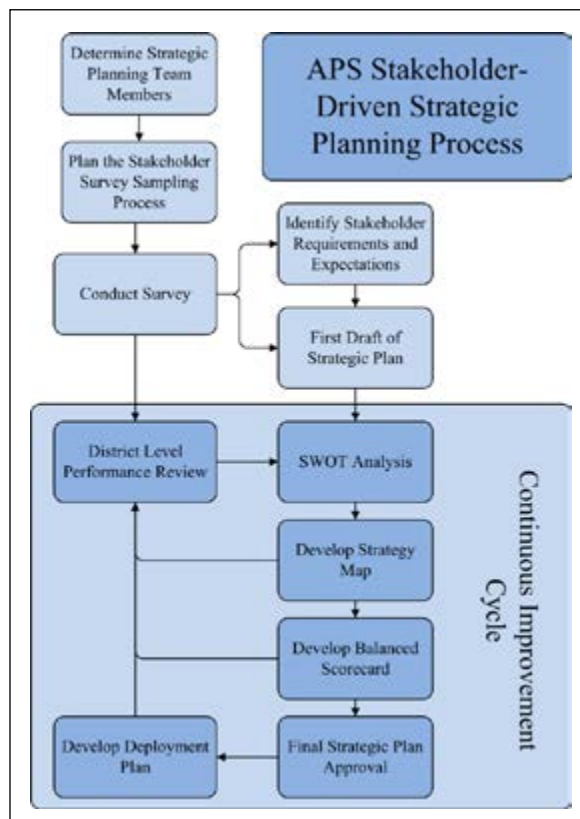
- Goal 1: Challenge and Engage All Students
- Goal 2: Eliminate Achievement Gaps
- Goal 3: Recruit, Retain and Develop High Quality Staff
- Goal 4: Provide Optimal Learning Environments
- Goal 5: Meet the Needs of the Whole Child

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 (starting on p. 18) or from the APS website at [www.apsva.us/dashboard](http://www.apsva.us/dashboard).

The final strategic plan document ([www.apsva.us/strategicplan](http://www.apsva.us/strategicplan)) includes several supporting sections:

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

Over the course of the plan, staff will continue to work on the development of new measures which include the addition or revision of survey items on the current Site-Based and Community Satisfaction surveys, the development of additional surveys to target specific processes, and implementation plans for new assessments (e.g., common formative benchmark assessment, international benchmark assessments). Each fall, the School Board will receive a series of reports on the status of the indicators under the strategic plan.



# Strategic Planning

## GOAL ONE: ENSURE THAT EVERY STUDENT IS CHALLENGED AND ENGAGED

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

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

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

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
A. <b>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.	<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>• Stanford 10 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>



# Strategic Planning

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
	<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>
	<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

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21st Century. All Arlington Public Schools students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

The most important components in eliminating achievement gaps are:

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

STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p>A. <b>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 pre-K</li> <li>• Student mastery by grade level, subject area, and identified groups on:               <ul style="list-style-type: none"> <li>○ Common benchmark formative assessments</li> <li>○ SOL tests</li> </ul> </li> </ul>
	<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>
<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 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
A. <b>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
	<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 (to be developed)</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. <i>Improve productivity and manage costs.</i></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. <i>Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.</i></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 • 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

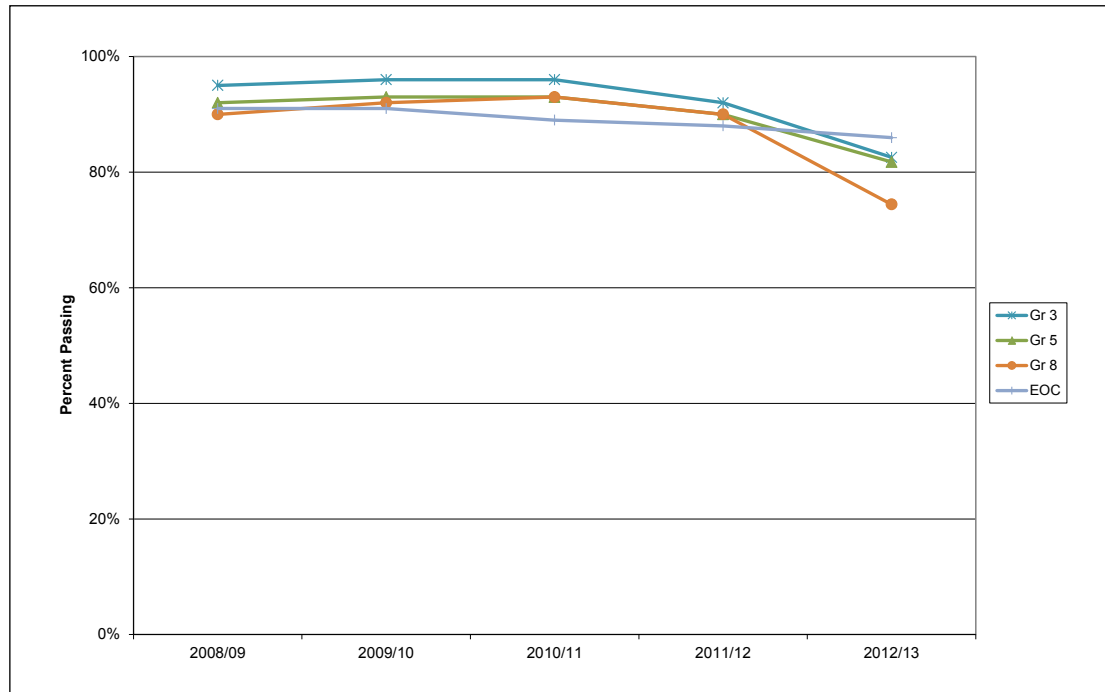
STRATEGIES	DESIRED OUTCOMES	DATA SOURCES
<p><b>B. Strengthen family involvement.</b> APS encourages family involvement and feedback systemically, at all levels of school and district operations, including policy and governance deliberations. Parents are given opportunities to promote the educational, 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>• School and Community Relations survey (to be developed)</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,</b> making them feel respected and appreciated.</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>

## Achievement Measures

The following charts demonstrate the level of achievement by Arlington Public School students on the Virginia Standards of Learning (SOL) assessments taken between 2009 and 2013 as well as the progress made towards eliminating the achievement gap. Overall progress on the Virginia State Standards of Learning assessments on four different levels (Grade 3, Grade 5, Grade 8 and End-of-Course (EOC)) are displayed in Figure 1. Figure 2 shows the number of Arlington Schools that are fully accredited according to state standards. Figures 3, 4 and 5 focus on eliminating the achievement gap among groups of students. The gaps between Asian and white students (Figure 3), between black and white students (Figure 4), and between Hispanic and white students (Figure 5) show that the achievement gaps have not changed significantly.

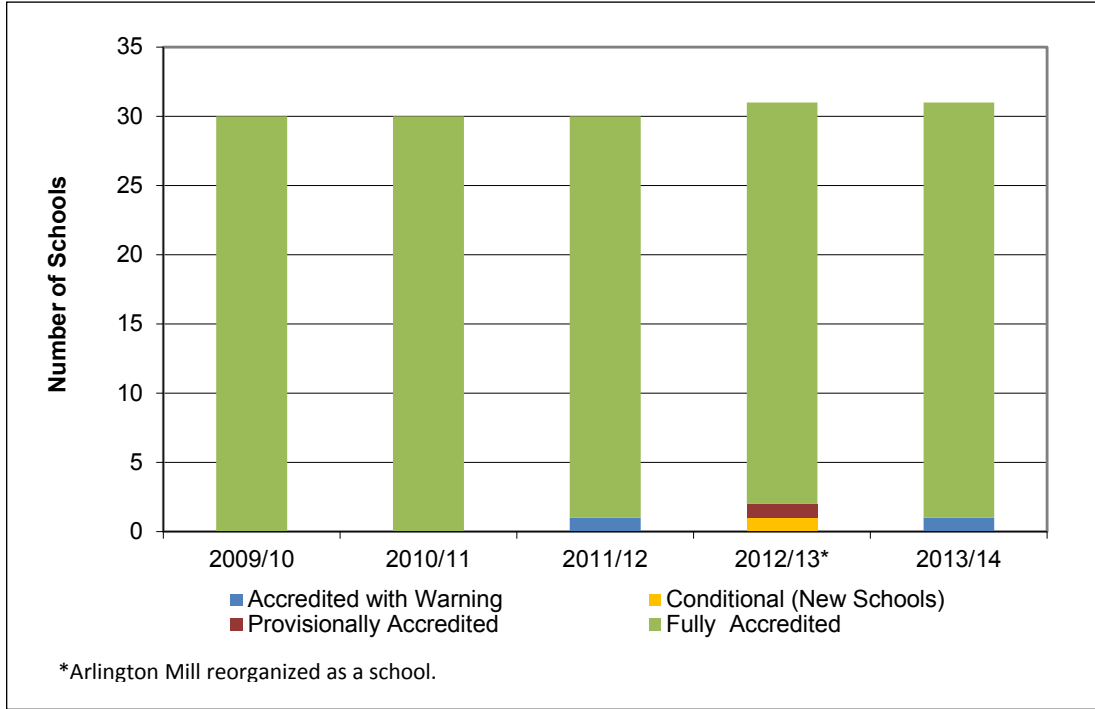
Passing rates dropped in Arlington and across VA with the introduction of rigorous new reading, writing and science Standards of Learning (SOL) tests during 2012-2013, as well as a second year of results from more challenging mathematics assessments.

**Figure 1: Overall Results by Test Level**

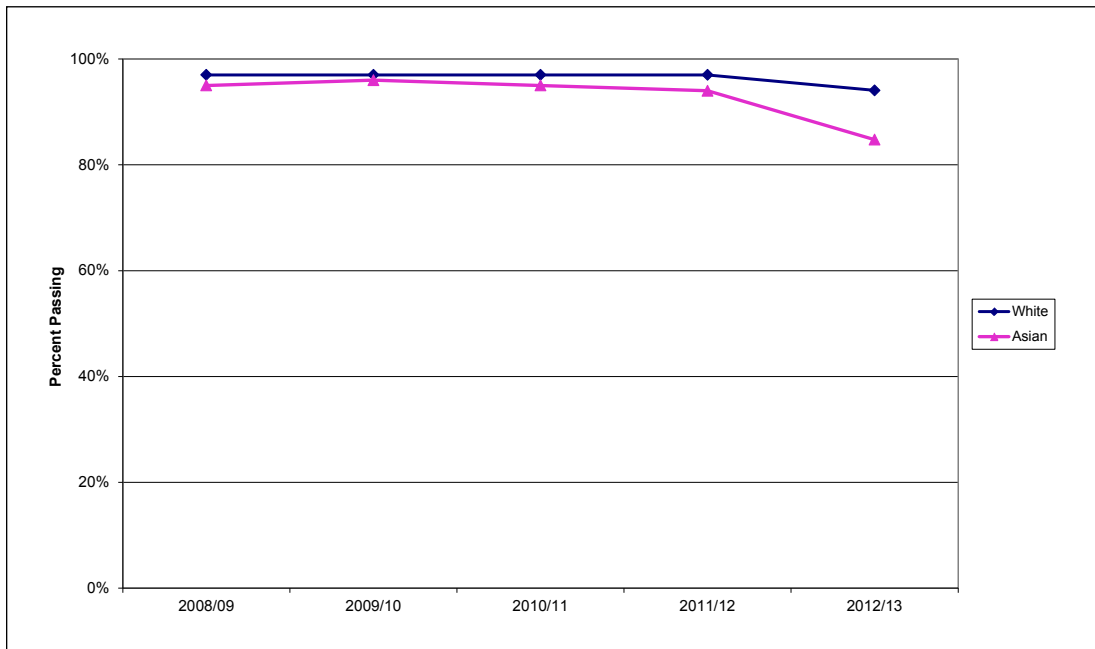


# Achievement Measures

**Figure 2: Arlington Public Schools by Accreditation Ratings**

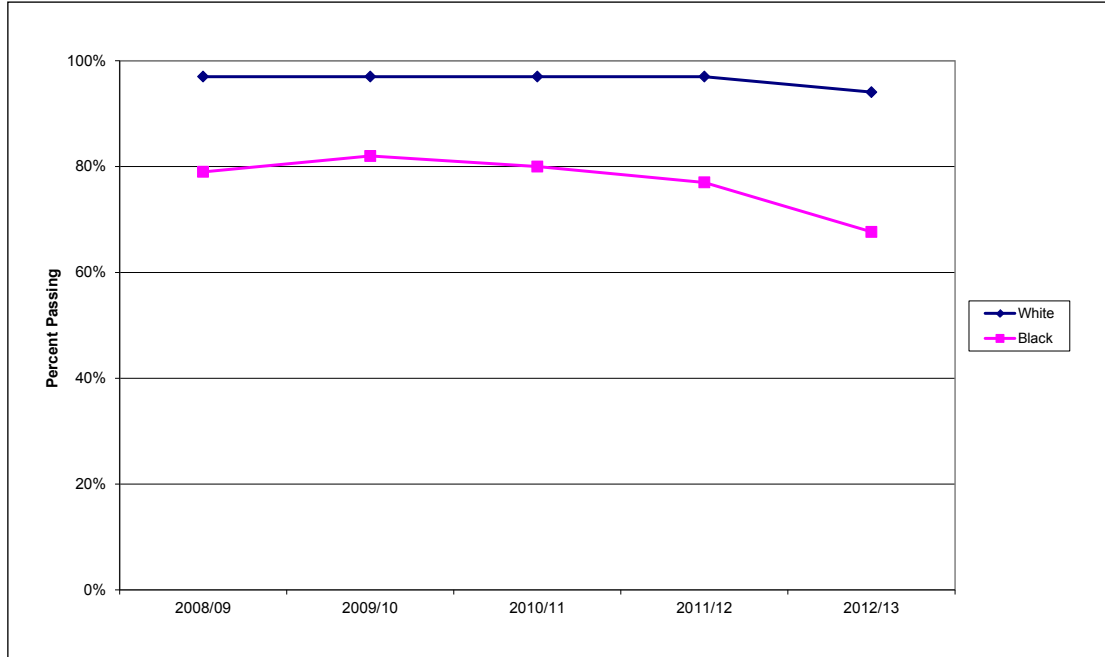


**Figure 3: Combined Results for Asian and White Students Grades 3 to 8 and End of Course**

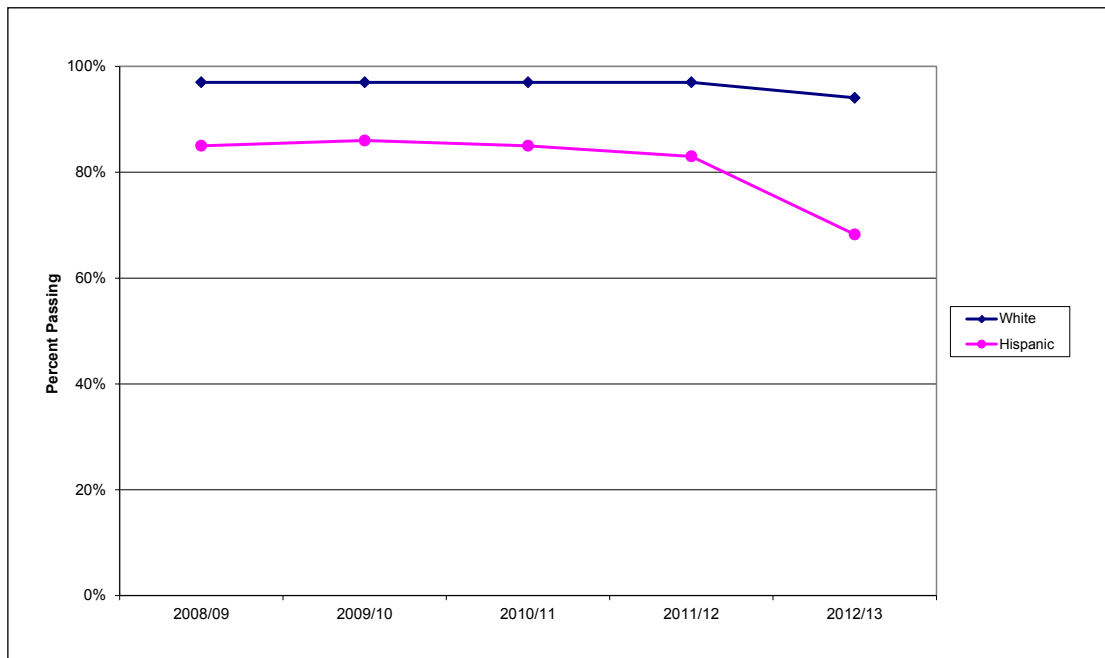


## Achievement Measures

**Figure 4:** Combined Results for Black and White Students Grades 3 to 8 and End of Course



**Figure 5:** Combined Results for Hispanic and White Students Grades 3 to 8 and End of Course



# 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 I: Challenge and Engage All Students</b>												
<b>Elementary School SOLs – Grades 3, 4 &amp; 5</b>												
English/Reading	I.1.a. Percentage of students grades 3-5 scoring proficient or above	89.8	90.5	89.7	89.6	78.3 <sup>ns</sup>						90-95
Mathematics	I.1.b. Percentage of students grades 3-5 scoring proficient or above	88.7	91.7	93.1	81.0 <sup>ns</sup>	80.5						90-95
Science	I.1.c. Percentage of students grades 3 and 5 scoring proficient or above	90.1	91.1	91.3	91.6	84.0 <sup>ns</sup>						90-95
History/Social Science	I.1.d. Percentage of students grades 3 and 4 scoring proficient or above	86.7	89.4	89.5 <sup>ns</sup>	90.1	90.0						90-95
<b>Middle School SOLs – Grades 6, 7 &amp; 8</b>												
English/Reading	I.2.a. Percentage of students grades 6-8 scoring proficient or above	88.5	88.7	89.3	88.1	77.4 <sup>ns</sup>						90-95
Mathematics	I.2.b. Percentage of students grades 6-8 scoring proficient or above	80.4	80.2	80.7	75.9 <sup>ns</sup>	79.3						90-95
Science	I.2.c. Percentage of students grades 6-8 scoring proficient or above	89.0	90.9	92.1	93.7	79.5 <sup>ns</sup>						90-95
History/Social Science	I.2.d. Percentage of students grades 6-8 scoring proficient or above	81.4	85.0	86.4 <sup>ns</sup>	85.1	85.9						90-95
<b>High School SOLs – End of Course</b>												
English/Reading	I.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test	95.4	93.5	96.0	94.9	88.7 <sup>ns</sup>						90-95
Mathematics	I.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests	89.7	90.0	90.5	82.5 <sup>ns</sup>	80.3						90-95
Science	I.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests	88.8	88.9	89.7	92.5	85.2 <sup>ns</sup>						90-95
History/Social Science	I.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests	93.4	93.6	83.0 <sup>ns</sup>	84.8	85.9						90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	93.1	95.0	93.5	93.9	85.2 <sup>ns</sup>						90-95
<b>On-time graduates (1256)</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	74.0						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	54.7						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	91.3						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	65.5						65-70
SAT/ACT Participation	1.9. Percentage of graduating seniors taking SAT or ACT during high school career	66.9	69.4	71.6	73.2	72.9						70-75
SAT Performance	1.10 Mean total score (critical reading + mathematics + writing)	1623	1660	1627	1641	1664						1615*
ACT Performance	1.11 Mean composite score	23.2	24.7	23.0	24.7	25.2						23*
Dual Enrollment	1.12 Percentage of grade 9-12 students completing at least one dual enrollment course	2.1	4.1	4.9	5.8	5.0						6-8

\*Benchmark based on Baldrige award-winning districts

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

Note: Under Goal 1, APS has in many cases already met or exceeded the 2017 targets; our primary challenge is to maintain these relatively high levels of performance.

## 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>												
Pre-K 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	83.7					85-90
		Black	82.4	77.6	86.2	86.3	85.8					85-90
		Hispanic	83.5	79.1	86.3	83.9	85.1					85-90
		White	89.1	88.2	90.1	89.1	92.7					85-90
		EconDis	85.5	78.3	84.8	82.6	83.8					85-90
		LEP	83.6	78.7	85.1	81.3	83.2					85-90
		SWD	88.8	90.4	91.0	93.4	92.9					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 (Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services (Economically Disadvantaged, LEP, SWD).	Asian	20.5	20.0	18.6	19.1	21.6					0-5
		Black	12.4	12.1	11.4	11.9	13.0					0-5
		Hispanic	10.5	10.7	11.9	11.9	12.1					0-5
		White	27.2	27.4	27.7	28.1	28.8					0-5
		EconDis	9.7	9.2	9.5	9.5	10.2					0-5
		LEP	7.2	6.9	7.2	8.4	7.1					0-5
		SWD	6.6	7.5	7.7	8.4	9.5					0-5
<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	93.2	90.6	92.2	78.4 <sup>ns</sup>					90-95
		Black	75.3	76.5	81.4	78.0	57.6 <sup>ns</sup>					90-95
		Hispanic	83.4	84.0	79.0	79.6	58.6 <sup>ns</sup>					90-95
		White	96.3	96.3	96.8	96.4	91.6 <sup>ns</sup>					90-95
		EconDis	81.1	81.4	77.9	77.1	52.5 <sup>ns</sup>					90-95
		LEP	84.4	85.1	80.1	80.1	53.4 <sup>ns</sup>					90-95
		SWD	73.4	75.8	71.5	69.1	50.2 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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>Elementary School SOLs – Grades 3, 4 &amp; 5</b>												
Mathematics	2.1.b. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	92.7	95.7	94.9	83.13 <sup>ns</sup>	82.4					90-95
		Black	76.4	83.5	84.7	62.5 <sup>ns</sup>	62.5					90-95
		Hispanic	79.2	84.2	86.7	65.2 <sup>ns</sup>	65.7					90-95
		White	96.3	96.8	97.7	91.9 <sup>ns</sup>	90.9					90-95
		EconDis	76.7	83.6	85.0	61.2 <sup>ns</sup>	60.8					90-95
		LEP	80.2	85.5	87.2	67.2 <sup>ns</sup>	63.0					90-95
		SWD	65.5	68.7	73.2	50.9 <sup>ns</sup>	47.8					90-95
Science	2.1.c. Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	Asian	92.5	90.1	90.4	92.0	85.3 <sup>ns</sup>					90-95
		Black	77.0	77.6	81.1	77.3	66.0 <sup>ns</sup>					90-95
		Hispanic	81.4	80.5	82.8	81.5	65.0 <sup>ns</sup>					90-95
		White	97.2	98.2	97.7	98.3	95.6 <sup>ns</sup>					90-95
		EconDis	77.6	77.4	79.3	78.4	61.3 <sup>ns</sup>					90-95
		LEP	81.3	80.3	81.9	82.1	63.4 <sup>ns</sup>					90-95
		SWD	71.2	72.9	73.2	69.0	60.7 <sup>ns</sup>					90-95
History/Social Science	2.1.d. Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	Asian	89.1	91.4	70.8 <sup>ns</sup>	92.2	92.2					90-95
		Black	70.8	75.6	75.1 <sup>ns</sup>	73.5	78.5					90-95
		Hispanic	76.6	78.1	75.7 <sup>ns</sup>	81.0	79.5					90-95
		White	94.9	96.9	97.5 <sup>ns</sup>	97.0	96.5					90-95
		EconDis	70.5	74.6	72.8 <sup>ns</sup>	76.4	73.7					90-95
		LEP	76.3	78.8	77.4 <sup>ns</sup>	81.4	78.5					90-95
		SWD	67.8	68.3	71.9 <sup>ns</sup>	71.3	68.9					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.



# 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>												
English/Reading	2.2.a. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	88.7	91.0	91.2	90.0	76.1 <sup>ns</sup>					90-95
		Black	78.2	79.0	76.0	78.1	59.0 <sup>ns</sup>					90-95
		Hispanic	77.8	77.3	78.8	75.1	55.0 <sup>ns</sup>					90-95
		White	97.2	97.3	98.0	97.2	93.5 <sup>ns</sup>					90-95
		EconDis	74.5	74.9	75.1	74.2	51.2 <sup>ns</sup>					90-95
		LEP	72.8	73.5	75.4	73.4	39.8 <sup>ns</sup>					90-95
		SWD	58.4	61.0	65.0	61.3	39.0 <sup>ns</sup>					90-95
Mathematics	2.2.b. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	85.4	85.4	84.1	83.1 <sup>ns</sup>	81.3					90-95
		Black	65.1	62.7	58.5	52.3 <sup>ns</sup>	62.4					90-95
		Hispanic	64.5	63.2	65.7	56.9 <sup>ns</sup>	61.3					90-95
		White	92.5	93.1	93.5	91.2 <sup>ns</sup>	92.7					90-95
		EconDis	62.3	60.8	60.4	53.8 <sup>ns</sup>	59.4					90-95
		LEP	60.5	60.3	61.4	57.6 <sup>ns</sup>	55.0					90-95
		SWD	42.3	42.1	49.2	42.7 <sup>ns</sup>	40.7					90-95
Science	2.2.c. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	91.5	87.6	94.8	95.3	71.9 <sup>ns</sup>					90-95
		Black	77.3	86.5	84.8	87.0	59.5 <sup>ns</sup>					90-95
		Hispanic	77.9	82.0	83.0	87.1	62.0 <sup>ns</sup>					90-95
		White	99.2	97.9	97.9	98.8	95.3 <sup>ns</sup>					90-95
		EconDis	73.0	79.1	77.6	84.3	55.4 <sup>ns</sup>					90-95
		LEP	71.1	75.4	77.4	84.3	45.4 <sup>ns</sup>					90-95
		SWD	65.9	72.4	76.2	79.6	49.5 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	82.6	88.1	88.2 <sup>ns</sup>	90.1	87.6					90-95
		Black	67.0	72.9	72.9 <sup>ns</sup>	69.1	73.6					90-95
		Hispanic	68.6	69.9	72.0 <sup>ns</sup>	70.7	69.4					90-95
		White	91.7	95.6	96.7 <sup>ns</sup>	96.1	97.0					90-95
		EconDis	64.1	66.5	68.2 <sup>ns</sup>	67.5	66.3					90-95
		LEP	62.9	64.6	68.4 <sup>ns</sup>	69.5	61.0					90-95
		SWD	55.9	60.4	63.9 <sup>ns</sup>	61.5	58.0					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	97.9	94.4	96.9	93.5	87.6 <sup>ns</sup>					90-95
		Black	90.5	86.7	93.0	89.9	77.3 <sup>ns</sup>					90-95
		Hispanic	91.0	88.9	92.2	91.4	80.8 <sup>ns</sup>					90-95
		White	99.3	98.9	99.5	99.5	97.9 <sup>ns</sup>					90-95
		EconDis	90.7	87.2	91.9	87.8	78.8 <sup>ns</sup>					90-95
		LEP	87.1	82.0	87.6	86.8	66.5 <sup>ns</sup>					90-95
		SWD	85.2	79.5	90.4	85.6	70.9 <sup>ns</sup>					90-95
Mathematics	2.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	Asian	93.7	93.4	94.3	87.4 <sup>ns</sup>	85.9					90-95
		Black	81.1	82.7	85.4	98.2 <sup>ns</sup>	66.5					90-95
		Hispanic	84.2	85.4	84.4	73.5 <sup>ns</sup>	70.4					90-95
		White	96.3	96	96.6	92.5 <sup>ns</sup>	90.9					90-95
		EconDis	83.8	84.7	84.5	74.3 <sup>ns</sup>	72.1					90-95
		LEP	86.7	86.7	87	74.8 <sup>ns</sup>	71.4					90-95
		SWD	77.9	79.3	80.3	64.5 <sup>ns</sup>	55.4					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	90.1	89.8	89.9	92.9	85.3 <sup>ns</sup>					90-95
		Black	79.3	81.1	83.9	85.6	73.4 <sup>ns</sup>					90-95
		Hispanic	79.7	81.0	80.5	85.8	73.3 <sup>ns</sup>					90-95
		White	98.2	97.9	98.4	98.5	96.3 <sup>ns</sup>					90-95
		EconDis	77.0	78.4	79.3	84.6	72.0					90-95
		LEP	74.1	74.3	75.8	83.2	64.7 <sup>ns</sup>					90-95
		SWD	75.9	77.3	76.5	81.0	65.8 <sup>ns</sup>					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	93.4	95	80.9 <sup>ns</sup>	83.4	87.3					90-95
		Black	88.2	86	67.2 <sup>ns</sup>	70.7	71.3					90-95
		Hispanic	87.9	89	71.9 <sup>ns</sup>	73.9	74.8					90-95
		White	98.9	99.3	96.6 <sup>ns</sup>	97.1	96.4					90-95
		EconDis	87.3	86.3	67.3 <sup>ns</sup>	70.0	72.0					90-95
		LEP	84.3	85.3	62.5 <sup>ns</sup>	68.5	67.4					90-95
		SWD	84.3	82.6	67.5 <sup>ns</sup>	69.5	68.3					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	96.6	96.5	96.6	96.4	87.5 <sup>ns</sup>					90-95
		Black	84.7	88.5	87.9	84.8	68.6 <sup>ns</sup>					90-95
		Hispanic	87.2	91.0	87.2	87.3	71.4 <sup>ns</sup>					90-95
		White	98.1	98.3	97.5	98.4	95.3 <sup>ns</sup>					90-95
		EconDis	83.8	88.4	85.2	84.5	67.4 <sup>ns</sup>					90-95
		LEP	84.3	88.1	84.2	85.1	60.9 <sup>ns</sup>					90-95
		SWD	70.4	76.8	72.3	82.6	63.4 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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 (1256)</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	73.1					66*
		Black	38.0	41.3	42.0	52.3	50.0					66*
		Hispanic	46.0	48.1	52.5	53.3	64.3					66*
		White	78.9	84.9	87.3	87.0	89.9					66*
		EconDis	47.0	46.0	49.3	52.2	59.9					66*
		LEP	47.3	41.9	44.6	46.9	43.7					66*
		SWD	12.8	28.0	28.5	30.5	30.5					66*
AP/IB Exam Performance	2.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	Asian	43.0	46.8	48.4	50.0	49.7					50*
		Black	20.7	17.4	14.6	20.0	22.0					50*
		Hispanic	33.3	35.6	37.7	36.4	42.6					50*
		White	65.7	72.7	72.2	72.5	76.7					50*
		EconDis	28.8	28.8	29.8	25.8	34.8					50*
		LEP	32.0	29.0	29.1	22.9	26.9					50*
		SWD	10.1	16.5	15.5	18.8	16.7					50*
Ontime 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					95*
		Black	80.4	85.1	88.5	87.7	87.9					95*
		Hispanic	69.1	68.3	73.7	78.6	81.8					95*
		White	96.6	96.3	97.4	97.4	98.3					95*
		EconDis	78.4	77.9	80.7	83.6	85.9					95*
		LEP	54.8	58.3	62.7	66.1	67.9					95*
		SWD	82.6	88.6	90.5	91.4	92.5					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 (1256)</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					65-70
		Black	35.9	32.7	38.5	33.5	42.3					65-70
		Hispanic	44.7	37.6	46.7	48.8	52.2					65-70
		White	77.6	81.7	81.4	80.3	81.4					65-70
		EconDis	45.2	34.8	45.2	40.9	50.0					65-70
		LEP	38.2	24.0	32.5	31.9	25.6					65-70
		SWD	18.5	19.6	19.9	17.1	16.9					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	75.9					70-75
		Black	58.2	64.1	66.0	65.1	65.2					70-75
		Hispanic	45.7	39.7	48.6	49.2	58.6					70-75
		White	82.3	86.2	88.2	90.6	91.6					70-75
		EconDis	52.7	45.3	55.0	55.5	59.0					70-75
		LEP	52.0	41.3	40.6	45.1	45.4					70-75
		SWD	30.4	40.1	37.2	43.7	40.8					70-75
SAT Performance	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups	Asian	1553	1593	1598	1522	1570					1615*
		Black	1352	1310	1316	1330	1379					1615*
		Hispanic	1405	1438	1450	1483	1499					1615*
		White	1778	1815	1790	1804	1823					1615*
		EconDis	1323	1347	1347	1337	1405					1615*
		LEP	1330	1272	1300	1263	1306					1615*
		SWD	1387	1486	1488	1510	1448					1615*

\*Benchmark based on Baldrige award-winning districts

## Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
<b>Goal 2: Continued</b>												
<b>On-time graduates (1256)</b>												
ACT Performance	2.11. Mean composite score by identified subgroups	Asian	23.7	26.0	23.3	22.2	23.7					23*
		Black	18.4	18.2	18.5	19.0	20.7					23*
		Hispanic	18.8	22.0	20.0	22.6	22.4					23*
		White	25.5	26.2	25.4	26.4	27.1					23*
		EconDis	18.0	20.1	18.5	19.7	20.5					23*
		LEP	17.3	18.0	17.6	20.8	20.0					23*
		SWD	21.0	19.9	18.6	18.9	21.8					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	5.5					6-8
		Black	2.8	3.8	4.6	5.9	3.9					6-8
		Hispanic	2.7	3.0	4.7	5.3	4.3					6-8
		White	1.5	5.0	4.9	6.3	5.6					6-8
		EconDis	2.1	3.1	5.0	5.3	4.0					6-8
		LEP	1.3	2.3	2.5	3.9	1.7					6-8
		SWD	1.8	3.1	3.8	5.5	3.4					6-8

\*Benchmark based on Baldrige award-winning districts

Note: Under Goal 2, our challenge is meet the 2017 targets for students in all identified subgroups, thereby eliminating any gaps in performance.

## 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						97-100
	3.1.b. Percentage of teaching staff with a master's or doctoral degree	72	73	73	79***	80						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					***
		Black	19.3	18.7	18.6	18.4	18.6					***
		Hispanic	17.4	17.5	17.7	17.6	17.5					***
		White	56.0	56.6	56.6	56.8	57.0					***
		Other	0.8	0.7	0.7	0.8	0.9					***
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%**	n/a						85-95*

\*Benchmark based on Baldrige award-winning districts

\*\*Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable

\*\*\*For information purposes only

\*\*\*\*Corrected performance for past years

n/a Baseline data are not available because the survey used to measure this indicator was not administered in this 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 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
	4.1.b. Percentage of major construction projects tracking within budget	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				59 (15% reduct)
		Middle	72	73	81	71	77				69 (15% reduct)
		High	65	62	69	63	68				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%					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					85-90
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					1:1
	4.6.a. Percent uptime for identified core services - <b>Network infrastructure services</b>	99.0	99.0	99.0	99.4	99.3					95-100
	4.6.b. Percent uptime for identified core services - <b>Instructional applications</b>	99.2	96.6	99.7	99.9	99.8					95-100
	4.6.c. Percent uptime for identified core services - <b>Communication services</b>	99.8	99.5	99.4	99.8	99.8					95-100
	4.6.d. Percent uptime for identified core services - <b>Enterprise applications</b>	99.6	99.6	99.6	99.9	99.9					95-100

\*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 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						21-30
		Grade 8	20	n/a	n/a	21						21-30
		Grade 10	19	n/a	n/a	20						21-30
		Grade 12	18	n/a	n/a	20						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					90-90%
		Parents	96	n/a	n/a	95	93					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	84-94	n/a					96*
Partnerships	5.4 Number of strategic partnerships (defined by signed agreement)		123	146	146	159	176					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	68-79%	72-83					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	66-72%	69-77					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.

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

### **BUDGET DEVELOPMENT**

**SEPTEMBER - MARCH**

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

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

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

Budget 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.

## Budget Development Process

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 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. For the FY 2014 budget, an online budget tool was developed to give the community the opportunity to try to balance the budget using either reduction or revenue increase options provided or other options created by the individual respondents. The online budget tool was available from January 14, 2013 through February 5, 2013 and generated 828 responses.

For the FY 2015 budget, the online tool was updated to reflect the current year shortfall and to provide new and updated options for reductions or increases. The FY 2015 online budget tool was available to the public from January 31, 2014 through February 18, 2014 and generated 867 responses. In addition to the online budget tool, for the FY 2015 budget a short, three question survey was developed to solicit community input on priorities for reductions or increases. This survey was also available from January 31 through February 18, 2014 and generated 1452 responses.

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 February 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

<b>BUDGET DEVELOPMENT CALENDAR</b>	
<b>JULY 2014</b>	
8	Consent Item – Budget Development Calendar - FY 2015 Budget and FY 2015 – FY 2024 CIP
<b>AUGUST 2014</b>	
7	School Board/Executive Leadership Team retreat
21	MC/MM request package sent to principals and program managers
<b>SEPTEMBER 2014</b>	
20	Completed MC/MM request forms submitted to Facilities
<b>OCTOBER 2014</b>	
1	Budget Kick-off packages sent to principals and program managers
4	September 30 enrollment data sent to Facilities
16	Joint School Board/County Board Work Session
18	Enrollment projections due to Finance
18	Executive Leadership Team budget review
29	School Board Budget Work Session on FY 2015 budget
30	Executive Leadership Team budget review
<b>NOVEMBER 2014</b>	
5	Executive Leadership Team budget review
19	Executive Leadership Team budget review
25	Executive Leadership Team budget review
<b>DECEMBER 2014</b>	
2	Executive Leadership Team budget review
3	Executive Leadership Team budget review
4	Executive Leadership Team budget review
5	Executive Leadership Team budget review
5	Board Information Item – FY 2013 Final Fiscal Status Report
6	Executive Leadership Team budget review
9	Preliminary review of FY 2015 proposed budget (including MC/MM) with Administrative Council
10	Executive Leadership Team budget review
11	Joint Schools/County Community Forum on Budget
16	Executive Leadership Team budget review

# Budget Development Calendar

<b>BUDGET DEVELOPMENT CALENDAR</b>	
<b>JANUARY 2015</b>	
9	Board Action Item – FY 2013 Final Fiscal Status Report
16	Revised FY 2015 revenue estimate from County
17	Executive Leadership Team budget review
22	Executive Leadership Team budget review
29	Community Budget Forum
<b>FEBRUARY 2015</b>	
3	Community Budget Forum
5	Community Budget Forum
5	January 31 enrollment data sent to Facilities
12	Spring enrollment projections sent to Principals
14	Spring enrollment projections due to Finance
27	Board presentation – Superintendent's Proposed FY 2015 Budget
27	School Board Budget Work Session #1 following Board meeting
<b>MARCH 2015</b>	
4	School Board presentation of APS budget to Civic Federation
4	Executive Leadership Team reviews enrollment and staffing
5	School Board Budget Work Session #2
7	Spring enrollment and staffing sent to principals
11	School Board Budget Work Session #3 – Employee Concerns
18	Meeting with Chairs of Budget Advisory Council, Facilities Advisory Council, Advisory Council on Instruction/School Board Budget Work Session #4
20	Public Hearing on Superintendent's Proposed Budget
25	Public Hearing on County Budget
27	Public Hearing on County Tax Rate
<b>APRIL 2015</b>	
24	Board Action Item – School Board's Proposed FY 2015 Budget
8	School Board presentation of APS budget to County Board
22	County Board adoption of FY 2015 County Budget
22	School Board Budget Work Session #5
<b>MAY 2015</b>	
8	Public Hearing on School Board's Proposed Budget
8	School Board Information Item – Superintendent's Proposed FY 2015 – FY 2024 CIP
13	CIP Work Session #1
20	CIP Work Session #2
22	School Board Action Item - School Board's Adopted FY 2015 Budget
27	CIP Work Session #3
<b>JUNE 2015</b>	
5	School Board Information Item – School Board's Proposed FY 2015 – FY 2024 CIP
10	CIP Work Session #4, if needed
17	School Board Action Item – School Board's Adopted FY 2015 – FY 2024 CIP

## Financial Controls & 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 pre-K programs, as well as catering for special school functions. The Food and Nutrition Services Fund is a self-supporting fund.

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

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



## Financial Controls & Policies

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.

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.

## Financial Controls & Policies

### 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 2013, the CAFR received an unqualified or "clean" audit opinion, the highest opinion possible, which indicates strong fiscal management and internal controls, indicates adherence to GASB and GAAP standards, and indicates good record-keeping and documentation of transactions.

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

## **SIGNIFICANT FINANCIAL MANAGEMENT AND ACCOUNTING POLICIES**

### FINANCIAL MANAGEMENT POLICIES

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

### BUDGET FRAMEWORK

The School Board's framework for the operating budget and capital budget work plans are grounded in the School Board's Strategic Plan goals and the ten-year Capital Improvement Plan (CIP). Both guide development of a strategic plan resource allocation for a designated period of time. The School Board provides budget framework to the Superintendent each year prior to the development of the next fiscal year's budget. In those years where a CIP is developed, the School Board will also provide direction to the Superintendent on the development of the CIP. (see Policy 40-1.6 Financial Management – Budget Direction; adopted and effective 10/4/07)

# Financial Controls & Policies

## BUDGET DEVELOPMENT

Arlington Public Schools prepares and estimates the amount of money deemed necessary during the next fiscal year for the support of the public schools and the school division. This information is provided in the form of an annual budget approved by the School Board and submitted to the Arlington County Board on or around April 1. The schedule for budget development will provide sufficient time for review and analysis by both staff and public groups. (see Policy 40-1.7 Financial Management – Operating Budget Development; adopted and effective 10/4/07)

## CAPITAL IMPROVEMENT PLAN DEVELOPMENT

Arlington Public Schools develops a ten-year Capital Improvement Plan (CIP) using a two-year development cycle. During the first year, the Superintendent will provide information and report on capital related issues and studies as directed by the School Board. The School Board uses the results of these studies, along with other information, including debt analysis and the prioritization of the identified projects, to determine future facility improvements and student accommodation needs. (see Policy 40-1.8 Financial Management – Capital Improvement Plan; adopted and effective 10/4/07)

## REVENUE SHARING

The Arlington County School Board and the Arlington County Board maintain a revenue sharing agreement that provides the allocation of adjusted net local County tax revenue between the County and the Schools. This transfer, along with Federal, State and other Local Revenues, funds all School expenditures including debt service. Non-local School revenues do not alter the allocation. All increases or decrease in local tax revenues will be allocated or absorbed at the same percentage rate. This agreement operates on an annual basis, automatically renewed until either the School Board or the County Board takes action to the contrary. (see Policy 40-1.2 Financial Management – Revenue Sharing; adopted and effective 10/4/07)

## ADDITIONAL COUNTY REVENUE

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

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

(see Policy 40-1.3 Financial Management – Additional County Revenue; adopted and effective 10/4/07)

## Financial Controls & Policies

### RESERVE POLICY

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

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

Requests for use of the reserve fund must be accompanied by a report detailing all efforts made by staff to meet the need within operating budget resources. As part of the budget process, the School Board will receive an annual status report on the reserve fund. (see Policy 40-1.5 Financial Management – Reserve Fund; adopted and effective 10/4/07)

### PERIODIC REPORTING

The Finance office prepares midyear and end of fiscal year reports for the School Board on the status of all revenue and expenditure accounts. These revenue and expenditure accounts are reevaluated based on current projections and revised accordingly for approval by the School Board. (see Policy 40-1.1 Financial Management – General; adopted and effective 10/4/07)

### BUDGET SAVINGS

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

- Set aside and used as carry-forward in an upcoming fiscal year budget
- Used to purchase items not included in the current budget but planned to be included in the upcoming budget
- Used to fund existing or planned capital projects. Any recommended use of current revenues will address the following:
  - o Unanticipated critical needs
  - o Additional funds necessary for an existing approved project
  - o Projects planned in the out-years of the Capital Improvement Plan
  - o Timing of the project(s) and the availability of current revenues
  - o Project size/cost and the availability of current revenues
  - o Alternative sources of funding
  - o Other possible uses of the funds
- Used to fund unanticipated critical needs or mandates
- Used to supplement or create a reserve

(see Policy 40-1.4 Financial Management – Budget Savings; adopted and effective 10/4/07)

## Financial Controls & Policies

### DEBT MANAGEMENT POLICY

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

- The ratio of Debt Service to General Expenditures should not exceed 10%
- The ratio of Tax-Supported General Obligation & Subject to Appropriation Financing to Market Value should not exceed 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)

### 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.

## Financial Controls & Policies

### 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.

### 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

FY 2015-2024 Capital Improvement Plan

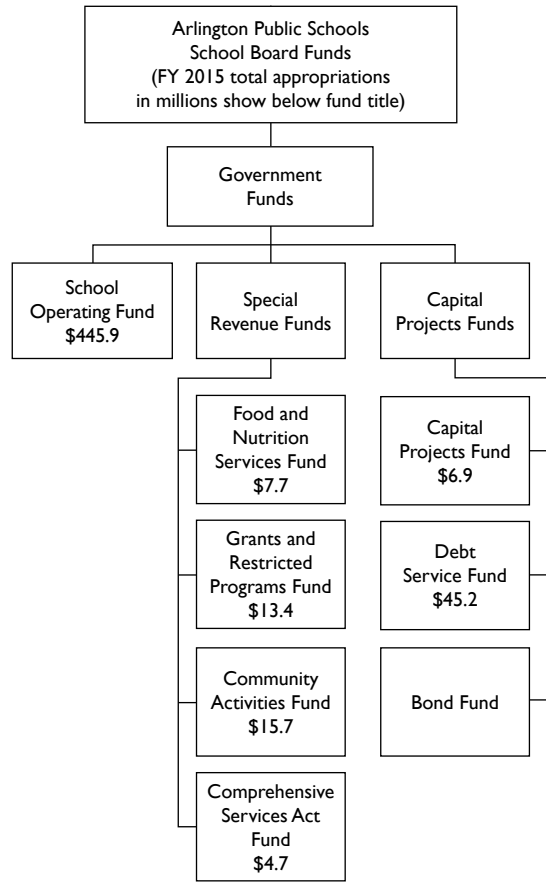
Debt Service

FINANCIAL

# All Funds Summary

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

At the end of each fiscal year, the County maintains any fund balance and the entire amount is re-appropriated to the Schools by fund in the next fiscal year. The detail below provides the FY 2013 Actual, FY 2014 Adopted and FY 2015 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$397,835,339	\$412,637,859	\$432,232,221
County Re-Estimate	\$0	\$3,065,270	\$0
State	\$51,698,468	\$57,235,648	\$60,125,616
Local	\$19,054,858	\$17,580,564	\$17,382,951
Federal	\$13,557,158	\$12,279,070	\$12,058,400
Carry Forward	\$5,975,000	\$20,249,704	\$17,621,892
<b>TOTAL</b>	<b>\$488,120,823</b>	<b>\$523,048,115</b>	<b>\$539,421,080</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
<b>EXPENDITURES</b>					
Salaries (includes hourly)	\$290,659,775		\$302,343,684		\$312,738,369
Employee Benefits	\$94,513,174		\$96,095,185		\$110,364,474
Staff Development	\$1,880,392		\$2,495,667		\$2,308,399
Contractual Services	\$78,033,141		\$77,775,033		\$79,841,795
Materials & Supplies	\$15,941,204		\$17,174,383		\$15,841,797
Equipment	\$13,561,495		\$9,978,439		\$9,404,431
Other Operating Costs	(\$2,846,572)		\$17,185,725		\$8,921,814
<b>TOTAL</b>	<b>\$491,742,609</b>	<b>4,108.96</b>	<b>\$523,048,115</b>	<b>4,159.27</b>	<b>\$539,421,080</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 (22 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 & Management Services, School and Community Relations, Human Resources, Facilities & Operations, and Information Services) that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and carry forward from the prior fiscal year.

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$313,491,928	\$357,270,580	\$378,365,446
County Re-Estimate	\$0	\$342,784	\$0
State	\$46,045,661	\$52,022,610	\$54,397,933
Local	\$3,650,638	\$2,584,492	\$2,605,000
Carry Forward	\$0	\$15,292,999	\$10,485,441
<b>TOTAL</b>	<b>\$363,188,227</b>	<b>\$427,513,465</b>	<b>\$445,853,820</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$268,219,491		\$281,037,297		\$291,384,653
Employee Benefits	\$88,251,327		\$89,597,809		\$104,134,277
Staff Development	\$1,611,968		\$2,187,970		\$2,080,105
Contractual Services	\$21,466,764		\$22,101,010		\$23,794,081
Materials & Supplies	\$9,337,883		\$8,920,423		\$9,480,078
Equipment	\$9,119,870		\$7,350,011		\$6,416,939
Other Operating Costs	\$1,477,139		\$16,318,945		\$8,563,687
<b>TOTAL</b>	<b>\$399,484,443</b>	<b>3,794.76</b>	<b>\$427,513,465</b>	<b>3,914.76</b>	<b>\$445,853,820</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.

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$5,388,998	\$7,730,084	\$6,344,395
Carry Forward	\$0	\$63,000	\$0
State	\$0	\$0	\$0
Local	\$9,003,233	\$8,581,600	\$9,306,815
<b>TOTAL</b>	<b>\$14,392,231</b>	<b>\$16,374,684</b>	<b>\$15,651,210</b>

CATEGORY	FY 2013	FY 2014		FY 2015	
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
<b>EXPENDITURES</b>					
Salaries (includes hourly)	\$9,060,301		\$9,541,979		\$9,521,024
Employee Benefits	\$2,336,254		\$3,166,837		\$2,607,767
Staff Development	\$63,893		\$83,372		\$56,758
Contractual Services	\$1,459,636		\$2,367,963		\$1,970,934
Materials & Supplies	\$963,827		\$991,053		\$1,178,044
Equipment	\$77,680		\$87,330		\$85,930
Other Operating Costs	\$430,639		\$136,150		\$230,753
<b>TOTAL</b>	<b>\$14,392,231</b>	<b>106.50</b>	<b>\$16,374,684</b>	<b>107.00</b>	<b>\$15,651,210</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.

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

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$40,972,045	\$1,786,004	\$41,452
County Re-Estimate	\$0	\$2,722,486	\$0
Carry Forward	\$4,000,000	\$3,493,705	\$6,871,451
<b>TOTAL</b>	<b>\$44,972,045</b>	<b>\$8,002,195</b>	<b>\$6,912,903</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$623,561		\$655,094		\$778,605
Employee Benefits	\$213,446		\$228,167		\$293,136
Staff Development	\$20		\$0		\$0
Contractual Services	\$12,276,477		\$3,550,686		\$3,603,461
Materials &Supplies	\$1,429,233		\$1,809,732		\$911,763
Equipment	\$2,430,574		\$1,193,224		\$1,303,192
Other Operating Costs	(\$4,860,054)		\$565,292		\$22,746
<b>TOTAL</b>	<b>\$12,113,257</b>	<b>7.25</b>	<b>\$8,002,195</b>	<b>8.25</b>	<b>\$6,912,903</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 pre-K programs, as well as catering for special school functions.

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

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$0	\$0	\$0
Carry Forward	\$0	\$0	\$0
Local	\$3,325,576	\$3,469,177	\$3,543,348
State	\$82,961	\$82,046	\$82,046
Federal	\$4,118,654	\$3,927,460	\$4,043,460
<b>TOTAL</b>	<b>\$7,527,191</b>	<b>\$7,478,683</b>	<b>\$7,668,854</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$2,689,219		\$2,658,790		\$2,792,930
Employee Benefits	\$864,084		\$895,307		\$992,171
Staff Development	\$3,639		\$6,700		\$6,700
Contractual Services	\$35,458		\$1,700		\$1,700
Materials & Supplies	\$3,641,394		\$3,805,100		\$3,805,100
Equipment	\$40,404		\$45,000		\$45,000
Other Operating Costs	\$8,976		\$66,086		\$25,253
<b>TOTAL</b>	<b>\$7,283,176</b>	<b>6.00</b>	<b>\$7,478,683</b>	<b>7.00</b>	<b>\$7,668,854</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 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$3,075,411	\$2,945,295	\$1,927,788
State	\$3,328,119	\$3,138,492	\$3,408,787
Federal	\$9,438,504	\$8,351,610	\$8,014,940
<b>TOTAL</b>	<b>\$15,842,034</b>	<b>\$14,435,397</b>	<b>\$13,351,515</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$10,067,202		\$8,450,524		\$8,261,157
Employee Benefits	\$2,848,062		\$2,207,065		\$2,337,123
Staff Development	\$200,872		\$217,625		\$164,836
Contractual Services	\$595,711		\$509,983		\$488,841
Materials & Supplies	\$568,866		\$1,648,075		\$466,812
Equipment	\$1,892,966		\$1,302,874		\$1,553,370
Other Operating Costs	\$96,728		\$99,252		\$79,375
<b>TOTAL</b>	<b>\$16,270,409</b>	<b>194.45</b>	<b>\$14,435,397</b>	<b>122.26</b>	<b>\$13,351,515</b>

## All Funds Summary

### COMPREHENSIVE SERVICES ACT (CSA) FUND

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

Both State funds and the County Transfer support this fund.

	FY 2013	FY 2014		FY 2015
CATEGORY	ACTUAL	ADOPTED		ADOPTED
REVENUE				
County Transfer	\$2,533,972	\$2,527,500		\$2,508,150
State	\$2,241,727	\$1,992,500		\$2,236,850
<b>TOTAL</b>	<b>\$4,775,699</b>	<b>\$4,520,000</b>		<b>\$4,745,000</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Contractual Services	\$4,775,699		\$4,520,000		\$4,745,000
<b>TOTAL</b>	<b>\$4,775,699</b>	<b>0.00</b>	<b>\$4,520,000</b>	<b>0.00</b>	<b>\$4,745,000</b>

# All Funds Summary

## DEBT SERVICE FUND

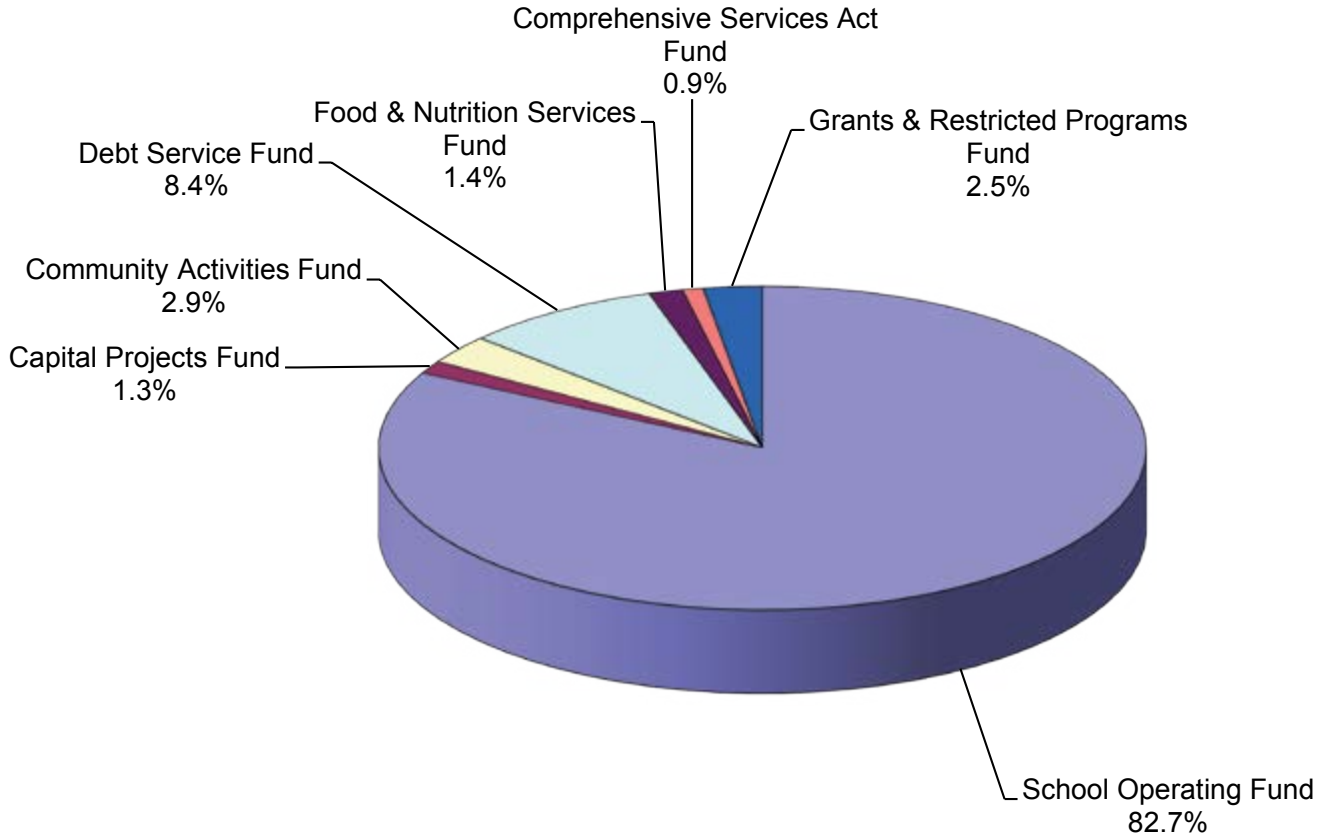
The Debt Service Fund accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer provides most of the support for this fund which is also supported by debt service reserves created from carry forward from prior fiscal years.

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$35,448,396	\$43,323,691	\$44,972,778
Carry Forward	\$1,975,000	\$1,400,000	\$265,000
<b>TOTAL</b>	<b>\$37,423,396</b>	<b>\$44,723,691</b>	<b>\$45,237,778</b>

	FY 2013	FY 2014		FY 2015	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Contractual Services	\$37,423,396		\$44,723,691		\$45,237,778
<b>TOTAL</b>	<b>\$37,423,396</b>	<b>0.00</b>	<b>\$44,723,691</b>	<b>0.00</b>	<b>\$45,237,778</b>

# All Funds Summary

## FY 2015 ADOPTED BUDGET BY FUND



### FUND SUMMARY MATRIX

	SCHOOL OPERATING FUND	COMMUNITY ACTIVITIES FUND	COMPREHENSIVE SERVICES ACT FUND	FOOD & NUTRITION SERVICES FUND	CAPITAL PROJECTS FUND	BOND FUND	DEBT SERVICE FUND	GRANTS & RESTRICTED PROGRAMS FUND
School Board Office	X							
Superintendent's Office	X							
Department of Instruction	X	X						X
School & Community Relations	X							
Administrative Services	X							
Student Services & Special Education	X		X					X
Human Resources	X							
Finance & Management Services	X	X		X	X	X	X	
Facilities & Operations	X	X			X	X	X	X
Information Services	X							X



# Fund Statements by Fund

## COMBINED FUND STATEMENT

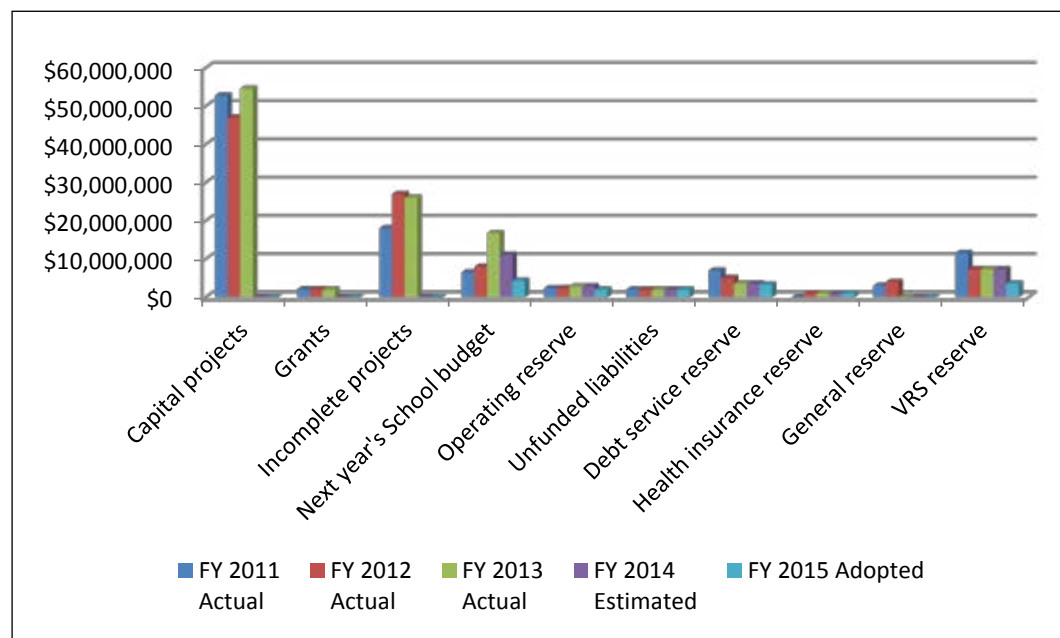
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
<b>REVENUES</b>								
Sales Tax	17,134,732	17,782,467	18,171,301	20,179,702	20,913,638	-	-	20,913,638
Commonwealth of VA	31,474,842	33,398,360	37,092,672	37,055,946	33,484,295	5,727,683	-	39,211,978
Federal Government	18,367,298	14,701,151	13,672,632	12,279,070	-	12,058,400	-	12,058,400
Charges for Services	20,350,417	16,766,101	23,919,958	17,580,564	2,605,000	14,777,951	-	17,382,951
Use of Money and Property	159,387	48,744	149,453	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>87,486,676</b>	<b>82,696,823</b>	<b>93,006,016</b>	<b>87,095,282</b>	<b>57,002,933</b>	<b>32,564,034</b>	<b>-</b>	<b>89,566,967</b>
<b>EXPENDITURES</b>								
<b>Current:</b>								
Community Activities	13,493,101	14,304,086	14,526,043	16,423,801	-	15,651,210	-	15,651,210
Education	363,204,699	393,832,257	430,523,375	451,048,607	445,910,525	25,765,369	-	471,675,894
Capital Projects	32,577,363	70,544,566	78,676,504	118,864,706	-	-	65,222,903	65,222,903
<b>Debt Service:</b>								
Principal	21,637,744	23,129,716	23,759,623	28,981,345	-	-	30,012,164	30,012,164
Interest & Fiscal Charges	11,600,309	11,696,591	13,663,773	15,742,346	-	-	15,225,614	15,225,614
<b>TOTAL EXPENDITURES</b>	<b>442,513,216</b>	<b>513,507,216</b>	<b>561,149,318</b>	<b>631,060,805</b>	<b>445,910,525</b>	<b>41,416,579</b>	<b>110,460,681</b>	<b>597,787,785</b>
REVENUE OVER/(UNDER) EXPENDITURES	(355,026,540)	(430,810,393)	(468,143,302)	(543,965,523)	(388,907,592)	(8,852,545)	(110,460,681)	(508,220,818)
<b>OTHER FINANCING SOURCES</b>								
Operating Transfers In	364,733,168	358,498,413	441,758,486	419,259,834	378,365,446	8,852,545	51,885,681	439,103,672
Operating Transfer Out	(7,013,954)	(4,566,373)	(3,772,273)	-	-	-	-	-
Proceeds of sales of bonds	78,543,000	76,079,696	38,380,000	36,460,000	-	-	58,310,000	58,310,000
Proceeds from Lease	367,766	1,372,600	2,106,706	-	-	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>436,629,980</b>	<b>431,384,336</b>	<b>478,472,919</b>	<b>455,719,834</b>	<b>378,100,446</b>	<b>8,852,545</b>	<b>110,460,681</b>	<b>497,413,672</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	81,603,440	573,943	10,329,617	(88,245,689)	(10,807,146)	-	-	(10,807,146)

# Fund Statements by Fund

## COMBINED FUND STATEMENT (CONT.)

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 ADOPTED			
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	TOTAL
<b>FUND BALANCES</b>								
Beginning of Year	23,774,336	105,377,776	105,951,719	105,951,719	27,175,836	859,811	-	17,706,030
End of Year	105,377,776	105,951,719	116,281,336	17,706,030	16,368,690	859,811	-	6,898,884
<b>FUND BALANCE</b>								
<b>Restricted for:</b>								
Capital projects	52,726,465	47,055,029	54,583,825	-	-	-	-	-
Grants	2,077,853	2,109,001	2,009,337	-	-	-	-	-
<b>Committed to:</b>								
Incomplete projects	18,077,449	26,987,189	26,082,805	56,705	-	-	-	-
Next year's School budget	6,545,000	7,975,000	16,749,704	11,106,892	4,371,451	-	-	4,371,451
<b>Assigned to:</b>								
Operating reserve	2,363,770	2,413,261	2,843,426	2,859,811	2,000,000	859,811	-	2,859,811
Unfunded liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	-	-	2,000,000
Subsequent years' debt service	7,000,000	5,025,000	3,625,000	3,625,000	3,360,000	-	-	3,360,000
OPEB reserve	-	-	-	-	-	-	-	-
Health insurance reserve	-	1,000,000	1,000,000	1,000,000	1,000,000	-	-	1,000,000
General reserve	3,000,000	4,000,000	-	-	-	-	-	-
VRS reserve	11,587,239	7,387,239	7,387,239	7,387,239	3,637,239	-	-	3,637,239
Capital Reserve	-	-	-	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$105,377,776</b>	<b>\$105,951,719</b>	<b>\$116,281,336</b>	<b>\$28,035,647</b>	<b>\$16,368,690</b>	<b>\$859,811</b>	<b>\$-</b>	<b>\$17,228,501</b>

### FUND BALANCE TREND ANALYSIS



# Fund Statements by Fund

## SCHOOL OPERATING FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Sales Tax	17,134,732	17,782,467	18,171,301	20,179,702	20,913,638
Commonwealth of VA	25,840,130	28,263,194	31,439,865	31,842,908	33,484,295
Federal Government	9,000	-	115,474	-	-
Charges for Services	6,692,661	2,262,589	8,515,738	2,584,492	2,605,000
Use of Money and Property	59,672	15,449	8,607	-	-
<b>TOTAL REVENUES</b>	<b>49,736,195</b>	<b>48,323,699</b>	<b>58,250,985</b>	<b>54,607,102</b>	<b>57,002,933</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	331,759,120	365,411,219	402,194,091	422,531,075	445,910,525
<b>TOTAL EXPENDITURES</b>	<b>331,759,120</b>	<b>365,411,219</b>	<b>402,194,091</b>	<b>422,531,075</b>	<b>445,910,525</b>
REVENUE OVER/(UNDER) EXPENDITURES	(282,022,925)	(317,087,520)	(343,943,106)	(367,923,973)	(388,907,592)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	318,159,176	317,025,006	357,365,958	357,613,364	378,365,446
Operating Transfer Out	(6,914,239)	(4,533,078)	(3,631,427)	-	-
Interfund Transfer	-	1,000,000	(5,975,000)	(1,400,000)	(265,000)
Proceeds from Lease	367,766	1,372,600	2,106,706	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>311,612,703</b>	<b>314,864,528</b>	<b>349,866,237</b>	<b>356,213,364</b>	<b>378,100,446</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	29,589,778	(2,222,992)	5,923,131	(11,710,609)	(10,807,146)
<b>FUND BALANCES</b>					
Beginning of Year	5,596,528	35,186,306	32,963,314	38,886,445	27,175,836
End of Year	35,186,306	32,963,314	38,886,445	27,175,836	16,368,690
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete projects	3,054,067	3,576,075	6,124,502	56,705	-
Next year's School budget	6,545,000	7,975,000	16,749,704	11,106,892	4,371,451
<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	7,000,000	5,025,000	3,625,000	3,625,000	3,360,000
OPEB reserve	-	-	-	-	-
Health insurance reserve	-	1,000,000	1,000,000	1,000,000	1,000,000
General reserve	3,000,000	4,000,000	-	-	-
VRS reserve	11,587,239	7,387,239	7,387,239	7,387,239	3,637,239
<b>TOTAL FUND BALANCES</b>	<b>\$35,186,306</b>	<b>\$32,963,314</b>	<b>\$38,886,445</b>	<b>\$27,175,836</b>	<b>\$16,368,690</b>

## Fund Statements by Fund

### FOOD & NUTRITION SERVICES FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	77,901	78,255	82,961	82,046	82,046
Federal Government	3,670,527	3,958,650	4,118,654	3,927,460	4,043,460
Charges for Services	3,112,134	3,341,200	3,325,576	3,469,177	3,543,348
<b>TOTAL REVENUES</b>	<b>6,860,562</b>	<b>7,378,105</b>	<b>7,527,191</b>	<b>7,478,683</b>	<b>7,668,854</b>
<b>EXPENDITURES</b>					
<b>Current</b>					
Education	6,679,089	7,219,754	7,283,176	7,478,683	7,668,854
<b>TOTAL EXPENDITURES</b>	<b>6,679,089</b>	<b>7,219,754</b>	<b>7,283,176</b>	<b>7,478,683</b>	<b>7,668,854</b>
REVENUE OVER/(UNDER) EXPENDITURES	181,473	158,351	244,015	-	-
<b>FUND BALANCES</b>					
Beginning of Year	275,972	457,445	615,796	859,811	859,811
End of Year	457,445	615,796	859,811	859,811	859,811
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete projects	93,675	202,535	16,385	-	-
<b>Assigned to:</b>					
Operating reserve	363,770	413,261	843,426	859,811	859,811
Unfunded liabilities					
Subsequent years' debt service					
OPEB reserve					
Health insurance reserve					
General reserve					
VRS reserve					
Capital reserve					
<b>TOTAL FUND BALANCES</b>	<b>\$457,445</b>	<b>\$615,796</b>	<b>\$859,811</b>	<b>\$859,811</b>	<b>\$859,811</b>

## Fund Statements by Fund

### COMMUNITY ACTIVITIES FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Charges for Services	7,893,258	7,812,510	9,003,233	8,581,600	9,306,815
Use of Money and Property					
<b>TOTAL REVENUES</b>	<b>7,893,258</b>	<b>7,812,510</b>	<b>9,003,233</b>	<b>8,581,600</b>	<b>9,306,815</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Community Activities	13,493,101	14,304,086	14,526,043	16,423,801	15,651,210
<b>TOTAL EXPENDITURES</b>	<b>13,493,101</b>	<b>14,304,086</b>	<b>14,526,043</b>	<b>16,423,801</b>	<b>15,651,210</b>
REVENUE OVER/(UNDER) EXPENDITURES	(5,599,843)	(6,491,576)	(5,522,810)	(7,842,201)	(6,344,395)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	5,575,855	6,550,552	5,438,115	7,793,084	6,344,395
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>5,575,855</b>	<b>6,550,552</b>	<b>5,438,115</b>	<b>7,793,084</b>	<b>6,344,395</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(23,988)	58,976	(84,695)	(49,117)	-
<b>FUND BALANCES</b>					
Beginning of Year	98,824	74,836	133,812	49,117	-
End of Year	74,836	133,812	49,117	-	-
<b>FUND BALANCE</b>					
<b>Committed to:</b>					
Incomplete projects	74,836	133,812	49,117	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$74,836</b>	<b>\$133,812</b>	<b>\$49,117</b>	<b>\$-</b>	<b>\$-</b>

## Fund Statements by Fund

### GRANTS & RESTRICTED PROGRAMS FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	3,707,750	3,117,177	3,328,119	3,138,492	3,408,787
Federal Government	14,687,771	10,742,501	9,438,504	8,351,610	8,014,940
Charges for Services	2,652,364	3,349,802	3,075,411	2,945,295	1,927,788
Use of Money and Property					
<b>TOTAL REVENUES</b>	<b>21,047,885</b>	<b>17,209,480</b>	<b>15,842,034</b>	<b>14,435,397</b>	<b>13,351,515</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	20,859,824	16,897,948	16,270,409	16,518,849	13,351,515
<b>TOTAL EXPENDITURES</b>	<b>20,859,824</b>	<b>16,897,948</b>	<b>16,270,409</b>	<b>16,518,849</b>	<b>13,351,515</b>
REVENUE OVER/(UNDER) EXPENDITURES	188,061	311,532	(428,375)	(2,083,452)	-
<b>FUND BALANCES</b>					
Beginning of Year	2,012,234	2,200,295	2,511,827	2,083,452	-
End of Year	2,200,295	2,511,827	2,083,452	-	-
<b>FUND BALANCE</b>					
<b>Restricted for:</b>					
Grants	2,077,853	2,109,001	2,009,337	-	-
<b>Committed to:</b>					
Incomplete projects	122,442	402,826	74,115	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$2,200,295</b>	<b>\$2,511,827</b>	<b>\$2,083,452</b>	<b>\$-</b>	<b>\$-</b>

## Fund Statements by Fund

### COMPREHENSIVE SERVICES ACT FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	1,849,061	1,939,734	2,241,727	1,992,500	2,236,850
<b>TOTAL REVENUES</b>	<b>1,849,061</b>	<b>1,939,734</b>	<b>2,241,727</b>	<b>1,992,500</b>	<b>2,236,850</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Education	3,906,666	4,303,336	4,775,699	4,520,000	4,745,000
<b>TOTAL EXPENDITURES</b>	<b>3,906,666</b>	<b>4,303,336</b>	<b>4,775,699</b>	<b>4,520,000</b>	<b>4,745,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(2,057,605)	(2,363,602)	(2,533,972)	(2,527,500)	(2,508,150)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	2,057,605	2,363,602	2,533,972	2,527,500	2,508,150
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>2,057,605</b>	<b>2,363,602</b>	<b>2,533,972</b>	<b>2,527,500</b>	<b>2,508,150</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-
<b>FUND BALANCES</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 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Use of Money and Property	99,715	33,295	140,846	-	-
<b>TOTAL REVENUES</b>	<b>99,715</b>	<b>33,295</b>	<b>140,846</b>	<b>-</b>	<b>-</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Capital Projects	25,638,142	62,807,153	66,563,247	75,678,648	58,310,000
<b>TOTAL EXPENDITURES</b>	<b>25,638,142</b>	<b>62,807,153</b>	<b>66,563,247</b>	<b>75,678,648</b>	<b>58,310,000</b>
REVENUE OVER/(UNDER) EXPENDITURES	(25,538,427)	(62,773,858)	(66,422,401)	(75,678,648)	(58,310,000)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfer Out	(99,715)	(33,295)	(140,846)	-	-
Proceeds of sales of bonds	78,543,000	65,145,000	38,380,000	36,460,000	58,310,000
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>78,443,285</b>	<b>65,111,705</b>	<b>38,239,154</b>	<b>36,460,000</b>	<b>58,310,000</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	52,904,858	2,337,847	(28,183,247)	(39,218,648)	-
<b>FUND BALANCES</b>					
Beginning of Year	12,159,190	65,064,048	67,401,895	39,218,648	-
End of Year	65,064,048	67,401,895	39,218,648	-	-
<b>FUND BALANCE</b>					
<b>Restricted for:</b>					
Capital projects	52,726,465	47,055,029	27,238,506	-	-
<b>Committed to:</b>					
Incomplete projects	12,337,583	20,346,866	11,980,142	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$65,064,048</b>	<b>\$67,401,895</b>	<b>\$39,218,648</b>	<b>\$-</b>	<b>\$-</b>



## Fund Statements by Fund

### CAPITAL PROJECTS FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
<b>REVENUES</b>					
Commonwealth of VA	-	-	-	-	-
Charges for Services	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENDITURES</b>					
<b>Current:</b>					
Capital Projects	6,939,221	7,737,413	12,113,257	43,186,058	6,912,903
<b>TOTAL EXPENDITURES</b>	<b>6,939,221</b>	<b>7,737,413</b>	<b>12,113,257</b>	<b>43,186,058</b>	<b>6,912,903</b>
REVENUE OVER/(UNDER) EXPENDITURES	(6,939,221)	(7,737,413)	(12,113,257)	(43,186,058)	(6,912,903)
<b>OTHER FINANCING SOURCES</b>					
Operating Transfers In	5,702,479	(2,267,054)	40,972,045	8,002,195	6,912,903
Interfund Transfer	-	(1,000,000)	4,000,000	-	-
Proceeds of sales of bonds	-	10,934,696	-	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>5,702,479</b>	<b>7,667,642</b>	<b>44,972,045</b>	<b>8,002,195</b>	<b>6,912,903</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	(1,236,742)	(69,771)	32,858,788	(35,183,863)	-
<b>FUND BALANCES</b>					
Beginning of Year	3,631,588	2,394,846	2,325,075	35,183,863	-
End of Year	2,394,846	2,325,075	35,183,863	-	-
<b>FUND BALANCE</b>					
<b>Restricted for:</b>					
Capital projects			27,345,319	-	-
<b>Committed to:</b>					
Incomplete projects	2,394,846	2,325,075	7,838,544	-	-
Next year's School budget					
Capital Reserve					
<b>TOTAL FUND BALANCES</b>	<b>\$2,394,846</b>	<b>\$2,325,075</b>	<b>\$35,183,863</b>	<b>\$-</b>	<b>\$-</b>

## Fund Statements by Fund

### DEBT SERVICE FUND

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED
EXPENDITURES					
<b>Debt Service:</b>					
Principal	21,637,744	23,129,716	23,759,623	28,981,345	30,012,164
Interest & Fiscal Charges	11,600,309	11,696,591	13,663,773	15,742,346	15,225,614
<b>TOTAL EXPENDITURES</b>	<b>33,238,053</b>	<b>34,826,307</b>	<b>37,423,396</b>	<b>44,723,691</b>	<b>45,237,778</b>
REVENUE OVER/(UNDER) EXPENDITURES	(33,238,053)	(34,826,307)	(37,423,396)	(44,723,691)	(45,237,778)
OTHER FINANCING SOURCES					
Operating Transfers In	33,238,053	34,826,307	35,448,396	43,323,691	44,972,778
Interfund Transfer			1,975,000	1,400,000	265,000
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>33,238,053</b>	<b>34,826,307</b>	<b>37,423,396</b>	<b>44,723,691</b>	<b>45,237,778</b>
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-
FUND BALANCES					
Beginning of Year	-	-	-	-	-
End of Year	-	-	-	-	-
FUND BALANCE					
<b>Committed to:</b>					
Next year's School budget					
<b>TOTAL FUND BALANCES</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>

# Revenue Assumptions

## LOCAL

### **BEGINNING BALANCE/CARRY FORWARD - \$17,621,892**

The FY 2015 Adopted Budget includes \$17,621,892 in carry forward funds. The School Board placed funds from FY 2010, FY 2011 and FY 2012 into reserve to help offset future debt service, future increases in Virginia Retirement System payments, capital needs, and unfunded liabilities such as the Net OPEB Obligation and separation pay. The FY 2015 budget uses \$4 million of these reserves, which currently total \$25.9 million. The School Board also placed \$11,106,892 from FY 2013 closeout into a reserve to offset costs in the FY 2015 budget. In addition, \$2.5 million in carry forward is anticipated from FY 2014.

### **FEES AND CHARGES - \$17,382,951**

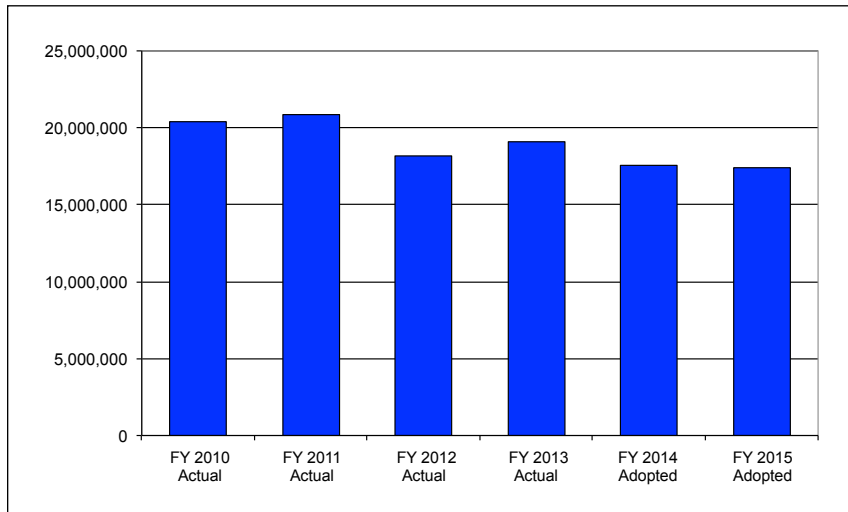
Revenues from fees and charges include funds paid directly to the school division by individuals or groups for various types of services or products received. Fees and charges furnish revenue to the School Operating Fund, the Community Activities Fund and the Food and Nutrition Services Fund and provide \$17.4 million or 3.2% of the total revenue for all funds.

Fees for services related to enrollment (before and after school care in the Extended Day program, school breakfast and lunches in the Food and Nutrition Services Fund, tuition revenues for Montessori, Summer School, etc.) are determined by looking at total enrollment projections for FY 2015 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. As a result of reviewing historical fee receipts, baseline fee revenue for FY 2015 was increased \$526,223.

Increases in current fees are included in the FY 2015 budget and are anticipated to generate an additional \$293,671. Increased fees include the following:

- Meal prices by \$0.05
- Montessori tuition by 5%
- Rent for Children's School

LOCAL REVENUE - FEES & CHARGES



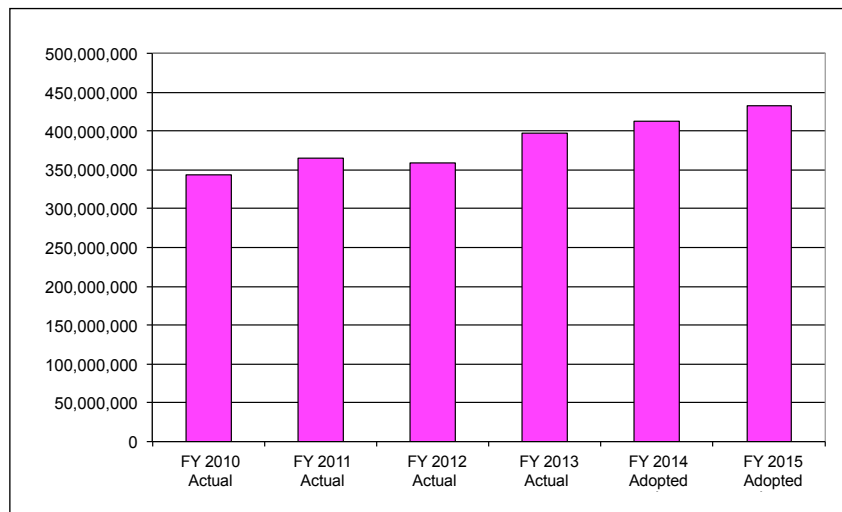
## Revenue Assumptions

### COUNTY TRANSFER/REVENUE SHARING - \$432,232,221

The County Transfer totals \$432.2 million or 80.1% of the total revenue for all funds, an increase of \$19.6 million or 4.75% from the FY 2014 Adopted Budget. The County Transfer comprises \$432.2 million in on-going revenue. 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 45.9% of local tax revenue.

Within the recommended transfer amount, the Schools fund expenditures in the School Operating Fund, the Community Activities Fund, the Comprehensive Services Act Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2015, the County Transfer for the School Operating Fund increases \$17.8 million or 5.0% from the FY 2014 Adopted Budget. When compared with the FY 2014 Adopted Budget, County funding is projected to increase for the Debt Service Fund (\$1.6 million). County Transfer is expected to decrease for the Community Activities Fund (\$1.4 million), the Capital Projects Fund (\$1.7 million) and the Comprehensive Services Act Fund (\$19,350).

COUNTY TRANSFER



### RE-ESTIMATED REVENUE - \$0

No additional re-estimated revenue from FY 2014 will be used in the FY 2015 budget. Per School Board policy, re-estimated revenue may be used to establish or maintain a reserve fund, for one-time expenditures, or to accelerate funding for previously-planned expenditures.

# Revenue Assumptions

## STATE

State revenue provides \$60.1 million or 11.2% of the total revenue for all funds, a \$2.9 million increase from the FY 2014 Adopted budget. The State revenue in the FY 2015 budget is based on the Governor's Introduced 2014-2016 biennial budget as presented on December 16, 2013. The General Assembly had not adopted a budget at the time the School Board adopted its budget. In addition to State Sales Tax Revenue, there are four types of support under State Aid to Education: Standards of Quality; Incentive Programs; Categorical Programs; and Lottery Funded Programs. In addition to the funds provided by the General Assembly, state funding of \$2.2 million is received in the Comprehensive Services Act Fund.

### **STATE AID TO EDUCATION: STANDARDS OF QUALITY - \$31,621,699**

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

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

### **STATE AID TO EDUCATION: INCENTIVE PROGRAMS - \$869,200**

Incentive programs provide funding above the SOQ funding for specific needs provided the school division certifies it meets the specific requirements for each of the programs. The Superintendent must provide certifications to the state each year in order to receive these funds. The only incentive program remaining in FY 2015 is the Technology-VPSA grant.

### **STATE AID TO EDUCATION: CATEGORICAL PROGRAMS - \$304,849**

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

### **STATE AID TO EDUCATION: LOTTERY FUNDED PROGRAMS - \$3,705,831**

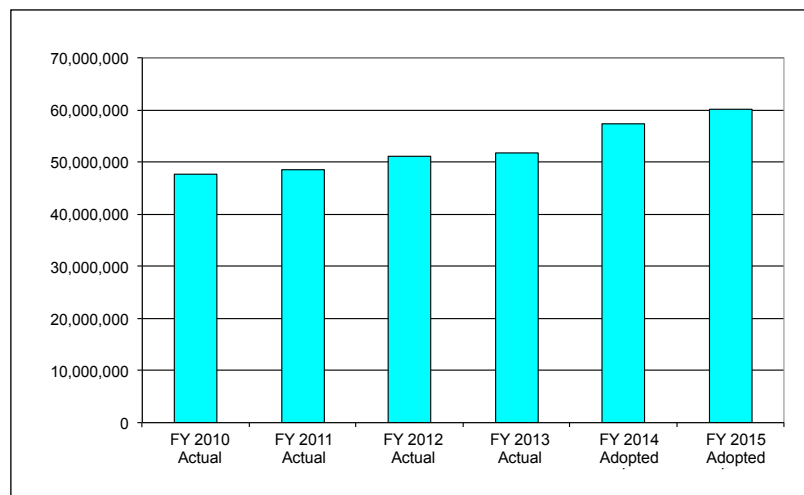
Accounts previously funded by the general fund in the Standards of Quality, incentive, categorical, and school facilities programs areas are now funded entirely by Lottery proceeds. These accounts are: Foster Care, English as a Second Language, At-Risk, K-3 Primary Class Size Reduction, Virginia Preschool Initiative (VPI), Early Reading Intervention, SOL Algebra Readiness, ISAEF, Career and Technical Education, and Mentor Teacher Program. Textbooks are now 20% funded by Lottery funds; the remaining 80% is still funded by SOQ funds. For FY 2015, the VPI funding in the Governor's Introduced budget is \$1,458,000, a decrease of \$153,000 from FY 2014. In order to continue serving the same number of preschool students, the School Operating Fund will have to increase its contribution to preschool by this amount.

## Revenue Assumptions

### STATE SALES TAX - \$20,913,638

A portion of the local sales tax is collected on a statewide basis and allocated back to individual school divisions based upon the number of school age children in the Triennial Census. State sales tax projections are also provided by the State and are modified to reflect historical trends and an analysis of current economic conditions. The Governor's Introduced budget includes an increase of \$983,936 in sales tax revenue for APS in FY 2015. 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 Governor's Introduced budget by \$250,000.

STATE REVENUE



### FEDERAL

#### FEDERAL REVENUE - \$12,058,400

Federal revenue is budgeted in the Food and Nutrition Services Fund and the Grants & Restricted Programs Fund. Federal revenue totals \$12.1 million for FY 2015, a decrease of \$0.2 million or -1.8% from FY 2014 Adopted. No federal revenue is budgeted in the School Operating Fund. Federal revenue includes funds for the Individuals with Disabilities Education Improvement Act (IDEA), NCLB funding, and other grants. Federal revenue projections for the Grants and Restricted Programs Fund and the Food and Nutrition Services Fund are based on current federal legislation.

### RESERVES

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

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.

## Revenue Assumptions

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

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

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

During the FY 2014 mid-year budget review, the School Board set aside an additional \$2.0 million for the VRS Reserve from the reserve in the FY 2014 Adopted budget created from FY 2013 closeout.

The FY 2015 budget uses \$3.75 million of the VRS Reserve and \$265,000 of the Reserve for Future Debt Service to partially offset the increases in those areas.

The chart below shows the sources, uses, and balances of the reserve funds as of March 31, 2014.

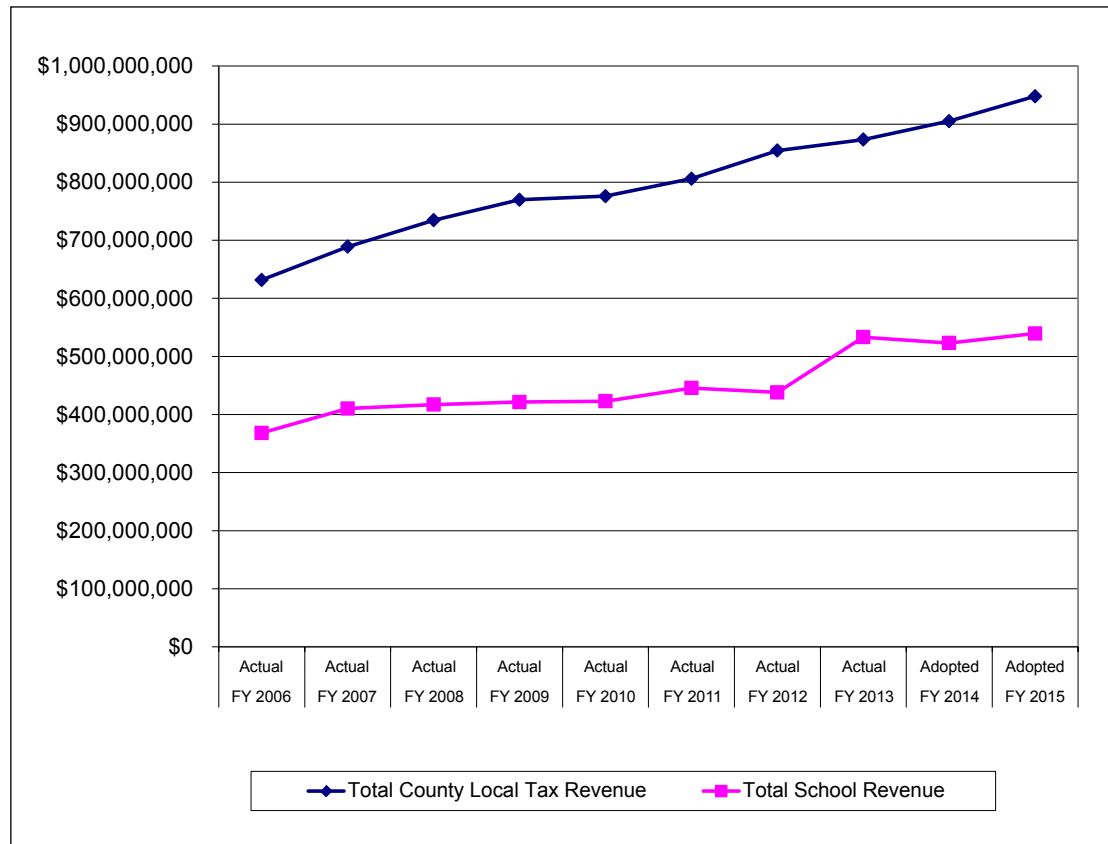
### RESERVES AVAILABLE

RESERVE	SOURCE	AMOUNT
Capital Reserve	FY 2010 Close Out	\$4,000,000
	<i>Allocated to Capital Projects (1/10/11 memo)</i>	<i>(\$1,300,000)</i>
	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>	<i>(\$29,800,000)</i>
	FY 2013 SB Adopted Budget	\$721,465
	<i>Allocated to Capacity Planning (5/2/13)</i>	<i>(\$989,685)</i>
	FY 2013 Close Out - bond premium	\$4,324,259
	<i>Allocated to Ashlawn (9/26/13)</i>	<i>(\$1,500,000)</i>
	<b>Subtotal Capital Reserve</b>	<b>\$5,071,029</b>
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>	<i>(\$6,000,000)</i>
	<i>Less: FY 2015 Proposed Budget</i>	<i>(\$3,750,000)</i>
		<b>Subtotal VRS Reserve</b>
Future Debt Service Reserve	FY 2010 Close Out	\$7,000,000
	<i>Less: FY 2013 Adopted Budget</i>	<i>(\$1,975,000)</i>
	<i>Less: FY 2014 Adopted Budget</i>	<i>(\$1,400,000)</i>
	<i>Less: FY 2015 Proposed Budget</i>	<i>(\$265,000)</i>
		<b>Subtotal Future Debt Service</b>
Separation Pay Reserve	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>\$19,068,268</b>

# Revenue History

In FY 2015, 80.1% of the total revenue to the Schools comes from the County in the form of County Transfer. 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 45.6% of local tax revenue, the same percentage allocation as in FY 2014. In FY 2015, the Schools will receive \$432.2 million of on-going local tax revenue. The remaining revenue is received from the federal government, from the State, and from local fees and charges. The graph below shows the County's total local tax revenue and the Schools' total revenue from FY 2006 Actual to FY 2015 Adopted.

REVENUE HISTORY





# Expenditure Assumptions

## SALARIES

Salary calculations are automated and based on current salaries which results in a savings of \$1.6 million. For FY 2015, the salary calculation program budgets 90.0% of the account average for all vacant positions. The budget includes funding for a 2% compensation adjustment for eligible employees in the amount of \$7 million, as well as funding of \$2.2 million for a \$500 one-time bonus payment provided for all eligible employees. In FY 2015, salaries and the associated benefits account for 88.7% of the School Operating Fund and 78.5% of the total budget.

## EMPLOYEE BENEFITS

### RETIREMENT & LIFE INSURANCE

The County retirement rate remains at 18.8% for FY 2015. The budget is adjusted to reflect a 2.84 percentage point increase in the Virginia Retirement System (VRS) retirement rate for professional personnel, a 0.05 percentage point increase in the Group Life Insurance rate and a 0.7 percentage point increase in the Retiree Health Care Credit as proposed by the Governor in his Introduced 2014-2016 biennial budget. These changes are projected to cost an additional \$7.9 million for FY 2015. The changes in VRS rates are outlined below.

### VIRGINIA RETIREMENT SYSTEM (VRS) RATE

RATE TYPE	FY14 ADOPTED	FY15 ADOPTED	INCREASE IN RATE	PERCENT CHANGE
Retirement - Professional	11.66%	14.50%	2.84%	24.4%
Retirement - Non-professional	8.59%	8.59%	0.00%	0.0%
Group Life Insurance	1.19%	1.24%	0.05%	4.2%
Retiree Health Care Credit	1.10%	1.80%	0.70%	63.6%

### HEALTH INSURANCE

Staff estimates a net increase of \$2.6 million in the employer contribution for health insurance in FY 2015 based on the claims experience over the past two years as well as current and projected health benefit premiums for current staff and projected staff.

In addition, APS funds the accrued obligation for future retiree health insurance. As a result of the latest valuation from the actuary, the estimated Annual OPEB Cost for FY 2015 requires less funding than currently budgeted. This allows a decrease of \$1.3 million in the OPEB Reserve. APS currently has an unfunded OPEB obligation of \$104.3 million and a Net OPEB Obligation of \$14.6 million.

### DEFINED CONTRIBUTION MATCH

For FY 2015, the defined contribution match remains at 0.4% of salary or \$240 per year, whichever is greater.

### OTHER BENEFITS

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

# Expenditure Assumptions

## ENROLLMENT AND CAPACITY NEEDS

Adjustments in expenditures are made based on the change in projected enrollment from one budget year to the next. The FY 2015 budget reflects an increase in enrollment over that which was projected for FY 2014. The FY 2014 adopted budget included funds and positions based on a projected enrollment of 23,721 students. On September 30, 2013, actual enrollment was 23,316 students. For FY 2015, the projected enrollment is 24,213 students. This represents an increase of 492 students from the FY 2014 projected enrollment of 23,721 students, upon which the FY 2014 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. We feel confident that using this methodology will result in a better projection for special education being included in the Superintendent's Proposed budget as well as a smaller change in special education projected enrollment in the spring.

The projected enrollment included in the School Board's Adopted budget results in an increase of \$7.6 million, based on changes in positions and materials and supplies allocations generated by the planning factors currently in place and a contingency for the spring projection update. In addition, as a result of the increased enrollment, funding totaling \$2.4 million is provided for relocatables, including furniture and technology.

## STAFFING

School budgets are developed by applying approved staffing standards (planning factors) and per pupil cost factors for materials, supplies and equipment to the projected student enrollment. School staffing and operating costs are calculated in the fall for the Superintendent's Proposed Budget and are recalculated in the spring based on revised enrollment projections for the School Board's Adopted budget. This results in an entire recalculation from the bottom-up of the staffing and operating needs for each school based on the projected pre-K and K-12 enrollments for each budget cycle. More detail on the planning factors can be found on pages 192-194 and 500-515.

## 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.

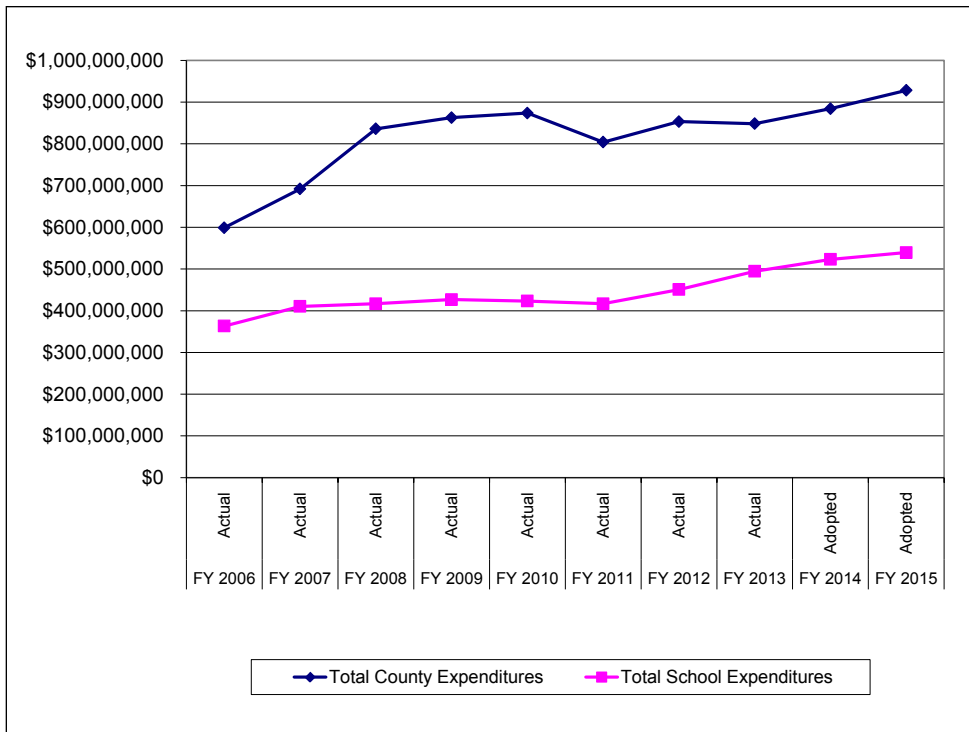
## DEBT SERVICE

Debt Service increases by \$514,087 to account for the principal and interest payments on bonds previously sold for construction projects and for those to be sold in spring 2014 to fund the partial construction of the new elementary school on the Williamsburg Middle School site and the design of other construction projects as well as HVAC and roofing projects at various schools.

# Expenditure History

The graph below shows total expenditures for Arlington County and Arlington Public Schools from FY 2006 Actual to FY 2015 Adopted.

EXPENDITURE HISTORY



# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD MESSAGE

June 25, 2014

Mr. Jay Fiset  
Chair, Arlington County Board  
2100 Clarendon Boulevard  
Arlington, Virginia 22201

Dear Mr. Fiset:

On behalf of the Arlington School Board, I am pleased to present the FY 2015-FY 2024 Capital Improvement Plan (CIP) for Arlington Public Schools (APS). One of our Strategic Plan goals is to provide optimal learning environments. Thoughtful and prudent capital planning is a critical part of achieving that goal. In addition, collaboration with Arlington County Government and the Arlington County Board is essential to successfully meeting the challenge of the continuing enrollment growth in Arlington. This CIP totals \$453.6 million over ten years, which is less than the \$538 million CIP presented to the County Board two years ago, and is focused on meeting the capacity needs of our growing student population. The CIP is detailed in the attached motion approving the CIP, as well as in the detailed report accompanying that motion.

As a result of population growth throughout the County and outstanding education that APS provides, preK-12 enrollment has grown steadily in recent years and is currently at its highest level in decades. Between FY 2009 and FY 2014, total enrollment has increased by nearly 3,800 students, a 19 percent increase, which is approximately the size of two high schools. Enrollment is projected to reach 30,000 students by the fall of 2023, which would result in the following seat deficits, based on existing facilities and those in process from the last CIP:

- 1,900 elementary school seats;
- 1,600 middle school seats; and
- 2,800 high school seats.

Planning for this CIP began a year ago and included an extensive community engagement process. As various options were considered to add capacity at the elementary, middle and high school levels, Arlington residents, both parents and those without children in APS, were consulted through a variety of means. In addition to the ongoing advice from the School Board's Facilities Advisory Council, outreach included six countywide community meetings, twenty informal Saturday morning community conversations, four midday Twitter town halls, and participation in many civic association and PTA meetings. APS provided ongoing communication through its website and APS School Talk messages and received more than 3,000 online feedback responses and hundreds of emails. In addition, School Board members met with citizens during open office hours, civic association meetings, community meetings and other informal gatherings to discuss CIP options. We heard from hundreds of citizens during our public meetings as well.

As a result of this lengthy and thoughtful process, the School Board concluded that to meet its Strategic Plan goal of providing optimal learning environments, and focusing on the areas of most critical need, capital improvements for this CIP would focus on elementary seats in the southern part of the County, middle school seats in the northern part of the County, high school seats later in the ten-year planning horizon, and continued investment in the maintenance of our facilities. The School Board further concluded that identifying the funding needed for the 2014 bond to begin work on the areas of most critical need is the first priority of this CIP. The School Board also recognized that additional community input, and further collaboration with the Arlington County Board and Arlington County Government staff, is needed to make a final determination for some capital improvements in this CIP.

For the 2014 bond, this CIP includes:

- \$50,250,000 for a new elementary school, with the Jefferson site as the preferred location, adding 725 seats;
- \$28,750,000 for an addition/renovation at Abingdon Elementary School, adding 136 seats;
- \$10,310,000 for Minor Construction/Major Maintenance projects to maintain our school facilities;
- \$7,470,000 for an addition/renovation at McKinley Elementary School, adding 241 seats;

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD MESSAGE

- \$5,000,000 for improvements at Washington-Lee High School, adding 300 seats; and
- \$4,000,000 for planning and design to add 1,300 secondary seats at a location to be determined in the northern part of the County.

As you know, staffs from APS and Arlington County government have begun work on designing a process, which will include all stakeholders, to make a final determination by January 31, 2015 regarding locating the new elementary school at the Jefferson site. If the Jefferson site is not selected, additions will be built at two elementary schools in the southern part of the County. In addition, APS will develop a process including all stakeholders to determine the location or locations of the 1,300 secondary seats by December 31, 2014. The Western Rosslyn Area Planning Study (WRAPS) process will include consideration of a secondary school on the APS property of up to 1,300 seats and, together with the APS community engagement process, will assist the School Board in making its decision about the location or locations of the 1,300 new secondary seats included in this CIP.

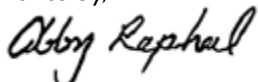
The School Board very much appreciates the County Board's willingness to consider sharing its bonding capacity with APS, which is needed to make this CIP a reality. As we discussed at our joint CIP meeting this spring, maintaining the County's triple, AAA bond rating is crucial, and can be done if the debt service ratio for the County and APS combined is under 10% of total expenditures. As the School Board developed its CIP, we made adjustments to our plan to stay within this 10% limit. This included delaying the Career Center project by one year, reducing the scope of the CIP by \$5 million, and using \$5 million in current revenues to fund the CIP.

While this CIP adds 4,002 seats over the ten years of the CIP and nears the County and APS debt service ratio limits, it still leaves APS with a seat deficit of nearly 2,500 seats. The School Board will continue its efforts to consider non-capital options to address this shortage. As the School Board and County Board continue to plan together for the future and align our CIPs to best meet the needs of the Arlington community, the School Board recognizes that in addition to using non-capital options to address enrollment growth, we must consider other funding mechanisms for capital improvements.

The School Board appreciates the tremendous support that the County Board and the Arlington community provide to our students and our schools. Without this support, APS could not be as successful as it is. We are very mindful of our responsibility to the entire Arlington community and believe that this CIP represents a responsive and responsible approach to the continuing enrollment growth in APS as well as the need to invest in the maintenance of our facilities.

On behalf of the School Board, I wish to extend our thanks to the County Board for its continued commitment to the success of our students and our schools.

Sincerely,



Abby Raphael  
School Board Chair, FY 2014

cc: Mary Hughes Hynes, Vice Chair, Arlington County Board  
Libby Garvey, County Board Member  
J. Walter Tejada, County Board Member  
John Vihstadt, County Board Member  
Hope Halleck, County Board Clerk  
Barbara Donnellan, Arlington County Manager  
James Lander, Vice Chair, Arlington School Board  
Sally Baird, School Board Member  
Noah Simon, School Board Member  
Emma Violand-Sánchez, School Board Member  
Dr. Patrick K. Murphy, Superintendent, Arlington Public Schools

# FY 2015-FY 2024 Capital Improvement Fund

## MOTION FOR THE ADOPTION OF THE FY 2015 – FY 2024 CIP: June 16, 2014

Every two years, the School Board adopts a Capital Improvement Plan (CIP), planning for capital needs for 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 2015-FY 2024 CIP, the School Board focused on the need to provide seats for students in the areas of most critical need, in light of the continued, sustained growth in student enrollment. That enrollment growth, and the process that began in the summer of 2013 and culminates in this CIP, is detailed in a report to be completed by June 20, 2014 and to be included as Attachment B to this motion.

After a robust community engagement process, the School Board concluded that to meet its Strategic Plan goal of providing optimal learning environments, and focusing on the areas of most critical need, capital improvements for this CIP would focus on elementary seats in the southern part of the County, middle school seats in the northern part of the County, high school seats later in the ten-year planning horizon, and continued investment in maintenance of our facilities.

The School Board recognizes that identifying the funding needed for the 2014 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 Arlington County Government staff, is needed to make a final determination for some capital improvements in this CIP.

Consistent with these goals, I move that the School Board adopt the FY 2015-FY 2024 Capital Improvement Plan summarized on Attachment A, as follows:

### ELEMENTARY SCHOOL CAPACITY

#### *Addition and Renovation at Abingdon Elementary School*

- Estimated Additional Seats: 136
- Projected Completion: start of school, September 2017
- Maximum Estimated Total Project Cost: \$28,750,000
- 2014 Bond Funding: \$28,750,000

#### *New Elementary School—Jefferson Site Preferred*

- Estimated Additional Seats: 725
- Projected Completion: start of school, September 2018
- Maximum Estimated Total Project Cost: \$50,250,000
- 2014 Bond Funding: \$50,250,000
- Joint process between Arlington Public Schools (APS) and Arlington County Government (ACG) to be developed to make a final determination by January 31, 2015 regarding locating the new elementary school at the Jefferson site. This process will include all stakeholders.
- If the Jefferson site is selected, a process to determine if the new elementary school will be a neighborhood school or a choice program school will commence. This determination will be made by April 30, 2015 and will include all stakeholders.

#### *Alternative Elementary School Plan—Additions at Two Arlington Elementary Schools in the Southern Part of the County*

If it is determined that a new elementary school will not be located at the Jefferson site, then two elementary schools will be selected for renovations/additions to add elementary school seats.

- Estimated Additional Seats: 225-250 at each school (450-500 total)
- Projected Completion: To be determined
- Maximum Estimated Total Project Cost: \$54,100,000

# FY 2015-FY 2024 Capital Improvement Fund

## MOTION FOR THE ADOPTION OF THE FY 2015 – FY 2024 CIP: June 16, 2014

- 2014 Bond Funding: \$50,250,000
- Process to identify the two school sites to be developed. This process will commence in sufficient time so that the Alternative Elementary School Plan can be considered during the process to make a final determination about the Jefferson site.

### *McKinley Elementary School Addition/Renovation*

- Estimated Additional Seats: 241
- Projected Completion: start of school, September 2016
- Maximum Estimated Total Project Cost: \$20,100,000
- 2014 Bond Funding: \$7,470,000 million (Project funding also includes \$12.0 million from the 2012 bond and a total of \$633,500 from FY 2015 and FY 2016 Minor Construction/Major Maintenance funding.)

## SECONDARY SCHOOL CAPACITY

### *Secondary Seats—Location or Locations to be Determined in the Northern Part of the County*

- Estimated Additional Seats: 1,300
- Projected Completion: start of school, September 2019
- Maximum Estimated Total Project Cost: \$126,000,000 to include \$5,000,000 of current revenue for planning and design
- 2014 Bond Funding: \$4,000,000 (planning and design only)
- Process to determine the location or locations of these seats to be developed, to include all stakeholders, and to conclude by December 31, 2014.

### *Secondary Seats—Washington-Lee High School*

- Estimated Additional Seats: 300
- Projected Completion Date: start of school, September 2016
- Maximum Estimated Total Project Cost: \$5,000,000
- 2014 Bond Funding: \$5,000,000

### *Secondary Seats—Arlington Career Center*

- Estimated Additional Seats: 1,300
- Projected Completion Date: scheduled in three phases, for start of school, September 2020, 2021 and 2022
- Maximum Estimated Total Project Cost: \$153,400,000
- 2014 Bond Funding: \$0
- Process to explore the vision and program for the Career Center to be determined, to include all stakeholders, and to build on community and staff work already begun.

## MINOR CONSTRUCTION/MAJOR MAINTENANCE

- Maximum Estimated Total Project Cost: \$70,110,000 over the 10 years of the CIP
- 2014 Bond Funding: \$10,310,000

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD ADOPTED CIP FY 2015 – FY 2024

### ATTACHMENT A

TIMELINE	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	Total
Seats Created (4,002 total)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
McKinley Addition/Renovation*	\$7.5		241								\$20.1*
New ES (Jefferson site preferred)	\$2.0	\$17.5	\$20.6	\$10.2	725						\$50.3
Abington Addition/Renovation	\$3.4	\$19.0	\$6.4	136							\$28.8
Secondary Seats to be determined	\$4.0	\$5.0**	\$41.6	\$57.9	\$17.5	1300					\$126.0
Career Center			\$1.0	\$1.0	\$9.3	\$56.1	\$49.4	\$36.6	1300		\$153.4
Washington-Lee	\$3.0	\$2.0	300								\$5.0
MC/MM	\$4.1	\$6.2	\$7.7	\$5.9	\$7.2	\$7.4	\$7.6	\$7.8	\$8.0	\$8.2	\$70.1
<b>TOTAL</b>	<b>\$24.0</b>	<b>\$49.7</b>	<b>\$77.3</b>	<b>\$75.0</b>	<b>\$34.0</b>	<b>\$63.5</b>	<b>\$57.0</b>	<b>\$44.4</b>	<b>\$8.0</b>	<b>\$8.2</b>	<b>\$453.6</b>

BONDING CAPACITY											
Bond Issuance Capacity	\$58.3	\$33.2	\$69.0	\$34.0	\$52.0	\$35.0	\$51.0	\$44.4	\$8.0	\$8.2	\$393.1
Surplus/(Deficit)—Cumulative	\$34.3	\$22.8	\$14.6	(\$26.4)	(\$8.4)	(\$36.9)	(\$42.9)	(\$42.9)	(\$42.9)	(\$42.9)	
Bonding Capacity Needed				\$26.4		\$10.5	\$6.0				\$42.9
Overall Debt Ratio with Additional Debt	8.76%	9.02%	9.31%	9.56%	9.85%	9.84%	9.96%	9.86%	9.78%	9.55%	
Annual Debt Service Increase	\$0.5	\$2.9	\$1.8	\$4.5	\$4.0	\$1.0	\$2.5	\$2.0	\$1.4	(\$1.3)	
Cumulative Debt Service Increase		\$3.4	\$5.2	\$9.7	\$13.7	\$14.7	\$17.2	\$19.2	\$20.6	\$19.3	

BOND REFERENDA						
<b>Year</b>	<b>2014</b>	<b>2016</b>	<b>2018</b>	<b>2020</b>	<b>2022</b>	
<b>Amount</b>	<b>\$105.8</b>	<b>\$132.6</b>	<b>\$166.0</b>	<b>\$15.4</b>	<b>\$16.2</b>	

\* Total project cost includes \$12.0 million from 2012 bond and \$633,500 from FY15 and FY16 MC/IMM funds

\*\* \$5 million to be funded with current revenue rather than bonds

\$ in millions and rounded; exact figures are contained in the CIP motion and Attachment B



# FY 2015-FY 2024 Capital Improvement Fund

## EXECUTIVE SUMMARY

Strategic capital planning and thoughtful decision-making in prioritizing expenditures of limited funding resources are critical undertakings for all school divisions under any circumstances. However, the development of the 2015 APS Capital Improvement Plan (CIP) faced particularly compelling challenges, primarily the need to meet critical system-wide capacity demands associated with ongoing and projected enrollment growth. Furthermore, these challenges need to 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 program, PK – 12 enrollment has grown steadily in recent years and is currently at its highest level in decades. Between FY 2009 and FY 2014, total enrollment increased by nearly 3,800 students (19%). At current rates, APS enrollment is projected to reach 30,000 students in fall 2023, which would result in total seat deficits (based on existing facility resources) of approximately:

- 1,900 elementary school seats;
- 1,600 middle school seats; and
- 2,800 high school seats.

For this reason, the key focus of the 2015 CIP is on capacity development at all grade levels. The development of the CIP, and the comprehensive community engagement process which informed and shaped the School Board's CIP direction, was therefore a countywide effort incorporating a wide range of community stakeholders.

### *Community Engagement and Plan Development*

The Board's engagement with the APS community and work with staff in the development of this CIP extended over the course of the past year. The comprehensive process evolved as priorities were evaluated and new potential options became available. Throughout the process, efforts were made to reach the broadest spectrum of stakeholders possible through a variety of means, including six traditional county-wide community meetings, twenty informal Saturday morning "community conversations" with APS staff and trained community volunteer ambassadors, and four midday Twitter town halls. APS staff also communicated information about the process extensively through backpack mail and APS School Talk, received over 3,000 online feedback responses, and fielded hundreds of e-mail, phone, and in-person communications with members of the APS community.

Feedback gained throughout the multi-stage process informed the work of staff and Board members as the evaluation of various options progressed through and following the Superintendent's recommendation in May 2014 and the subsequent review and deliberation by the School Board. Close collaboration with the County Board, also informed by feedback from the community process, directly resulted in the identification of additional APS and County-owned options for consideration in the CIP, specifically the Wilson Boulevard and Jefferson Middle School sites. Continued collaboration between the School Board, APS staff, the County Board, County Manager and County staff, as well as a wide range of interested community stakeholders, will be essential in finalizing the locations for the development of 1300 secondary and 725 elementary seats identified in 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 associated with them.

# FY 2015-FY 2024 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 the development of the 2015 CIP. Accordingly, the CIP provides for:

- Seats for 1,102 elementary school students by FY 2019
- Seats for 1,300 more secondary school students by FY 2020
- Seats for 300 more high school students by FY 2017, plus 1,300 more high school seats by FY 2023

The School Board measured various capacity-generating options reviewed through the community engagement process and measured them against pre-determined criteria established by the Board in order to appropriately prioritize projects in light of competing perspectives and opportunities. Capital projects identified in the CIP and detailed in this report include \$383.5M in new school facilities and additions and needed renovations to existing facilities, as well as \$70.1M in Minor Construction/Major Maintenance projects focused mainly on HVAC, roofing, and related infrastructure investments at several schools.

### *Fiscal Responsibility*

Analysis of APS financial capacity established that although APS could not fund all of the capital projects needed to meet the enrollment projections within its ten-year debt capacity, APS could fund sufficient capacity to meet its most urgent needs. Those projects could not be completed, however, according to the preferred schedule without exceeding APS' debt capacity in certain individual years within the ten-year CIP period.

Working together with the County Board, the County Manager and her 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, \$5,000,000 of current APS revenues were allocated to fund the planning and design effort associated with the 1,300 secondary seats project identified in the CIP in order to reduce the amount of planning dollars that would need to be included in the 2014 bond funding request. As a result, the funding plan outlined in the CIP allows APS to deliver the desired capital projects as close to when they are needed as possible and within the overall ten-year debt capacity without exceeding the County's overall 10 percent debt coverage ratio throughout the ten-year period.

### *A Responsive and Responsible Approach*

At its core, the 2015 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. The 2015 CIP provides a plan that delivers the necessary high-quality seats as close to when and where they are needed as possible; that has been and will continue to be informed and shaped by community input; and that represents a responsive and responsible approach to managing the urgent challenges of APS enrollment growth over the next ten years.

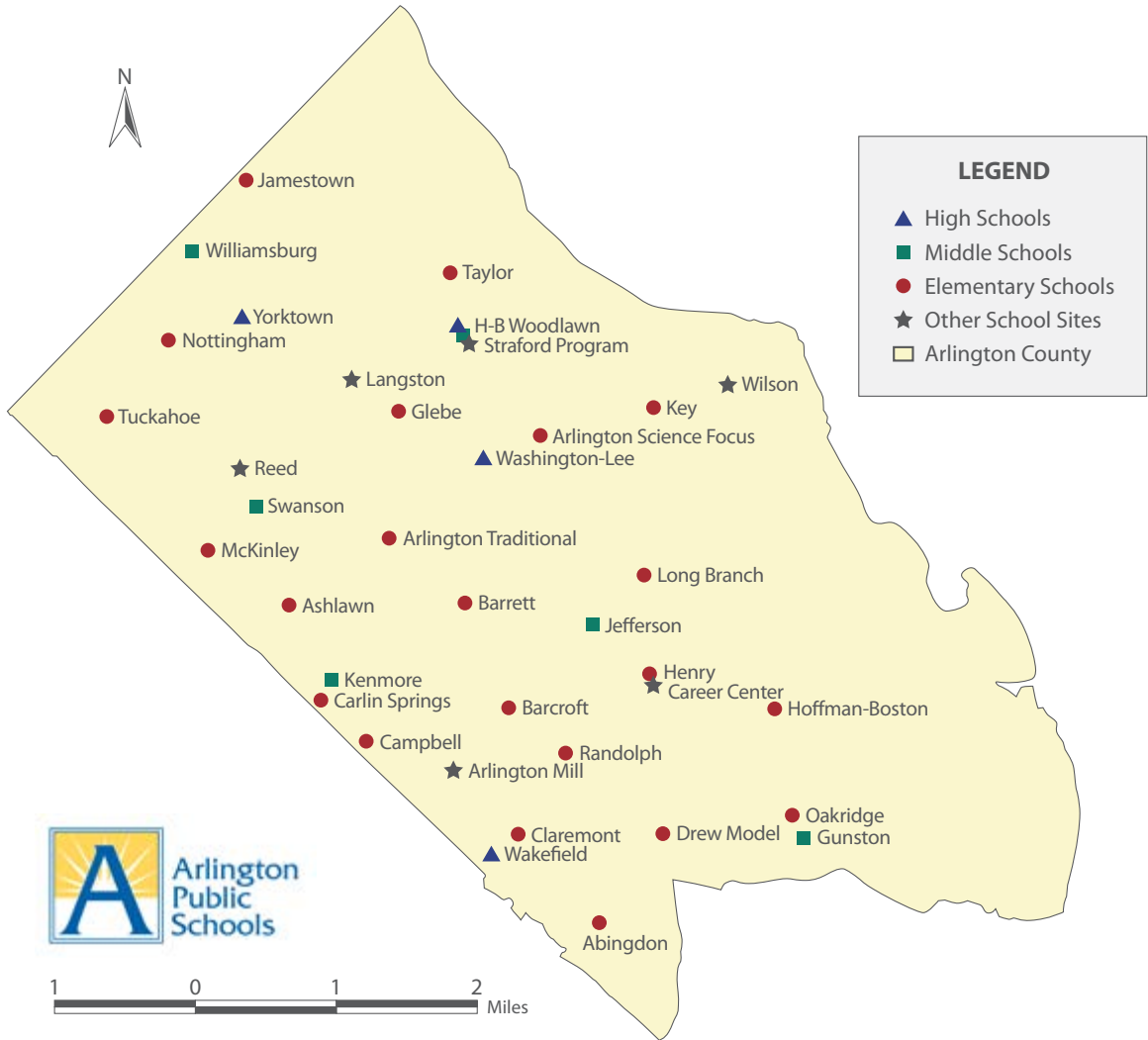
# FY 2015-FY 2024 Capital Improvement Fund

## CIP DEVELOPMENT CALENDAR

<b>September 19, 2013</b>	School Board CIP Work Session
<b>December 2, 2013</b>	School Board CIP Work Session
<b>December 10, 2013</b>	School Board CIP Work Session
<b>December 17, 2013</b>	Community Stakeholder Meeting
<b>December 19, 2013</b>	School Board's CIP Framework—Information
<b>December 2013–April 2014</b>	Staff developed Superintendent's Proposed CIP
<b>January 7, 2014</b>	School Board CIP Work Session
<b>January 23, 2014</b>	School Board's CIP Framework—Action
<b>January 28, 2014</b>	School Board CIP Work Session
<b>February 5, 2014</b>	Community Stakeholder Meeting
<b>February 19, 2014</b>	Community Stakeholder Meeting
<b>February 26, 2014</b>	Community Stakeholder Meeting
<b>March 12, 2014</b>	School Board CIP Work Session
<b>March 26, 2014</b>	Community Stakeholder Meeting
<b>April 23, 2014</b>	Community Stakeholder Meeting
<b>May 8, 2014</b>	Superintendent's Proposed FY 2015–FY 2024 CIP
<b>May 13, 2014</b>	School Board CIP Work Session #1
<b>May 13, 2014</b>	County Manager presented County CIP
<b>May 20, 2014</b>	School Board CIP Work Session #2
<b>May 22, 2014</b>	CIP Public Hearing
<b>May 27, 2014</b>	School Board CIP Work Session #3
<b>June 5, 2014</b>	School Board's FY 2015–FY 2024 CIP—Information
<b>June 10, 2014</b>	School Board CIP Work Session #4
<b>June 16, 2014</b>	School Board's FY 2015–FY 2024 CIP—Action
<b>July 19, 2014</b>	County Board adopts 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 2015-FY 2024 Capital Improvement Fund ARLINGTON PUBLIC SCHOOLS MAP

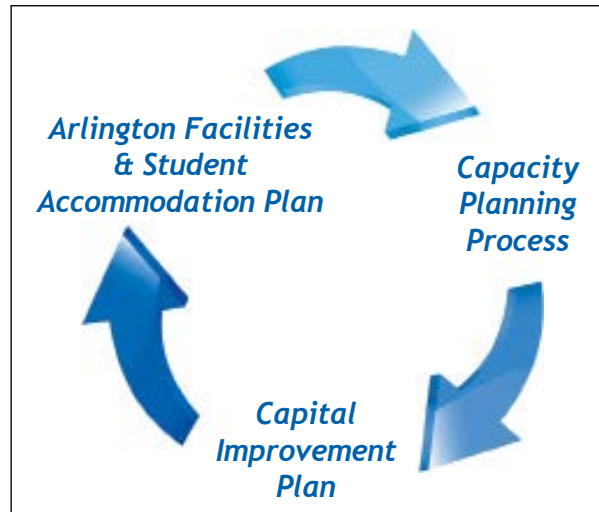


# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD'S CIP

### CAPITAL IMPROVEMENTS PLANS

Meeting capital needs is critical to the success of any school division. Constructing, renovating, adding to and renovating school buildings are all lengthy process. Typically, school construction takes years. It begins by identifying the needs of the division and is followed by obtaining bond authority from the citizens, after which design and then construction may begin. 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 ten-year Capital Improvement Plan (CIP) every two years. Each plan reevaluates 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 2009 and FY 2014 total enrollment increased by nearly 3,800 students at a rate of 19 percent. APS is expected to reach capacity in all grade levels by fall 2015. Current enrollment projections indicate that total enrollment will exceed 30,000 students in FY 2024.

### 2015 CIP

The driving focus of this CIP, which spans fiscal years FY 2015 through FY 2024, is therefore student enrollment growth, as it was in the 2013 CIP. This focus was confirmed by fall 2013 enrollment projections, the 2014 Arlington Facilities and Student Accommodation Plan (AFSAP) and by community input over the last year. The 2015 CIP is intended to increase student capacity by constructing new schools and making additions and renovations to existing schools, while also providing for significant ongoing capital maintenance. As in the 2013 CIP, the development of the 2015 CIP included systematic evaluations of various options measured against the criteria adopted by the School Board.

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD'S CIP

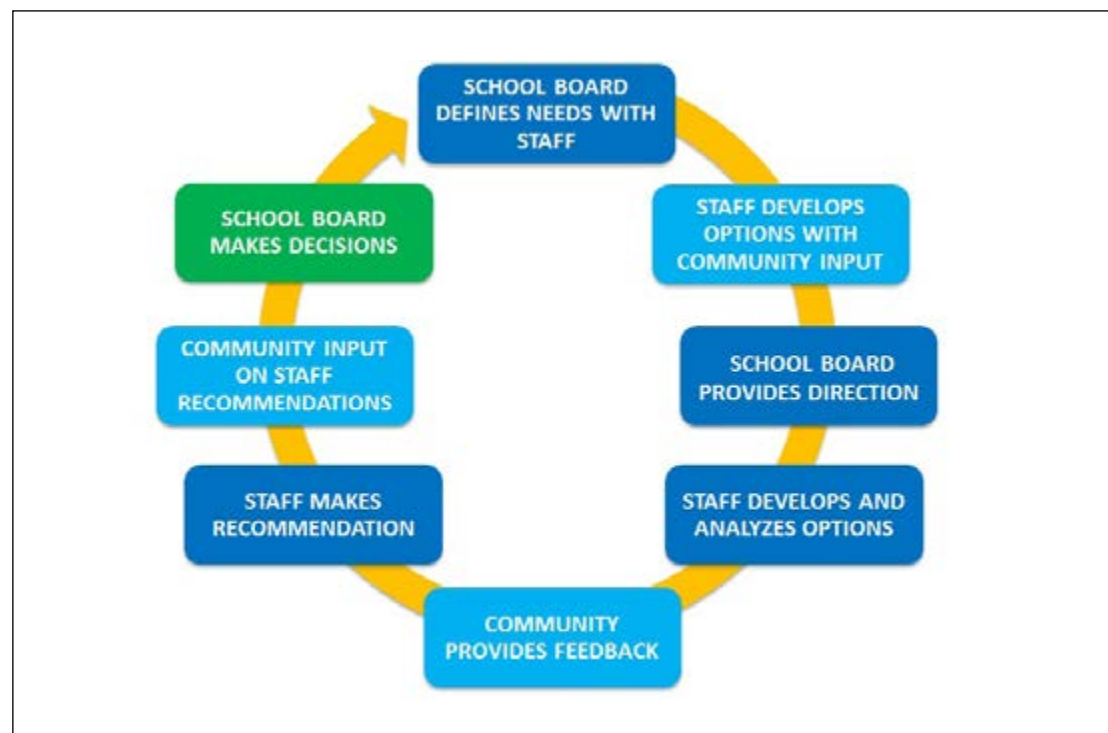
### PROCESS

The CIP is the outcome of the School Board's year-long, seven 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. During this process the School Board has obtained substantial feedback from the community, given direction to staff, adopted evaluation criteria and applied them to the various capital options that were developed to create additional seating capacity in response to projected enrollment growth.

Critical factors that impacted the choice of projects included the 2015 CIP include:

- Capacity, or the number of seats, needed
- 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
- 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 needed to meet the enrollment projections within its ten-year debt capacity, although the school division could fund sufficient capacity to meet the most urgent needs. Those capital projects could not be completed, however, according to the preferred schedule without exceeding its debt capacity in individual years within the ten-year CIP period. The Superintendent's proposed CIP, presented on May 8, 2014 outlined two CIP alternatives – one showing the capital projects completed when needed and the second showing those projects completed when fundable. Since May 8, 2014, Arlington County and APS staff and Boards have collaborated closely to develop a shared funding plan that would deliver the desired capital projects as close to when they are needed as possible.



# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

The 2015 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 at its regular meeting on January 23, 2014
- Criteria for Selection of Capital Improvement Plan Options adopted at its regular meeting on March 20, 2014
- Additional direction provided during the various CIP work sessions

### CIP FRAMEWORK

#### *Introduction*

The purpose of the Superintendent's Proposed 2014 Capacity Development Plan/Capital Improvement Plan (CDP/CIP) for FY 2015 through FY 2024 is to ensure that Arlington Public Schools (APS), faced with ongoing growth in enrollment, continues 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 2011-2017. Development of the CDP/CIP will be framed first and foremost by the need to address growth in enrollment.

- The CIP will comprise capital construction projects to increase seat capacity.
- The CDP will comprise non-capital strategies to increase seat capacity.
- The CIP will be adopted by the Arlington School Board in June, 2014.
- It is anticipated that the non-capital strategies proposed in the CDP will be developed over a longer time-frame than the CIP.
- APS will 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 developed in the CDP.

#### *Enrollment Growth*

Enrollment at APS has grown by 3,782 students since 2008 at an average rate of 3.8% per year. It is currently projected to grow by another 3,300 students by 2018 at an average rate of 3.4% per year. Between 2019 and 2023 enrollment is projected to grow at an average rate of 2.2% per year yielding another 3,100 students. According to these projections the total student population will have grown from 18,864 in 2007 and 23,316 in 2013 to approximately 27,500 in 2018 and 30,600 in 2023. Projected enrollment growth to be accommodated in the CDP/CIP includes:

- 1,772 more elementary school students in 2018, plus another 497 students by 2023
- 1,328 more middle school students in 2018, plus another 630 students by 2023
- 1,007 more high school students in 2018, plus another 1,972 students by 2023
- Uneven distribution of growth through the various school attendance zones

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

### *Debt Capacity*

Current debt capacity of APS is insufficient to construct all the seats that would be required to meet projected enrollment. Given past experience of APS 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 CDP/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 the operations budget under the CDP
- 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

### *Finance*

Financial management of capital improvements is an integral part of the overall management of all APS finances. The CIP will consider capital expenditures in the context of APS budget priorities and Strategic Plan goals, and will:

- 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
- Assess potential for capital funding from alternative sources such as public/private and higher education partnerships
- Optimize the value of existing assets
- Ensure continuation of the capital reserve

### *School Board Direction*

The School Board has recently provided the following direction regarding the 2014 CDP/CIP:

- Do not plan a new comprehensive high school comparable to the three existing high schools because there is no APS land available to do so and acquisition of appropriate property, if possible, would reduce APS debt capacity to construct new seats
- Consider non-boundary options to balance capacity among the three comprehensive high schools at least until the means for addressing high school enrollment growth have been determined
- Reevaluate the second new elementary school proposed in the 2012 CIP to be constructed on the Kenmore Middle School/Carlin Springs Elementary School campus in the 2015 CIP

### *Framework Components*

The following plans, studies and community engagement processes contribute to the framework for the 2014 CDP/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
- Agreement between Arlington County Government and APS on joint-use of facilities
- APS Progressive Capacity Planning Model developed in 2010
- More Seats for Students community engagement process created during the 2012 CIP planning process
- Priorities established during the 2013 Community Survey on Boundaries for seven elementary schools in North Arlington



# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

- Capital projects included in the 2012 CIP:
  - Addition/renovation for 225 students at Ashlawn Elementary School, currently under construction
  - New elementary school on the Williamsburg Middle School campus, scheduled to start construction in early 2014
  - Addition/renovation for 225 students at McKinley Elementary School, currently in planning/concept design
  - Addition/renovation for 225 students at Arlington Traditional School, scheduled to commence planning/concept design in mid-2014, to be reevaluated in the 2014 CIP
  - Second new elementary school proposed in the 2012 CIP to be constructed on the Kenmore Middle School/Carlin Springs Elementary School campus to be reevaluated in the 2015 CIP

### *Capacity Development/Capacity Planning Process*

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

- 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
- Strategies to address immediate needs at schools with most critical capacity needs

### *Capital Projects*

The 2014 capital investment planning process will result in proposals for specific, prioritized capital projects that can be constructed within available debt capacity timelines. The planning process will:

- Address most critical capacity shortfalls
- Continue to address growth in elementary school enrollment
- Reevaluate construction of second new elementary school
- Develop options and locations to address middle school enrollment growth
- Develop options and locations to address high school enrollment growth
- Evaluate relocation and/or expansion of existing programs and facilities necessitating new construction to address middle and/or high school enrollment growth
- Develop options for growth at the Arlington Career Center
- Evaluate potential of existing APS sites for new construction to address middle and/or high school enrollment growth
- Develop criteria that the School Board will use to evaluate possible locations for new construction
- Evaluate relocation of School Board and administrative offices from Education Center to leased space
- Align 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

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

### *Minor Construction/Major Maintenance (MC/MM)*

MC/MM projects funded with available debt capacity promote optimal learning environments and meet the needs of the whole child. The MC/MM planning process will:

- Identify major maintenance investment needs for APS facilities, such as repair and/or replacement of HVAC, roofing, and building envelope systems
- Identify opportunities to supplement the MC/MM fund
- Evaluate performance contracting and funding methods to advance goals for energy and environmental performance

### *Non-Capital Strategies*

APS anticipates that multiple non-capital strategies funded from the operations 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 during the CDM planning process include:

- Increasing class size
- Adjusting schedules and utilization factors to increase number of periods during school day
- Creating year-round schools
- Expanding virtual class offerings and developing twenty-four/seven learning
- Relocating programs, creating school-within-school programs and changing admissions/transfer policies to address uneven enrollment growth
- Teaming among elementary schools to address uneven enrollment growth among elementary schools
- Improving utilization of existing middle and high schools as has already been implemented, and will continue to be implemented, at elementary schools
- Expanding partnerships with higher education institutions
- Leasing/sharing available space in adjacent facilities

### *Action Plan for Relocatable Classrooms*

Recognizing that relocatable classrooms are both vital to capacity development and a hedge against constructing too many seats should enrollment decline in the future, APS will develop an action plan for relocatable classrooms to:

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

### *Strategies for Most Immediate Capacity Needs*

APS will analyze enrollment projections to identify and address the schools with the most immediate capacity needs in a tiered approach by fiscal year.

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

### CRITERIA FOR SELECTION OF CIP OPTIONS

To assist the School Board in developing a CIP focused on capacity-building projects, APS engaged Decision Lens, an Arlington-based developer of collaborative, decision-making software. Decision Lens computer modeling and facilitation guided the School Board in evaluating capital solutions based on pre-determined School Board criteria. The goals for using Decision Lens included:

- Creating a transparent framework around a very complex decision-making process
- Enabling clear articulation of strategy and alignment of solutions to objectives
- Rapidly adapting to changes in priorities and funding circumstances should they arise

Four criteria, each with a number of sub-criteria as indicated below, were prioritized by the School Board to evaluate capital improvement options:

#### 1. Alignment with the Strategic Plan

<b>DEFINITION:</b> This criterion is used to assess how the proposed solution will support instructional needs through alignment with the strategic plan.
Challenge and Engage All Students
Eliminate Achievement Gaps
Recruit, Retain and Develop High Quality Staff
Provide Optimal Learning Environments
Meet the Needs of the Whole Child

#### 2. Capacity Planning

<b>DEFINITION:</b> This criterion assesses the degree to which the proposed approach helps to manage projected enrollment growth at APS.
Address Areas of Critical Capacity Need
Generate Capacity
Flexibility of the Solution
Maximize Use of Shared Physical Resources
Ability to Generate Demand

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION

### 3. Feasibility

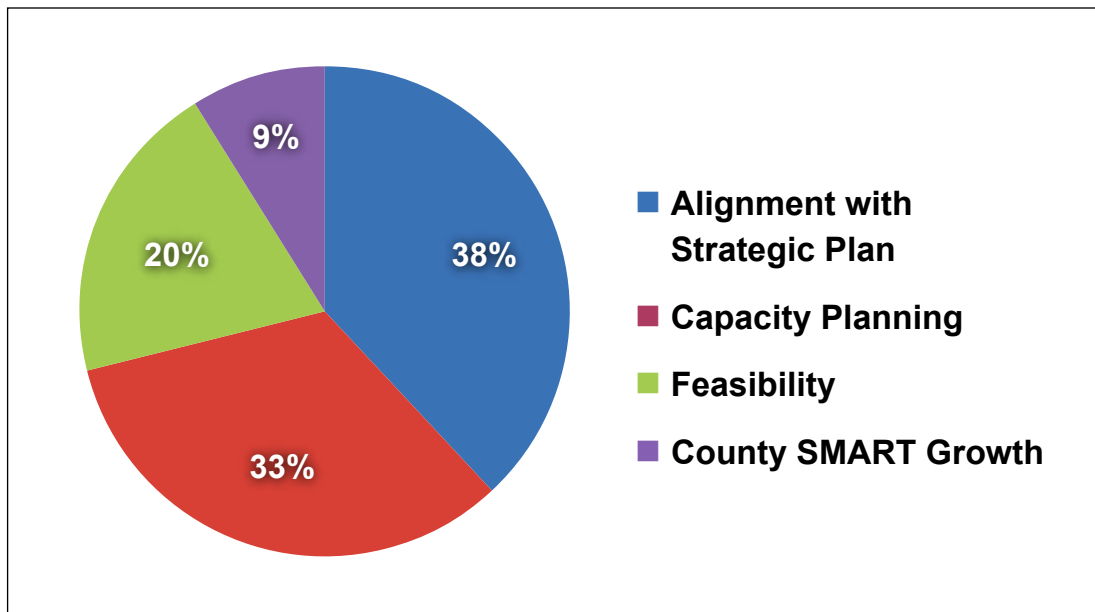
<b>DEFINITION:</b> This criterion is used to assess how feasible it will be to implement the solution.
<b>LEVEL OF STAKEHOLDER SUPPORT</b> Parents • Community • APS Staff • Students
<b>EASE OF IMPLEMENTATION</b> Time to Implement • Internal Complexity • External Complexity
<b>CONSTRAINTS</b> Operational Impact

### 4. County SMART Growth

<b>DEFINITION:</b> This criterion is used to assess whether the proposed solution is consistent with County SMART Growth planning parameters.
Maximize Efficient Use of Transportation for SMART Growth
Positive Effect on Sustainability and Efficiency
Promote Shared Use of Neighborhood Resources

# FY 2015-FY 2024 Capital Improvement Fund

## SCHOOL BOARD DIRECTION



### ADDITIONAL DIRECTION PROVIDED DURING THE CIP WORK SESSIONS

#### General Direction

- Address areas of critical need
- Build schools where the needs are
- Provide new seats as soon as possible
- Provide flexibility for future program & enrollment changes
- Maximize development at any specific site to accommodate future growth
- Respect preferred maximum school size
- Continue discussion on program after adoption of CIP on June 16, 2014

#### Build Schools Where the Needs Are

- New elementary school seats south of Arlington Boulevard
- New middle school seats north of Arlington Boulevard
- New high school seats centrally located

#### Preferred School Capacity for 2015 CIP


- Elementary schools: 700 seats plus pre-K
- Middle schools: 1,300 seats
- High schools: 2,200 seats


#### Leased Space

- Appropriate lease options for learning spaces are neither affordable nor available for consideration in the 2015 CIP
- Continue to explore lease options in future CIPs

# FY 2015-FY 2024 Capital Improvement Fund



## MAJOR PROJECTS



NEW 2015 CIP PROJECT	
<p><b>Additions and Renovations at Abingdon Elementary School</b></p>  <p><b>Arlington County School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>• Estimated additional seats: 136</li> <li>• Projected completion: start of school, September 2017</li> <li>• Maximum estimated total project cost: \$28,750,000</li> <li>• 2014 bond funding: \$28,750,000</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 2015 CIP PROJECT	
<p><b>NEW ELEMENTARY SCHOOL Jefferson Site Preferred</b></p>  <p><b>Arlington County School Boundaries</b></p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>• Estimated additional seats: 725</li> <li>• Projected completion date: start of school, September 2018</li> <li>• Maximum estimated total project cost: \$50,250,000</li> <li>• 2014 bond funding: \$50,250,000</li> <li>• Joint process between Arlington Public Schools (APS) and Arlington County Government (ACG) to be developed to make a final determination by January 31, 2015 regarding locating the new elementary school at the Jefferson site. This process will include all stakeholders.</li> </ul> <p><i>Note: If the Jefferson site is selected, a process to determine if the new elementary school will be a neighborhood school or a choice program school will commence. This determination will be made by April 30, 2015 and will include all stakeholders.</i></p> <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>

# FY 2015-FY 2024 Capital Improvement Fund



## MAJOR PROJECTS



NEW 2015 CIP PROJECT	
<p><b>SECONDARY SEATS</b> Location to be Determined in the Northern Part of the County</p>  <p> Arlington County School Boundaries</p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>• Estimated additional seats: 1,300</li> <li>• Projected completion date: start of school, September 2019</li> <li>• Maximum estimated total project cost: \$126,000,000, to include \$5,000,000 of current revenue for planning and design</li> <li>• 2014 bond funding: \$4,000,000 (planning and design only)</li> <li>• Process to determine the location or locations of these seats to be developed, to include all stakeholders, and to conclude by December 31, 2014.</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>• Additional staffing, transportation and overhead costs will be required.</li> </ul>

NEW 2015 CIP PROJECT	
<p><b>SECONDARY SEATS</b> Washington-Lee High School Renovation</p>  <p> Arlington County School Boundaries</p>	<p><b>PROJECT HIGHLIGHTS</b></p> <ul style="list-style-type: none"> <li>• Estimated additional seats: 300</li> <li>• Projected completion date: start of school, September 2016</li> <li>• Maximum estimated total project cost: \$5,000,000</li> <li>• 2014 bond funding: \$5,000,000</li> </ul> <p><b>OPERATING IMPACT</b></p> <ul style="list-style-type: none"> <li>• Minor additional staffing, transportation and overhead costs will be required.</li> </ul>

# FY 2015-FY 2024 Capital Improvement Fund

## MAJOR PROJECTS



NEW 2015 CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="459 426 748 489"><b>SECONDARY SEATS</b> Arlington Career Center</p>  <p data-bbox="360 955 467 1060">  </p> <p data-bbox="505 995 732 1052">Arlington County School Boundaries</p>	<ul data-bbox="915 390 1398 772" style="list-style-type: none"> <li>• Estimated additional seats: 1,300</li> <li>• Projected completion date: scheduled in three phases, for start of school, September 2020, 2021 and 2022</li> <li>• Maximum estimated total project cost: \$153,400,000</li> <li>• 2014 bond funding: \$0</li> <li>• Process to explore the vision and program for the Career Center to be determined, to include all stakeholders, and to build on community and staff work already begun.</li> </ul> <p data-bbox="902 795 1149 821"><b>OPERATING IMPACT</b></p> <ul data-bbox="915 833 1333 890" style="list-style-type: none"> <li>• Additional staffing, transportation and overhead costs will be required.</li> </ul>



ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="472 1262 735 1325"><b>Wakefield High School Replacement</b></p>  <p data-bbox="360 1791 467 1896">  </p> <p data-bbox="505 1831 732 1887">Arlington County School Boundaries</p>	<ul data-bbox="915 1226 1378 1482" style="list-style-type: none"> <li>• Capacity: 1,903 seats</li> <li>• Construction contract awarded: May 2011</li> <li>• Completion of building: November 2013</li> <li>• Projected completion date for site work: September 2014</li> <li>• Approved budget for total project costs: \$118,186,000</li> </ul>



# FY 2015-FY 2024 Capital Improvement Fund



## MAJOR PROJECTS

ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="246 424 669 491"><b>New Elementary School on the Williamsburg Middle School Campus</b></p>  <p data-bbox="215 955 324 1060">  <b>Arlington County School Boundaries</b> </p>	<ul data-bbox="771 388 1242 640" style="list-style-type: none"> <li>• Capacity: 630 seats</li> <li>• Construction contract awarded: March 2014</li> <li>• Projected completion date: start of school, September 2015</li> <li>• Approved budget for total project costs: \$43,802,807</li> </ul>

ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="300 1260 617 1327"><b>Ashlawn Elementary School Addition/Renovation</b></p>  <p data-bbox="207 1785 324 1890">  <b>Arlington County School Boundaries</b> </p>	<ul data-bbox="771 1224 1242 1575" style="list-style-type: none"> <li>• Capacity: 225 additional seats to create total capacity of 684</li> <li>• Construction contract awarded: September 2013</li> <li>• Projected completion date for full occupancy: December 2014</li> <li>• Projected completion date for site work: March 2015</li> <li>• Approved budget for total project costs: \$20,400,000</li> </ul>

# FY 2015-FY 2024 Capital Improvement Fund

## MAJOR PROJECTS

ONGOING CIP PROJECT	PROJECT HIGHLIGHTS
<p data-bbox="440 430 769 493"><b>McKinley Elementary School Addition/Renovation</b></p>  <p data-bbox="358 957 467 1066">  </p> <p data-bbox="509 995 735 1052"><b>Arlington County School Boundaries</b></p>	<ul data-bbox="917 390 1398 730" style="list-style-type: none"> <li>• Estimated Additional Seats: 241</li> <li>• Projected Completion: start of school, September 2016</li> <li>• Maximum Estimated Total Project Cost: \$20,100,000</li> <li>• 2014 Bond Funding: \$7,470,000 million (Project funding also includes \$12.0 million from the 2012 bond and a total of \$633,500 from FY 2015 and FY 2016 Minor Construction/Major Maintenance funding.)</li> </ul>

# FY 2015-FY 2024 Capital Improvement Fund

## MAJOR PROJECTS

### HVAC PROJECTS

*Various Locations*

#### Project Highlights

In 2007, APS created a task force to review HVAC needs throughout the system. The committee report, which was issued in July 2008, recommended a number of corrective steps to recover from a period of deferred maintenance and improve overall HVAC performance within APS. This report along with further detailed equipment and work order analysis became the long-term Master Plan, which was presented to the School Board in April 2010 and informed bond requests in the 2013 CIP. The key components of the Master Plan focused on achieving major gains in preventive maintenance (PM) and securing funds for major improvements outside of normal Minor Construction/ Major Maintenance (MC/MM) program funding. Progress was made towards both objectives through the creation of an evening shift and successful infrastructure bond referenda. These actions have resulted in completion of major projects at Taylor and H-B Woodlawn and the Barrett project, which is currently under construction. Future projects will be prioritized using the Decision Lens process and coordinated with major renovation projects such as Ashlawn which is under construction and McKinley which is in design.

HVAC PROJECT FUNDING	
<b>Total Cost:</b>	\$ 18,500,000
<b>Bond Referenda:</b>	
2014	\$ 2,550,000
2016	\$ 3,200,000
2018	\$ 4,050,000
2020	\$ 4,250,000
2022	\$ 4,450,000

#### Operating Impact

The dedicated PM shift and the refurbished geothermal system at Taylor are already yielding measurable gains in energy efficiency. The three new high schools, however, are significantly larger and more complex in terms of HVAC systems than the schools they replaced. Operating and maintaining these systems to achieve the high performance learning environments and the energy efficiencies they were designed to achieve has presented a challenge. Accordingly, the HVAC Master Plan is currently being revised to address these issues through a combination of staff and contract solutions.

# FY 2015-FY 2024 Capital Improvement Fund

## MAJOR PROJECTS

### ROOFING PROJECTS

*Various Locations*

#### Project Highlights

As part of the Minor Construction/Major Maintenance (MC/MM) budget process, APS has provided funding for roofing repair projects in past years. To provide a more comprehensive approach to roof replacement throughout the system, APS completed a study during the 2013 CIP process to identify buildings which would have major roofing needs within the next ten years. Specific details of work to be performed at each school are available in the report. Roofing work recommended in the report exceeded normal MC/MM program funding. The first funding specifically for roofing projects was secured through a successful bond referendum request in 2010. New roofs have already been completed at the Career Center, Tuckahoe, the Facilities Building and Oakridge. The Ashlawn roof will be replaced during the addition/renovation project currently underway, as will the roof at McKinley during its upcoming addition/renovation project. The remaining roofing projects have been identified but the order in which they will be completed remains to be coordinated with the projects included in the 2015 CIP.

The remaining roofing projects have been identified but the order in which they will be completed remains to be coordinated with the projects included in the 2015 CIP.

#### Operating Impact

Annual maintenance and energy costs are expected to decrease significantly after roofs have been replaced or undergone major repairs.

ROOFING PROJECT FUNDING	
<b>Total Cost:</b>	\$ 20,550,000
<b>Bond Referenda:</b>	
2014	\$ 3,900,000
2016	\$ 3,900,000
2018	\$ 4,050,000
2020	\$ 4,250,000
2022	\$ 4,450,000

### MAJOR INFRASTRUCTURE INVESTMENTS

*Various Locations*

#### Project Highlights

Following the early success of major HVAC and roofing replacement programs funded through bonds, APS proposes to expand these programs by adding major infrastructure investments in the form of electrical upgrades and lighting and window replacement programs in years six through ten of the 2015 CIP. These investments will further recover from a period of deferred maintenance and increase energy efficiency and secure optimal learning environments.

#### Operating Impact

Annual maintenance and energy costs are expected to decrease significantly after major infrastructure systems have been replaced or undergone major repairs.

INFRASTRUCTURE FUNDING	
<b>Total Cost:</b>	\$ 31,060,000
<b>Bond Referenda:</b>	
2014	\$ 3,860,000
2016	\$ 6,500,000
2018	\$ 6,500,000
2020	\$ 6,900,000
2022	\$ 7,300,000

# FY 2015-FY 2024 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 Counsel (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

### 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						
ACCOUNT DESCRIPTION	ADOPTED FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
ADA Upgrades	\$105,575	\$58,743	\$60,505	\$62,320	\$64,190	\$66,116
Annual Testing	\$211,150	–	–	–	–	–
Abestos Abatement	\$100,000	–	–	–	–	–
Concrete Improvements	\$52,788	–	–	–	–	–
Consulting	\$128,380	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
Flooring Repairs	\$300,889	\$28,334	\$29,184	\$30,060	\$30,961	\$31,890
Grounds Improvements	\$79,181	–	–	–	–	–
HVAC Reserve	\$316,725	\$200,000	\$206,000	\$212,180	\$218,545	\$225,102
Indoor Air Quality	\$102,500	\$55,575	\$57,242	\$58,960	\$60,728	\$62,550
Painting	\$36,951	\$38,060	\$39,201	\$40,377	\$41,589	\$42,836
Paving	–	\$54,372	–	–	–	–
Playgrounds	\$58,066	\$200,000	\$206,000	\$212,180	\$218,545	\$225,102
Plumbing	\$105,575	\$105,575	\$108,742	\$112,005	\$115,365	\$118,826
Relos	\$2,253,125	\$1,900,645	\$1,957,664	\$2,016,394	\$2,076,886	\$2,139,193
Roofing	\$95,018	\$97,869	\$100,805	\$103,829	\$106,944	\$110,152
Security	\$211,150	\$450,000	\$463,500	\$477,405	\$491,727	\$506,479
Specific Projects	\$2,079,844	\$2,309,244	\$2,378,521	\$2,449,877	\$2,523,373	\$2,599,074
Theater Safety Projects	\$316,725	\$250,000	\$257,500	\$265,225	\$273,182	\$281,377
Salaries	\$883,261	\$1,071,741	\$1,103,893	\$1,137,010	\$1,171,120	\$1,206,254
Capital Reserve	\$565,292	\$22,746	\$200,000	\$206,000	\$212,180	\$218,545
<b>TOTAL</b>	<b>\$8,002,195</b>	<b>\$6,912,903</b>	<b>\$7,240,859</b>	<b>\$7,458,084</b>	<b>\$7,681,827</b>	<b>\$7,912,282</b>

# FY 2015-FY 2024 Capital Improvement Fund

## OTHER CIP PROJECTS



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

ACCOUNT DESCRIPTION	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 15-24
ADA Upgrades	\$68,099	\$70,142	\$72,246	\$74,414	\$76,646	\$673,423
Annual Testing	-	-	-	-	-	-
Abestos Abatement	-	-	-	-	-	-
Concrete Improvements	-	-	-	-	-	-
Consulting	\$81,149	\$83,584	\$86,091	\$88,674	\$91,334	\$802,472
Flooring Repairs	\$32,847	\$33,832	\$34,847	\$35,893	\$36,969	\$324,818
Grounds Improvements	-	-	-	-	-	-
HVAC Reserve	\$231,855	\$238,810	\$245,975	\$253,354	\$260,955	\$2,292,776
Indoor Air Quality	\$64,427	\$66,359	\$68,350	\$70,401	\$72,513	\$637,105
Painting	\$44,121	\$45,445	\$46,808	\$48,213	\$49,659	\$436,310
Paving	-	-	-	-	-	\$54,372
Playgrounds	\$231,855	\$238,810	\$245,975	\$253,354	\$260,955	\$2,292,776
Plumbing	\$122,390	\$126,062	\$129,844	\$133,739	\$137,751	\$1,210,299
Relos	\$2,203,368	\$2,269,470	\$2,337,554	\$2,407,680	\$2,479,911	\$21,788,765
Roofing	\$113,456	\$116,860	\$120,366	\$123,977	\$127,696	\$1,121,953
Security	\$521,673	\$537,324	\$553,443	\$570,047	\$587,148	\$5,158,746
Specific Projects	\$2,677,047	\$2,757,358	\$2,840,079	\$2,925,281	\$3,013,040	\$26,472,895
Theater Safety Projects	\$289,819	\$298,513	\$307,468	\$316,693	\$326,193	\$2,865,970
Salaries	\$1,242,442	\$1,279,715	\$1,318,106	\$1,357,649	\$1,398,379	\$12,286,309
Capital Reserve	\$225,102	\$231,855	\$238,810	\$245,975	\$253,354	\$2,054,567
<b>TOTAL</b>	<b>\$8,149,650</b>	<b>\$8,394,140</b>	<b>\$8,645,964</b>	<b>\$8,905,343</b>	<b>\$9,172,503</b>	<b>\$80,473,554</b>

# FY 2015-FY 2024 Capital Improvement Fund

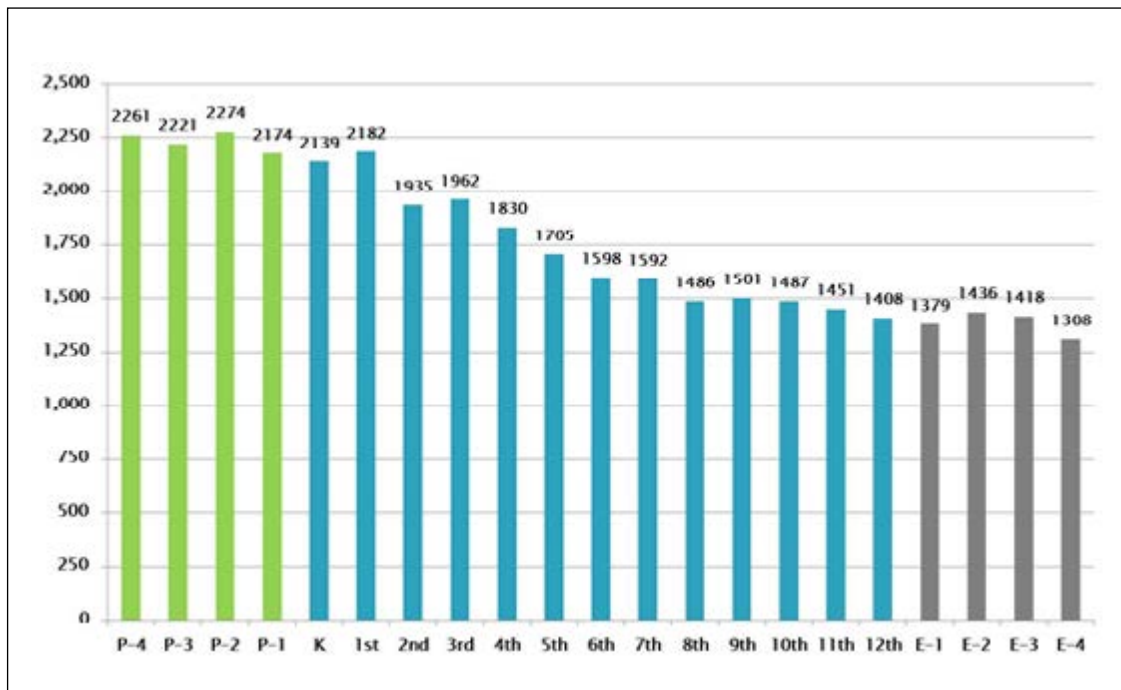
## BACKGROUND: Enrollment Growth

### PROJECTING FUTURE ENROLLMENT

APS is projected to reach or exceed system-wide capacity in fall 2015 (see APS Building Capacities and Projected Student Enrollment 2013-23, 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 953 student difference between the cohort which graduated from high school four years ago (1,308) and the cohort which is expected to enter kindergarten in four years (2,261) 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.

### CURRENT & PROJECTED COHORTS AS OF 2014



As the 5,800 students currently in high school graduate over the next four years, 8,900 new students are projected to enter APS.

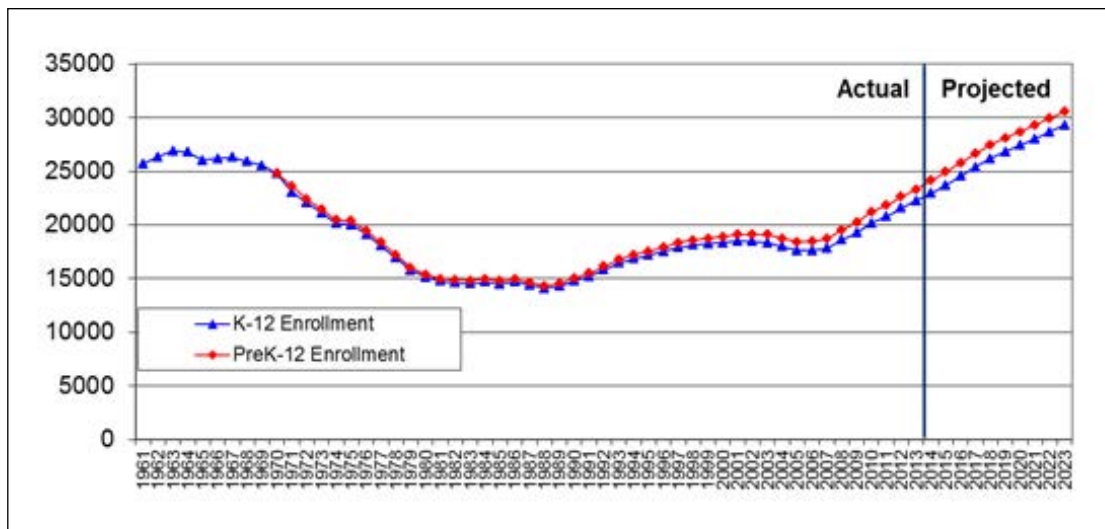
# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: Enrollment Growth

The below chart shows actual student enrollment over the last half-century and projected student enrollment over the next ten years. At current rates, APS enrollment is projected to reach 30,000 students in fall 2023. At these rates, the total seat deficit in fall 2023, not including any capital improvements resulting from the 2015 CIP, is anticipated to be about:

- 1,900 elementary school seats
- 1,600 middle school seats
- 2,800 high school seats.

### TOTAL K-12 AND PREK-12 ENROLLMENT (SEPTEMBER 30TH), 1961-2023



Based on current enrollment trends, APS will grow by more than 7,000 students by School Year 2023.



# FY 2015-FY 2024 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 2014.

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
- Capacity analysis maps



# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

### COMMUNITY ENGAGEMENT

The School Board followed a seven-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 that the next cycle commences almost immediately after the previous cycle has been completed.

Unlike the 2013 CIP which focused on elementary enrollment growth, and previous CIPs that focused on replacement, reconstruction or renovation of existing schools during periods of slower enrollment growth, the 2015 CIP focuses on growth at all grade levels. Community engagement on the 2015 CIP was therefore extended to include a broader spectrum of stakeholders than previous CIPs and drew attention to enrollment growth as a county- wide 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 teaching and administrative staff.



## MORE Seats for Students

The Advisory Council on School Facilities and Capital Programs (FAC), comprised of parents and citizens, reports directly to the School Board and provides valuable input to staff. FAC members have played a vital role throughout the 2015 CIP planning process by acting as ambassadors for APS to school

communities and civic associations. FAC ambassadors extended the reach of APS staff and expanded the quantity and quality of feedback received from stakeholders.

The 2015 CIP continued the More Seats for More Students engagement process, now familiar to the community from the 2013 CIP and the successful 2012-13 boundary process associated with the new elementary school on the Williamsburg Middle School campus and the additions/renovations at Ashlawn and McKinley elementary schools. In addition to FAC ambassadors, new methods for outreach to and feedback from community stakeholders for the 2015 CIP included Saturday morning community conversations, held simultaneously at multiple middle and high schools; Twitter town halls held at noon on Fridays; and online feedback forms, requesting pros, cons and comments on specific CIP options. A summary of community engagement is provided below.

Community engagement meetings:	6
Community conversations:	20
Twitter town halls:	4
School Board work sessions:	10
Joint School Board/County Board work session:	1
School Board monitoring items:	2
School Board information items:	4
School Board action items:	2

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

Total engagements:	49
Feedback forms completed on-line:	@3,000
More Seats for More Students emails:	325
Speakers at May 22, June 5, and June 16 School Board meetings:	139

Potential locations for capital projects that generated the most feedback from the community included Lubber Run Community Center, the H-B Woodlawn/Stratford building, the Wilson Boulevard property, Abingdon Elementary School and the park adjacent to Thomas Jefferson Middle School.

While much of the community feedback focused on the impact of options to increase capacity at individual schools or sites, there were a number of consistent themes that applied to the CIP as a whole:

- The number of students in a school is of great concern; smaller schools are preferred.
- Walkable neighborhood schools, facilitating multimodal transportation, are preferred.
- Alignment is sought between Arlington County Government and APS on planning and site selection.
- New schools and additions to existing schools should not reduce the amount of green space and outdoor amenities available to neighbors and students.



### CIP OPTIONS

Staff commissioned new studies for the 2015 CIP to explore options to construct schools and make additions and renovations to existing schools, and also updated some of the studies completed for the 2013 CIP. FAC ambassadors and APS staff engaged with the community on the studies extensively through evening community meetings, Saturday morning community conversations, Friday noon Twitter town halls, online feedback forms, emails to More Seats for More Students stakeholders (APS families, civic and community leaders) and numerous informal conversations.



Eleven studies were completed to increase elementary school capacity, nine to increase middle school capacity and two to increase high school capacity. With community feedback, these options were reduced to five sets of options to create elementary seats, six option sets to create middle school seats and one option set to create high school seats. The Superintendent's recommended CIP, presented to the School Board on May 8, comprised one option set to create elementary school seats, one to create middle school seats and one to create high school seats. All options considered during this CIP process may be found at [www.apsva.us/moreseats](http://www.apsva.us/moreseats).

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

### COLLABORATION WITH ARLINGTON COUNTY GOVERNMENT ON SITE SELECTION

Throughout the CIP process, County and APS boards and staff have collaborated to identify potential sites for new schools. Schools have been clearly included in the ongoing Public Land for Public Good discussion since January 1, 2014, when County Board Chair Jay Fisetta added schools to affordable housing in his New Year's remarks at the County Board's organizational meeting. This collaboration resulted in recent announcements regarding two potential sites.

Pursuit of "an agreement for the sale of the Wilson property, which will provide resources to build more seats for our students where needed, while supporting the vision of Arlington County Government for redevelopment of the western Rosslyn area" was included in the School Board's priorities for the 2014 school year. After lengthy negotiations, the County and School Boards issued a joint press release on April 23, 2014 stating that "APS has decided to retain its Wilson Boulevard property in western Rosslyn for possible redevelopment as a new secondary school". The County Board's charge for the Western Rosslyn Area Planning Study (WRAPS) was then changed to include possible construction of a secondary school staff subsequently released studies for construction of a secondary school on the site and added them to the option sets to be considered in the CIP.

On May 13, 2014, the County Manager and the Superintendent released a joint memorandum, titled Public Land for Schools, under which County owned land adjacent to Thomas Jefferson Middle School would be considered for construction of a new elementary school. APS staff subsequently released studies for construction of an elementary school on the site and added them to the option sets to be considered in the CIP.

A School Board decision to proceed with construction of a school on the Wilson Boulevard property is subject to the outcome of the County WRAPS process. Similarly, a School Board decision to construct a school on the Jefferson property is subject to a County community engagement process resulting in County agreement to permit such construction.

### BUILDING LEVEL PLANNING COMMITTEES (BLPC)

Following a School Board decision, and in the case of the Wilson Boulevard and Jefferson properties a County Board decision, to proceed with a project included in the 2015 CIP, the School Board will appoint 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. Through consensus, 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 COMMITTEE (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 Manager.

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

### 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 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, County funds on joint-use projects, and in some cases through a combination of all three sources. Bond financing is generated through the sale of general obligation bonds by Arlington County as authorized by County voters at 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 year and construction of the project in the next bond year. The practice of funding design and construction of projects in separate bond years allows the project to be well underway prior to the second bond 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 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.

### 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 at current 2014 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 cost estimators active in the region, 4.25% escalation has been included in the CIP projects for FY 2015, 5.25% for FY 2016, 4% for FY 2017, and 3.5% for FY 2018. A 3% escalation rate has been included for each of the remaining years of the CIP. Escalation may vary substantially for Major Construction projects scheduled for completion in the later years of the ten-year CIP.

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

Design and construction cost contingencies are included in all CIP project estimates. Contingencies are typically reduced as the design becomes increasingly well-defined from conceptual design through bid documents. Contingencies for projects included in the CIP are 15% for design and 5% for construction to reflect the conceptual nature of the designs on which they are based. A contingency for soft costs is included within the total provided for soft costs.

Soft costs comprise architecture/engineering, construction management and commissioning fees, furniture, fixtures and equipment, data/communications, technology, and other miscellaneous costs needed to provide a complete project. Soft costs on recent Major Construction projects at APS have averaged approximately 22.5% of construction costs plus design and construction contingencies. Based on experience, 22.5% has been added to construction costs to determine the total project costs 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 Arlington.
- Educational specifications approved by the School Board may result in more square feet per student than other school divisions because of 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.
- 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.

### FINANCIAL ANALYSIS

Projects proposed for inclusion in the 2015 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 projects to be included in the CIP and to 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.

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 5.2%.

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: 2015 CIP Planning Process

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 marks a departure from this practice. In order to provide the bonding capacity required to complete the projects outlined in this CIP, the School Board has 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 will allow APS to have greater bonding capacity in those years where it is needed while allowing the County overall to remain under the 10% limit for debt service as a percent of general expenditures ratio.

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 them 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 2015 through FY 2024.

The tables below show the Major Construction projects included in APS' FY 2015 – FY 2024 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 2015 – FY 2024 CIP PROJECTS BY YEAR AND FUNDING SOURCE

MAJOR CONSTRUCTION	Previous Bonds	Capital Reserve	BOND FUNDING										Total
			FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
Seats Available			Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	
<b>Prior CIP</b>													
McKinley 12 Room Addition	\$12.6		\$7.5										\$20.1
<b>Capacity Projects</b>													
New Elementary School			\$2.0	\$17.5	\$20.6	\$10.2							\$50.3
Abingdon Addition/Renovation			\$3.4	\$19.0	\$6.4								\$28.8
Secondary Seats to be determined *		\$5.0	\$4.0		\$41.6	\$57.9	\$17.5						\$126.0
Career Center					\$1.0	\$1.0	\$9.3	\$56.1	\$49.4	\$36.6			\$153.4
Washington-Lee			\$3.0	\$2.0									\$5.0
<b>MC/IM-Infrastructure Investments</b>													
HVAC & Roofing Projects			\$3.4	\$3.1	\$4.5	\$2.6	\$4.0	\$4.1	\$4.2	\$4.3	\$4.4	\$4.5	\$39.1
Infrastructure Projects **			\$0.8	\$3.1	\$3.2	\$3.3	\$3.2	\$3.3	\$3.4	\$3.5	\$3.6	\$3.7	\$31.1
<b>Grand Total Major Construction</b>	<b>\$12.6</b>	<b>\$5.0</b>	<b>\$24.0</b>	<b>\$44.7</b>	<b>\$77.3</b>	<b>\$75.0</b>	<b>\$34.0</b>	<b>\$63.5</b>	<b>\$57.0</b>	<b>\$44.4</b>	<b>\$8.0</b>	<b>\$8.2</b>	<b>\$453.6</b>
			2014 Bond		2016 Bond		2018 Bond		2020 Bond		2022 Bond		
Referenda Total			\$105.8	\$132.6	\$166.0	\$15.4	\$16.2	\$436.0					
<b>MINOR CONSTRUCTION/ MAJOR MAINTENANCE</b>													
Description	Previous Bonds	Capital Reserve	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Total
<b>Current Revenues (Annual Capital Projects Fund)</b>													
Minor Construction/ Major Maintenance			\$6.9	\$7.2	\$7.5	\$7.7	\$7.9	\$8.2	\$8.4	\$8.7	\$8.9	\$9.2	\$80.5
<b>Grand Total All Projects</b>	<b>\$12.6</b>	<b>\$5.0</b>	<b>\$30.9</b>	<b>\$51.9</b>	<b>\$84.7</b>	<b>\$82.6</b>	<b>\$41.9</b>	<b>\$71.7</b>	<b>\$65.4</b>	<b>\$53.1</b>	<b>\$16.9</b>	<b>\$17.4</b>	<b>\$534.1</b>

\* \$5 million for planning and design for secondary seats is funded from the Capital Reserve. \*\* Infrastructure Projects include replacement of lighting, electrical systems, and windows.

ANNUAL BOND ISSUANCE	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Total
Bond Sales based on APS bonding capacity	\$58.3	\$33.2	\$69.0	\$34.0	\$52.0	\$35.0	\$51.0	\$44.4	\$8.0	\$8.2	\$393.1
Bond Sales based on additional capacity from County				\$26.4		\$10.5	\$6.0				\$42.9
<b>Total Bond Sales</b>	<b>\$58.3</b>	<b>\$33.2</b>	<b>\$69.0</b>	<b>\$60.4</b>	<b>\$52.0</b>	<b>\$45.5</b>	<b>\$57.0</b>	<b>\$44.4</b>	<b>\$8.0</b>	<b>\$8.2</b>	<b>\$436.0</b>

# FY 2015-FY 2024 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”
- 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 Leadership in Energy and Environmental Design (LEED®) on all new construction projects. Addition and renovation projects, where it is generally not feasible to obtain LEED® certification, are designed to LEED® standards.

To date, APS has collaborated with Arlington County Government to secure 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 and Yorktown High School. APS expects to achieve LEED® Gold certification on Wakefield High School and LEED® Platinum certification on the new elementary school currently under construction on the Williamsburg Middle School campus.



*Washington-Lee Rooftop (Spring)*



# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: *Environmental Stewardship*



### ENERGY EFFICIENCY AND GREENHOUSE GAS EMISSIONS REDUCTIONS

Energy efficiency is fundamental to 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 insulation, including:

- Automated, web-based control of heating and cooling systems
- Benchmarking and monitoring all APS facilities with the EPA's Energy Star Portfolio Manager and identification of top performing facilities with the Energy Star label
- 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, 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
- Specifying insulation values of R30 and highly reflective cool coatings on all roofing projects

### RENEWABLE ENERGY

APS advocates renewable energy sources whenever feasible on its buildings to control energy costs and demonstrate environmental sustainability. 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. Although the original geothermal wells at Taylor continue to function as intended, the HVAC systems they served were recently replaced.

The new Wakefield High School which opened in the fall of 2013 includes a 90kW solar photovoltaic array and a solar thermal system that provides 100% of the school's hot water. The original school building was recently demolished and a geothermal well field is currently being installed. When complete the well field will provide heating and cooling for the entire school.

The new elementary school under construction on the Williamsburg Middle School campus will be one of the first net-zero energy schools in the United States when it opens in fall 2015. Integrated sustainable design comprising highly insulated exterior walls and roofs and high efficiency heating, ventilating, air conditioning, LED lighting, electrical and technology systems will reduce energy demand to approximately one third used by a typical APS elementary school. Equipped with a 500kW solar photovoltaic array and a geothermal well field, the building will 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.

## FY 2015-FY 2024 Capital Improvement Fund

### BACKGROUND: *Environmental Stewardship*



#### WATER CONSERVATION AND QUALITY CONTROL

Conservation of potable water and management and control of the quality and quantity of water discharged to municipal storm sewer systems are now understood to be as significant to environmental stewardship as energy conservation. This is highlighted by the Municipal Separate Storm Sewer (MS4) permit, which APS obtained for the first time in spring 2014. Previously included in Arlington County Government's MS4 permit APS was required to obtain its own permit by the Commonwealth of Virginia Department of Environmental Quality. APS responsibilities under the MS4 permit include environmental education and escalating annual targets for reducing the quantity and improving the quality of water discharged to the storm sewer system and ultimately the Chesapeake Bay.

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: *History of the CIP*

### BOND REFERENDA

The Arlington School Board approved its first CIP in 1988. Early 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. With over two decades of CIP experience, APS now includes a broad range of projects in its CIP.

Arlington County first issued bonds for the school system in 1988. Since then Arlington voters have authorized the sale of bonds for school construction totaling \$654,530,500.

BOND REFERENDA 1988–2014		
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	\$	42,619,000
<b>Total</b>	<b>\$</b>	<b>654,530,500</b>
2014	\$	105,800,000
<b>Total</b>	<b>\$</b>	<b>760,330,500</b>



# FY 2015-FY 2024 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 Expansion</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 & III	\$18,787,032	II 2002 / 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	2013
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 2004 addition	\$5,599,840	2008
<b>New School</b>		
Carlin Springs	\$15,232,091	2004
<b>Other</b>		
Education Center Renovations	\$2,295,333	2006
Planetarium	\$831,647	2014
Syphax Education Center	\$6,970,491	2014
Washington-Lee Softball Field	\$1,222,791	2014
Washington-Lee Track	\$1,390,676	2002
<b>MC/MM</b>		
Career Center Roof	\$1,107,076	2013
HB Woodlawn HVAC	\$4,305,858	2014
Taylor HVAC	\$3,680,675	2013
Trade Center Roof	\$835,310	2014
Tuckahoe Roof	\$1,441,307	2013

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: *History of the CIP*

### 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	YEAR COMPLETED
<b>Renewals and/or Expansion</b>		
Ashlawn	\$20,400,000	2014
McKinley	\$20,100,00	2016
<b>Replacement/Reconstruction</b>		
Wakefield	\$118,186,000	2014
Yorktown Phases I, II & III	\$83,367,969	2014
<b>New School</b>		
New Elementary School on Williamsburg Campus	\$43,802,807	2015
<b>Other</b>		
Jefferson Waterproofing	\$2,598,600	2014
Wakefield Bleachers and Press Box	\$1,405,000	2014
<b>MC/IMM</b>		
Barrett HVAC	\$2,214,350	2014
Key HVAC	\$445,000	2014
Oakridge Roof	\$1,066,562	2014

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2014—2023													
School	Capacity	2013		2014		2015		2016		2017		2018	
		Enrollment	% Utilized	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized
Abingdon	589	573	97.3%	634	107.6%	706	119.9%	747	126.8%	808	137.2%	824	139.9%
Arlington Science Focus	553	608	109.9%	631	114.1%	647	117.0%	650	117.5%	665	120.3%	677	122.4%
Arlington Traditional	465	503	108.2%	502	108.0%	502	108.0%	689	99.9%	689	99.9%	689	99.9%
Ashlawn	459	563	122.7%	634	92.7%	721	105.4%	735	107.5%	753	110.1%	780	114.0%
Barcroft	460	490	106.5%	505	109.8%	519	112.8%	524	113.9%	506	110.0%	506	110.0%
Barrett	576	543	94.3%	562	97.6%	550	95.5%	554	96.2%	564	97.9%	552	95.8%
Campbell	436	430	98.6%	452	103.7%	470	107.8%	488	111.9%	506	116.1%	519	119.0%
Carlin Springs	585	584	99.8%	557	95.2%	534	91.3%	525	89.7%	518	88.5%	516	88.2%
Claremont	599	727	121.4%	777	129.7%	827	138.1%	853	142.4%	860	143.6%	862	143.9%
Drew	674	641	95.1%	670	99.4%	694	103.0%	696	103.3%	717	106.4%	721	107.0%
Glebe	510	561	110.0%	571	112.0%	574	112.5%	504	98.8%	512	100.4%	510	100.0%
Henry	463	453	97.8%	488	105.4%	506	109.3%	535	115.6%	548	118.4%	561	121.2%
Hoffman-Boston	566	404	71.4%	461	81.4%	497	87.8%	529	93.5%	547	96.6%	557	98.4%
Jamestown	597	604	101.2%	603	101.0%	507	84.9%	479	80.2%	471	78.9%	475	79.6%
Key	653	679	104.0%	703	107.7%	713	109.2%	712	109.0%	720	110.3%	729	111.6%
Long Branch	533	519	97.4%	524	98.3%	554	103.9%	570	106.9%	585	109.8%	605	113.5%
McKinley	443	533	120.3%	559	126.2%	484	109.3%	519	77.7%	542	81.1%	525	78.6%
New ES @ Williamsburg	630	0	0.0%	0	0.0%	538	85.4%	632	100.3%	656	104.1%	674	107.0%
Nottingham	513	725	141.3%	746	145.4%	617	120.3%	635	123.8%	674	131.4%	681	132.7%
Oakridge	674	703	104.3%	744	110.4%	784	116.3%	804	119.3%	823	122.1%	828	122.8%
Randolph	484	429	88.6%	439	90.7%	427	88.2%	430	88.8%	428	88.4%	423	87.4%
Taylor	659	737	111.8%	779	118.2%	679	103.0%	655	99.4%	682	103.5%	683	103.6%
Tuckahoe	545	680	124.8%	682	125.1%	559	102.6%	527	96.7%	534	98.0%	534	98.0%
Integration Station (Reed)	0	21	n/a	54	n/a	54	n/a	54	n/a	54	n/a	54	n/a
<b>Elementary Total</b>	<b>12,036</b>	<b>12,710</b>	<b>105.6%</b>	<b>13,277</b>	<b>108.3%</b>	<b>13,663</b>	<b>106.0%</b>	<b>14,046</b>	<b>105.3%</b>	<b>14,362</b>	<b>107.7%</b>	<b>14,485</b>	<b>108.6%</b>
Gunston	932	797	85.5%	836	89.7%	869	93.2%	917	98.4%	975	104.6%	1,119	120.1%
Jefferson	982	834	84.9%	857	87.3%	883	89.9%	905	92.2%	965	98.3%	1,013	103.2%
Kenmore	985	809	82.1%	838	85.1%	878	89.1%	906	92.0%	959	97.4%	994	100.9%
Swanson	948	994	104.9%	1,037	109.4%	1,090	115.0%	1,240	130.8%	1,285	135.5%	1,326	139.9%
Williamsburg	997	1,001	100.4%	1,044	104.7%	1,113	111.6%	1,199	120.3%	1,251	125.5%	1,325	132.9%
H-B Woodlawn	221	224	101.4%	227	102.7%	227	102.7%	227	102.7%	227	102.7%	227	102.7%
Stratford Program	n/a	17	n/a	21	n/a	21	n/a	21	n/a	21	n/a	21	n/a
<b>Middle Total</b>	<b>5,065</b>	<b>4,676</b>	<b>92.3%</b>	<b>4,860</b>	<b>96.0%</b>	<b>5,081</b>	<b>100.3%</b>	<b>5,415</b>	<b>106.9%</b>	<b>5,683</b>	<b>112.2%</b>	<b>6,025</b>	<b>119.0%</b>
Arlington Mill	n/a	161	n/a	172	n/a	210	n/a	214	n/a	214	n/a	234	n/a
Langston	n/a	71	n/a	54	n/a	50	n/a	46	n/a	81	n/a	90	n/a
Wakefield	1,903	1,483	77.9%	1,567	82.3%	1,622	85.2%	1,717	90.2%	1,767	92.9%	1,855	97.5%
Washington-Lee	1,908	1,952	102.3%	1,977	103.6%	2,094	109.7%	2,106	110.4%	2,210	115.8%	2,355	123.4%
Yorktown	1,879	1,738	92.5%	1,737	92.4%	1,717	91.4%	1,755	93.4%	1,830	97.4%	1,923	102.3%
H-B Woodlawn	390	411	105.4%	397	101.8%	397	101.8%	397	101.8%	397	101.8%	397	101.8%
Stratford Program	n/a	31	n/a	32	n/a	32	n/a	32	n/a	32	n/a	32	n/a
<b>High Total</b>	<b>6,080</b>	<b>5,847</b>	<b>96.2%</b>	<b>5,936</b>	<b>97.6%</b>	<b>6,122</b>	<b>100.7%</b>	<b>6,267</b>	<b>103.1%</b>	<b>6,531</b>	<b>107.4%</b>	<b>6,886</b>	<b>113.3%</b>
<b>PK-12 Total</b>	<b>23,181</b>	<b>23,233</b>		<b>24,073</b>		<b>24,866</b>		<b>25,728</b>		<b>26,576</b>		<b>27,396</b>	

# FY 2015-FY 2024 Capital Improvement Fund

## BACKGROUND: Enrollment Projections and Capacity Utilization

BUILDING CAPACITIES AND PROJECTED STUDENT ENROLLMENT FOR SCHOOL YEARS 2014—2023											
		2019		2020		2021		2022		2023	
School	Capacity	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized	Projection	% Utilized
Abingdon	589	845	143.5%	847	143.8%	845	143.5%	858	145.7%	869	147.5%
Arlington Science Focus	553	683	123.5%	693	125.3%	705	127.5%	718	129.8%	733	132.5%
Arlington Traditional	690	689	99.9%	689	99.9%	689	99.9%	689	99.9%	689	99.9%
Ashlawn	684	772	112.9%	763	111.5%	800	117.0%	797	116.5%	797	116.5%
Barcroft	460	512	111.3%	514	111.7%	511	111.1%	513	111.5%	516	112.2%
Barrett	576	561	97.4%	561	97.4%	558	96.9%	563	97.7%	563	97.7%
Campbell	436	521	119.5%	511	117.2%	497	114.0%	487	111.7%	478	109.6%
Carlin Springs	585	505	86.3%	509	87.0%	520	88.9%	518	88.5%	517	88.4%
Claremont	599	859	143.4%	860	143.6%	860	143.6%	859	143.4%	859	143.4%
Drew	674	717	106.4%	718	106.5%	718	106.5%	720	106.8%	723	107.3%
Glebe	510	506	99.2%	523	102.5%	535	104.9%	540	105.9%	547	107.3%
Henry	463	562	121.4%	571	123.3%	567	122.5%	571	123.3%	577	124.6%
Hoffman-Boston	566	567	100.2%	569	100.5%	565	99.8%	567	100.2%	569	100.5%
Jamestown	597	479	80.2%	477	79.9%	524	87.8%	533	89.3%	536	89.8%
Key	653	713	109.2%	714	109.3%	716	109.6%	717	109.8%	717	109.8%
Long Branch	533	605	113.5%	616	115.6%	613	115.0%	617	115.8%	625	117.3%
McKinley	668	533	79.8%	527	78.9%	545	81.6%	547	81.9%	546	81.7%
New ES @ Williamsburg	630	703	111.6%	713	113.2%	718	114.0%	727	115.4%	734	116.5%
Nottingham	513	685	133.5%	691	134.7%	697	135.9%	700	136.5%	700	136.5%
Oakridge	674	856	127.0%	870	129.1%	859	127.4%	872	129.4%	879	130.4%
Randolph	484	431	89.0%	438	90.5%	435	89.9%	440	90.9%	444	91.7%
Taylor	659	694	105.3%	697	105.8%	705	107.0%	733	111.2%	735	111.5%
Tuckahoe	545	538	98.7%	550	100.9%	552	101.3%	572	105.0%	575	105.5%
Integration Station (Reed)	0	54	n/a	54	n/a	54	n/a	54	n/a	54	n/a
<b>Elementary Total</b>	<b>13,341</b>	<b>14,590</b>	<b>109.4%</b>	<b>14,675</b>	<b>110.0%</b>	<b>14,788</b>	<b>110.8%</b>	<b>14,912</b>	<b>111.8%</b>	<b>14,982</b>	<b>112.3%</b>
Gunston	932	1,188	127.5%	1,240	133.0%	1,216	130.5%	1,241	133.2%	1,297	139.2%
Jefferson	982	1,103	112.3%	1,151	117.2%	1,162	118.3%	1,159	118.0%	1,181	120.3%
Kenmore	985	1,037	105.3%	1,029	104.5%	1,055	107.1%	1,058	107.4%	1,072	108.8%
Swanson	948	1,278	134.8%	1,314	138.6%	1,298	136.9%	1,328	140.1%	1,359	143.4%
Williamsburg	997	1,357	136.1%	1,403	140.7%	1,427	143.1%	1,453	145.7%	1,498	150.3%
H-B Woodlawn	221	227	102.7%	227	102.7%	227	102.7%	227	102.7%	227	102.7%
Stratford Program	n/a	21	n/a	21	n/a	21	n/a	21	n/a	21	n/a
<b>Middle Total</b>	<b>5,065</b>	<b>6,211</b>	<b>122.6%</b>	<b>6,385</b>	<b>126.1%</b>	<b>6,406</b>	<b>126.5%</b>	<b>6,487</b>	<b>128.1%</b>	<b>6,655</b>	<b>131.4%</b>
Arlington Mill	n/a	234	n/a	234	n/a	234	n/a	234	n/a	234	n/a
Langston	n/a	91	n/a	96	n/a	97	n/a	96	n/a	96	n/a
Wakefield	1,903	1,949	102.4%	2,057	108.1%	2,247	118.1%	2,406	126.4%	2,520	132.4%
Washington-Lee	1,908	2,478	129.9%	2,624	137.5%	2,791	146.3%	2,968	155.6%	3,173	166.3%
Yorktown	1,879	2,046	108.9%	2,113	112.5%	2,233	118.8%	2,352	125.2%	2,406	128.0%
H-B Woodlawn	390	397	101.8%	397	101.8%	397	101.8%	397	101.8%	397	101.8%
Stratford Program	n/a	32	n/a	32	n/a	32	n/a	32	n/a	32	n/a
<b>High Total</b>	<b>6,080</b>	<b>7,227</b>	<b>118.9%</b>	<b>7,553</b>	<b>124.2%</b>	<b>8,031</b>	<b>132.1%</b>	<b>8,485</b>	<b>139.6%</b>	<b>8,858</b>	<b>145.7%</b>
<b>PK-12 Total</b>	<b>24,486</b>	<b>28,028</b>		<b>28,613</b>		<b>29,225</b>		<b>29,884</b>		<b>30,495</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.

The chart below demonstrates the County's planned adherence to these debt management policies. This analysis is based on the Proposed FY 2015-FY 2024 Capital Improvement Program (CIP) with updates for revised projected cashflows where appropriate and the bond issuance in May 2013.

### DEBT RATIO FORECAST

DEBT RATIO	FY 2015 ADOPTED	FY 2016 PROJECTED	FY 2017 PROJECTED	FY 2018 PROJECTED	FY 2019 PROJECTED	FY 2020 PROJECTED	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED
Debt Service as % of Expenditures (not to exceed 10%)	8.47%	8.66%	8.93%	9.18%	9.27%	9.31%	9.36%	9.24%	9.18%	9.18%
Net Tax Supported Debt as % of Market Valuation (no to exceed 3%)	1.47%	1.47%	1.52%	1.53%	1.53%	1.49%	1.46%	1.43%	1.35%	1.27%
Net Tax-Supported General Obligation Debt to Income (not to exceed 6%)	5.1%	5.1%	5.1%	5.1%	5.1%	5.0%	4.9%	4.8%	4.5%	4.2%
% 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	4.1%

Source: Arlington County FY 2015 Adopted Budget



## 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 2015 – FY 2024 CIP.

### BOND AMORTIZATION SCHEDULE

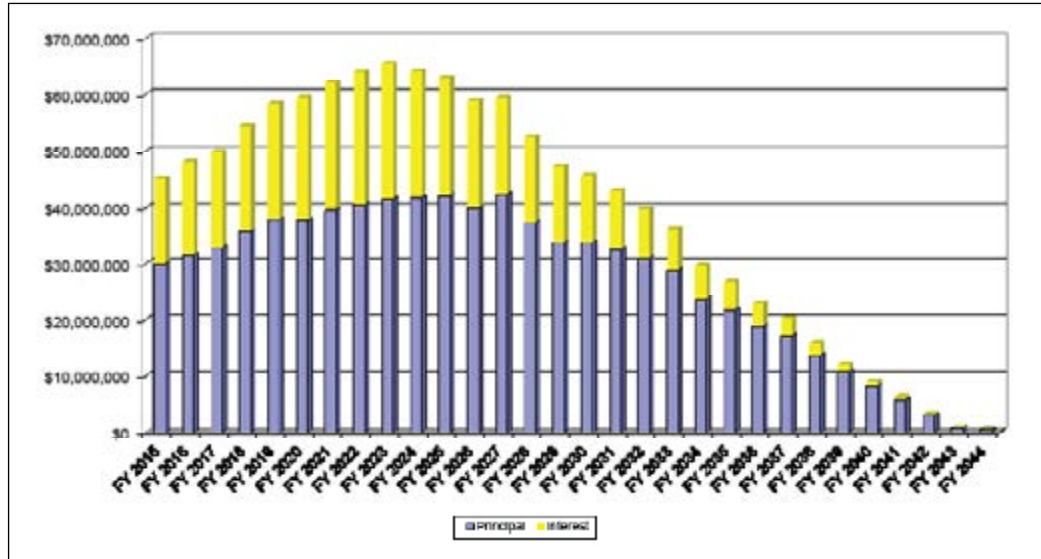
FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2015	\$30,012,163	\$15,225,615	\$45,237,778
2016	\$31,592,092	\$16,562,052	\$48,154,144
2017	\$32,957,137	\$16,994,322	\$49,951,458
2018	\$35,688,407	\$18,798,600	\$54,487,007
2019	\$37,979,882	\$20,512,695	\$58,492,577
2020	\$37,828,964	\$21,682,720	\$59,511,684
2021	\$39,681,001	\$22,342,777	\$62,023,778
2022	\$40,571,017	\$23,530,243	\$64,101,260
2023	\$41,615,024	\$23,927,288	\$65,542,313
2024	\$41,831,964	\$22,397,329	\$64,229,293
2025	\$42,189,525	\$20,850,749	\$63,040,274
2026	\$39,994,525	\$18,941,446	\$58,935,971
2027	\$42,419,525	\$17,033,959	\$59,453,484
2028	\$37,444,525	\$15,157,128	\$52,601,653
2029	\$33,769,525	\$13,497,376	\$47,266,901
2030	\$33,769,525	\$11,940,524	\$45,710,049
2031	\$32,554,525	\$10,407,971	\$42,962,496
2032	\$31,019,525	\$8,904,153	\$39,923,678
2033	\$28,794,525	\$7,456,019	\$36,250,544
2034	\$23,622,250	\$6,178,867	\$29,801,118
2035	\$21,799,250	\$5,021,447	\$26,820,698
2036	\$18,883,750	\$3,946,062	\$22,829,813
2037	\$17,223,750	\$3,001,875	\$20,225,625
2038	\$13,773,750	\$2,140,688	\$15,914,438
2039	\$10,755,000	\$1,452,000	\$12,207,000
2040	\$8,155,000	\$914,250	\$9,069,250
2041	\$5,880,000	\$506,500	\$6,386,500
2042	\$3,030,000	\$212,500	\$3,242,500
2043	\$810,000	\$61,000	\$871,000
2044	\$410,000	\$20,500	\$430,500
<b>TOTAL</b>	<b>\$816,056,126</b>	<b>\$349,618,655</b>	<b>\$1,165,674,782</b>

# Debt Service

Since FY 2002, \$417.3 million in bonds have been sold resulting in increasing debt service for APS. For FY 2015 through FY 2024, APS is expected to sell \$436 million in bonds, assuming voter approval of the bond referenda in 2014, 2016, 2018, 2020, and 2022.

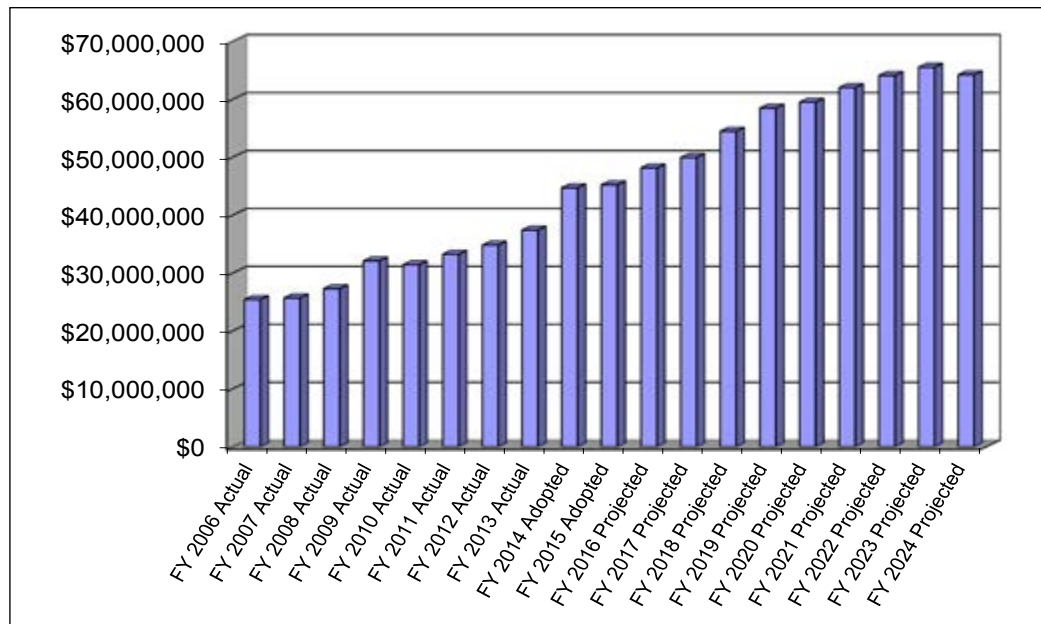
The chart below illustrates graphically bond amortization through maturity as outlined in the previous chart.

## 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 2014 Adopted Budget, debt service increases 1.1% in FY 2015. Additional information on debt service in FY 2015 can be found in the Other Funds section of the budget on page 461.

## DEBT SERVICE TRENDS



# Information

Arlington County at a Glance

Arlington Public Schools Profile

Enrollment

Enrollment Projections

Planning Factors

Typical School Staffing

Personnel Resources

Budget Forecast

Bond Amortization Schedule

Achievement Measures

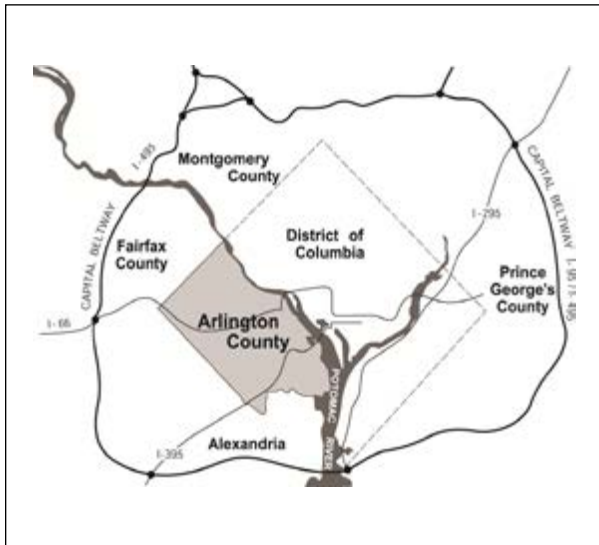
INFORMATION

## 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 2014 population of 215,000, an increase of 13.5 percent over the 2000 population. Additionally, Arlington is home to an estimated 220,600 jobs, as of January 1, 2014.

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 2014, about 24.1 percent (or about 53,100) of the jobs in Arlington County are with the numerous federal, state, or local government agencies. In recent years, however, the private employment base, particularly in the service sector, has increased substantially. The 2014 estimate is that 22.1 percent of total employment (about 48,700 jobs) is in the professional and technical services sector. An additional 30.9 percent of total employment (about 68,200 jobs) is in the hospitality, food services, and other services sectors.

### DEMOGRAPHICS

The Planning Division of the Department of Community Planning, Housing and Development (DCPHD) estimates Arlington County's 2014 population to be 215,000, of which 17.7 percent (38,000 persons) are under the age 20. Those between the ages of 25-34 make up the largest share of the population at 28.5 percent or 61,300 persons.

Arlington County takes pride in, and gains vitality from, the diversity of its population. According to the 2010 Census, 64.0 percent of Arlington residents are white, 15.1 percent are Hispanic, 8.2 percent are black or African-American, 9.6 percent are Asian or Other Pacific Islanders, and 3.0 percent identified as another race or two or more races. (Note: percentages may not add due to rounding.)

## Arlington County at a Glance

The following table shows the change in population among various racial/ethnic groups from 2000 to 2010. The 2000 and 2010 figures are from the Decennial Censuses.

RACIAL/ETHNIC GROUP	FY 2000	FY 2010	% CHANGE
Non-Hispanic/Latino			
White alone	114,489	132,961	16.1%
Black or African American alone	17,244	17,088	-0.9%
Asian/Pacific Islander	16,346	19,895	21.7%
Other/Multi-Racial	6,106	6,301	3.2%
Total non-Hispanic/Latino	154,185	176,245	14.3%
Hispanic/Latino	35,268	31,382	-11.0%
<b>TOTAL</b>	<b>189,453</b>	<b>207,627</b>	<b>9.6%</b>

### EDUCATION

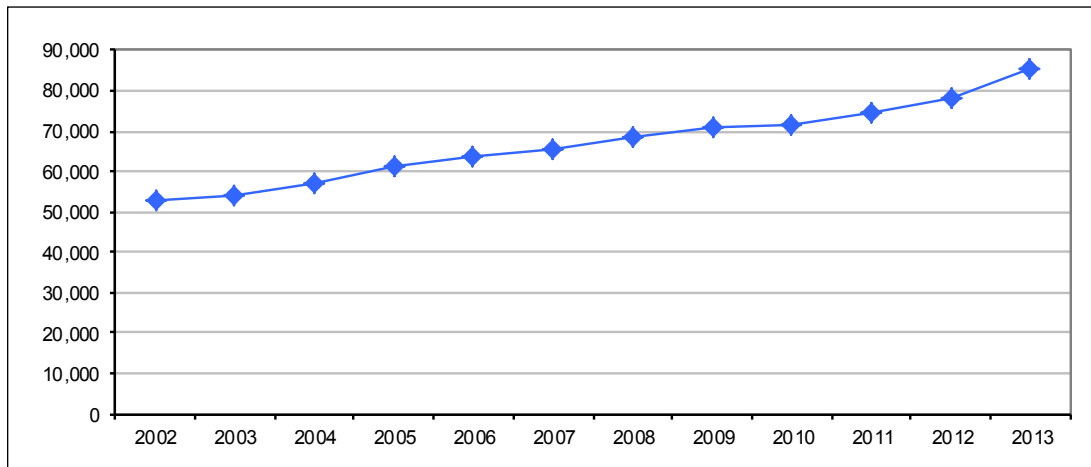
Arlington's population is among the most highly educated in the country. According to the U.S. Census Bureau 2012 American Community Survey, 92.8 percent of all household residents age 25 and older were high school graduates, 71.3 percent were college graduates, and 37.0 percent had graduate or professional degrees. Of the Arlington Public School (APS) class of 2013-2014, 90 percent planned to pursue higher education, and the average expenditure per pupil was expected to be \$18,678 in the 2014 fiscal year.

### PERSONAL INCOME

The educational achievements of Arlington's population are reflected in the County's income statistics as well. In 2014, according to Planning Division estimates, Arlington has a per capita personal income of \$86,300. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2012 was \$102,459. The Planning Division estimates that median household income in 2014 is \$106,200. According to ESRI, Arlington County had an effective buying power of \$8.59 billion in 2012.

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 2013 are estimated by the Arlington County Planning Division.

### PER CAPITA INCOME



# Arlington County at a Glance

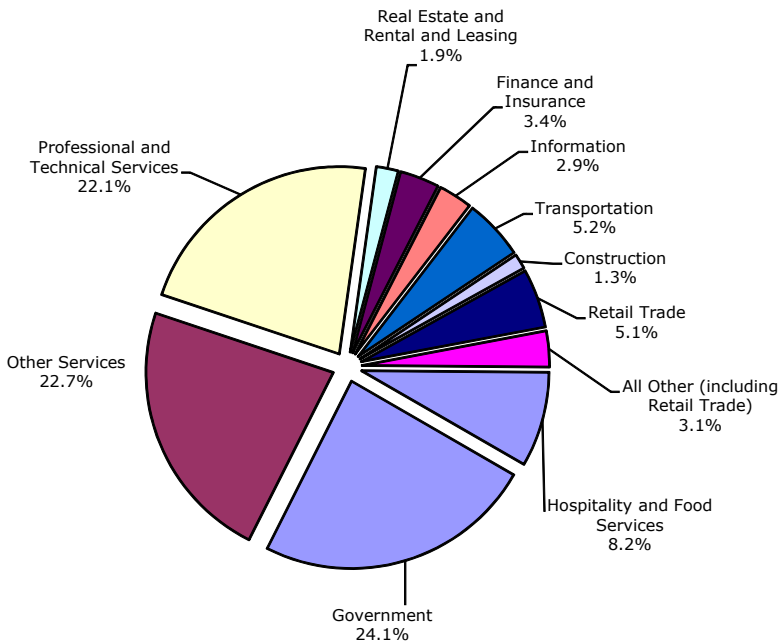
## HOUSING

According to Planning Division estimates, there are 109,000 total housing units in Arlington as of January 2014. A housing unit is a multi-family dwelling or a single-family dwelling attached to other dwellings or a single-family detached dwelling. The majority (63.7 percent or 69,500) of housing units in Arlington are multi-family. There are an estimated 28,400 single-family detached (26.1 percent), and 11,000 single-family attached housing units (10.1 percent) in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2014, 16,227 new multi-family units have been completed (an increase of 32.7 percent), compared to 716 single family attached units. There has been a net gain of 732 single family detached units during the same time span. According to the 2012 American Community Survey, Arlington County has an estimated 54.1 percent of renter occupied units and 45.9 percent of owner occupied housing units.

## COMMUNITY FACILITIES IN ARLINGTON

• Acres of County Open Space	1,190	• Synthetic Fields	12
• Miles of Bicycle/Jogging Trails	86	• Nature Centers	3
• County Parks	151	• Senior Centers	6
• Tennis and Basketball Courts	152	• Northern Virginia Regional Parks	3
• Athletic Fields	138	• Community Centers	14
• Libraries	8	• Fire Stations	10

## EMPLOYMENT BY INDUSTRY



## AT-PLACE EMPLOYMENT

According to Arlington County estimates, the total number of jobs in the County increased by about 13.7 percent between 2000 and 2014. The service sector comprises a significant share of jobs in Arlington. About 22.1 percent of all jobs are in the professional and technical services sector. Another 22.7 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 24.1 percent (59,500 jobs) of the County's January 2014 employment is estimated to be in government. The percentage of jobs in the government and business services sectors is likely to change in the short term as the County adjusts to employment moves associated with relocation of Department of Defense facilities to other jurisdictions due to the Base Realignment and Closure Commission (BRAC) recommendations of 2005. The 2013 unemployment rate in Arlington was 3.6 percent.

## Arlington County at a Glance

SECTOR	JOB
Construction	2,800
Retail Trade	11,300
Transportation	11,500
Information	6,500
Finance and Insurance	7,400
Real estate and Rental/Leasing	4,300
Professional and Technical Services	48,700
Hospitality and Food Services	18,000
Other Services	50,100
Government	53,100
All other	6,900
<b>Total</b>	<b>220,600</b>

\* Source: Employment estimates reflect 4th Quarter 2013 office vacancy rates, which are higher than average due to the impacts of BRAC and sequestration. Due to a change in methodology, estimated 2014 employment is not comparable to previous years. Sector employment is based on Arlington County Planning Division 2013 estimates of data from the U.S. Bureau of Economic Analysis and U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

\* Note: Jobs by sector are rounded to the nearest 100th

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

### TOP 10 PRINCIPAL PRIVATE EMPLOYERS

	COMPANY	NATURE OF BUSINESS	ARLINGTON EMPLOYEES
1	Deloitte	Consulting Services	5,800
2	Accenture	Consulting Services	4,200
3	SAIC	Telecommunications	2,400
4	Virginia Hospital Center	Healthcare	2,300
5	Marriott International, Inc.	Hotels	1,900
6	Booz Allen Hamilton	Consulting Services	1,400
7	Lockheed Martin Corp	Air Transportation Equipment/Defense Systems	1,200
8	Corporate Executive Board	Consulting Services	1,200
9	CACI	Technology Consulting/Computer Systems	1,100
10	SRA International, Inc.	IT Services/Defense/Strategic Consulting	1,000
<b>Total</b>			<b>220,600</b>

Source: Arlington Economic Development

## Arlington County at a Glance

### SELECTED SERVICE INDICATORS

	FY 2013 ACTUAL	FY 2014 ESTIMATE	FY 2015 ESTIMATE
General Obligation Bond Rating*	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	7,648	8,000	7,500
Inspections Conducted for Fire Code Enforcement, fire protection system, and hazardous materials inspections	2,727	2,750	2,800
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	45%	45%	45%
Fire/EMS/Public Service Responses	49,943	51,500	51,500
Refuse Collected on County and Contracted Routes (Tons)	37,976	37,481	31,000
Total Curbside Recycling Tonnage Collected	14,069	14,250	14,250
Licensed Child Care Facilities (Family Day Care Homes)	160	165	165
Number of registrations in Parks and Recreation programs	42,380	44,000	46,000
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	4,870	4,850	4,900
Police response time for Priority I calls (minutes from dispatch to arrival)	4:45	4:58	5:10

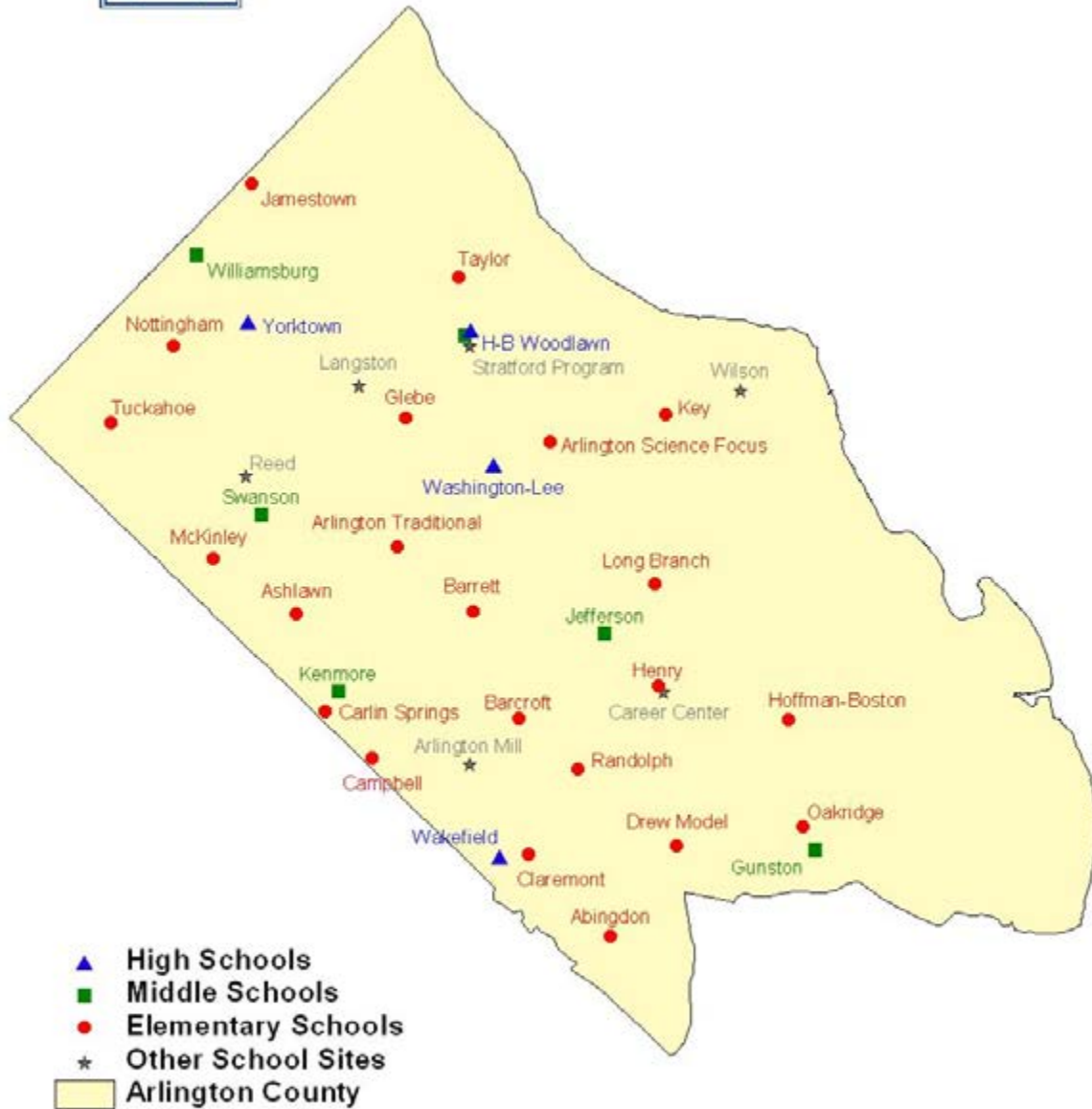
\*The County's General Obligation Bond Rating was reaffirmed in May 2014.



# Arlington Public Schools Profile



## Arlington Public Schools



## Arlington Public Schools Profile

Arlington Public Schools represent one of the nation's most diverse and sophisticated student populations. Our 23,316 students come from around the world and speak more than 98 languages. We operate more than 30 schools and programs designed to meet individual student needs. Several of our programs are unique. These include:

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

Academic Standards are high in Arlington's schools. Students consistently score well above state and national averages on standardized tests, including the SAT, which is taken by 69% of Arlington high school graduates. The Arlington average for combined critical reading, writing and math SAT scores in 2012-2013 was 1645. The average for the State of Virginia was 1528 and the national average was 1498.

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

The school system operates twenty-two elementary schools, five middle schools, 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	22
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

## Enrollment

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
<b>ELEMENTARY SCHOOLS</b>						
Abingdon	504	505	543	578	636	58
Arl. Science	547	575	576	611	639	28
Arl. Traditional	448	490	497	503	502	-1
Ashlawn	429	489	533	567	644	77
Barcroft	411	441	482	490	521	31
Barrett	544	556	559	547	564	17
Campbell	402	435	418	430	453	23
Carlin Springs	600	583	584	584	573	-11
Claremont	528	578	676	728	732	4
Drew	556	590	618	641	671	30
Glebe	490	522	561	563	581	18
Henry	406	445	430	459	490	31
Hoffman Boston	393	381	402	406	509	103
Jamestown	581	597	626	614	610	-4
Key	649	649	661	681	708	27
Long Branch	513	514	488	526	530	4
McKinley	489	501	559	540	562	22
Nottingham	584	615	659	741	756	15
Oakridge	624	671	670	706	744	38
Randolph	432	427	423	430	440	10
Reed	26	20	20	22	52	30
Taylor	686	699	737	744	784	40
Tuckahoe	638	685	670	682	692	10
<b>TOTAL</b>	<b>11,480</b>	<b>11,968</b>	<b>12,392</b>	<b>12,793</b>	<b>13,393</b>	<b>600</b>
<b>SECONDARY SCHOOLS</b>						
Gunston	721	733	744	797	836	39
Jefferson	594	681	786	834	857	23
Kenmore	704	741	762	809	841	32
Swanson	892	865	967	994	1,037	43
Williamsburg	948	903	961	1,001	1,044	43
H-B Woodlawn	606	613	623	635	624	-11
Wakefield	1,344	1,399	1,430	1,483	1,567	84
Washington-Lee	1,914	1,927	1,980	1,952	2,001	49
Yorktown	1,723	1,776	1,754	1,738	1,737	-1
<b>TOTAL</b>	<b>9,446</b>	<b>9,638</b>	<b>10,007</b>	<b>10,243</b>	<b>10,544</b>	<b>301</b>
<b>OTHER</b>						
Stratford	44	46	51	48	50	2
Arlington Mill	181	123	105	161	172	11
Langston	90	66	58	71	54	-17
<b>TOTAL</b>	<b>315</b>	<b>235</b>	<b>214</b>	<b>280</b>	<b>276</b>	<b>-4</b>

## 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, 2013 was 23,316. The total number of students projected for September 2014 is 24,213.

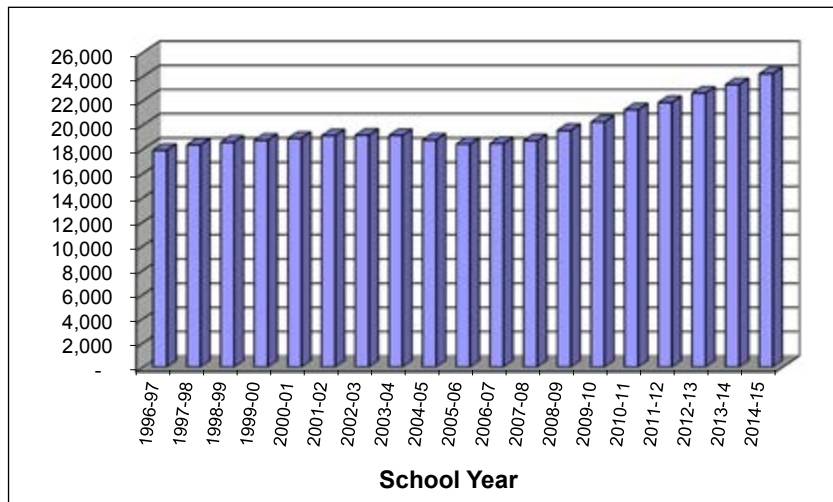
The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and pre-kindergarten special education students.

Enrollment has grown from 18,744 in FY 2005 to a projected 24,213 in FY 2015 representing a 29.2% increase during that period. For FY 2015, an increase of 897 students is expected over the previous (September 30, 2013) membership count. The average annual increase over the past ten years is approximately 2.59%.

ENROLLMENT			
SCHOOL YEAR*	STUDENTS	CHANGE	CHANGE
1996-97	17,895		
1997-98	18,342	447	2.5%
1998-99	18,564	222	1.2%
1999-00	18,723	159	0.9%
2000-01	18,882	159	0.8%
2001-02	19,097	215	1.1%
2002-03	19,140	43	0.2%
2003-04	19,120	-20	-0.1%
2004-05	18,744	-376	-2.0%
2005-06	18,411	-333	-1.8%
2006-07	18,451	40	0.2%
2007-08	18,684	233	1.3%
2008-09	19,534	850	4.5%
2009-10	20,233	699	3.6%
2010-11	21,241	1008	5.0%
2011-12	21,841	600	2.8%
2012-13	22,613	772	3.5%
2013-14	23,316	703	3.1%
2014-15 Projection	24,213	897	3.8%

\*As of September 30

### ENROLLMENT TRENDS



# Enrollment

## STUDENT ENROLLMENT BY SPECIAL POPULATIONS

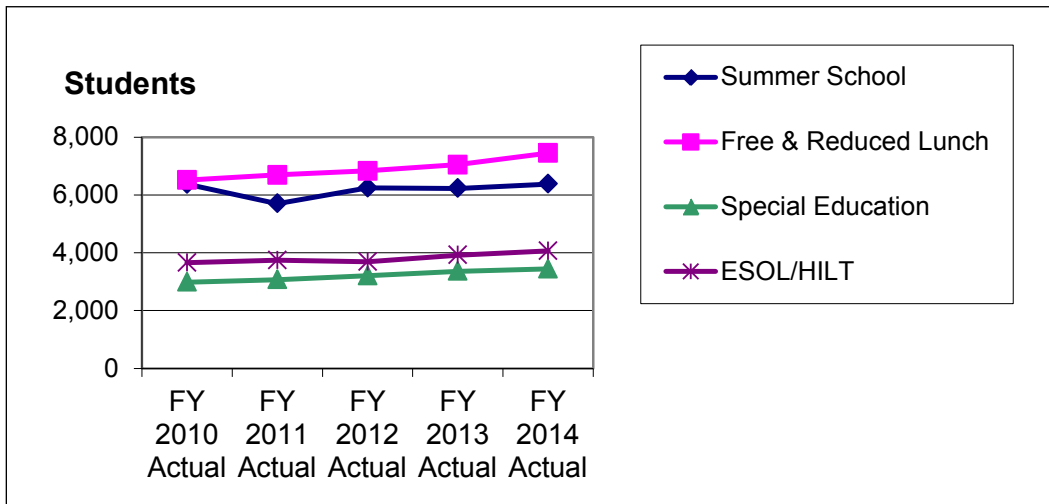
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	5 YEAR	5 YEAR %	FY 2015
STUDENTS	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	INCREASE	INCREASE	PROJECTED
Elementary Preschool*	972	1040	1044	1040	1040	68	7.0%	1211
Elementary (K-5)	9,766	10,440	10,924	11,352	11,753	1,987	20.3%	12,182
Middle	3,908	4,081	4,151	4,448	4,659	751	19.2%	4,842
High	5,285	5,365	5,487	5,559	5,584	299	5.7%	5,702
Stratford	42	44	46	51	48	6	14.3%	50
Arlington Mill/Langston**	260	271	189	163	232	-28	-10.8%	226
<b>TOTAL</b>	<b>20,233</b>	<b>21,241</b>	<b>21,841</b>	<b>22,613</b>	<b>23,316</b>	<b>3,083</b>	<b>15.2%</b>	<b>24,213</b>
Summer School	6,374	5,700	6,241	6,229	6,379	5	0.1%	6,624
Free & Reduced Lunch	6,515	6,694	6,835	7,049	7,453	938	14.4%	n/a
Special Education***	2,987	3,073	3,204	3,360	3,440	453	15.2%	3,734
ESOL/HILT	3,656	3,743	3,689	3,919	4,064	408	11.2%	3,974

\* 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 2015 does not include dual enrolled students (80 dual enrolled students are projected for FY 2015).

## DEMOGRAPHIC TRENDS OF SPECIAL POPULATIONS



# Enrollment Projections

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

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

## METHOD OF PROJECTING ENROLLMENTS

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

### RESIDENT LIVE BIRTHS

“Resident live birth” does not mean a baby born in Arlington County - it means a baby born to a resident of Arlington County. The Office of Vital Statistics in Richmond provides this number. As people move, many of those babies born to Arlington residents won't be here five years later. Over the past three school years, about 84% of the resident live births for a year actually enroll in our kindergarten classes five years later. We use this 84% figure to estimate enrollment projections for kindergarten. For example, 84% of the 2009 “resident live births” figure will be used to estimate the 2014 kindergarten class.

### GRADE-BY-GRADE AND SCHOOL-BY-SCHOOL

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

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

### CHANGES IN ARLINGTON RESIDENTIAL PATTERNS OR SCHOOL PROGRAMS

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

# Enrollment Projections

## ACCURACY OF PROJECTIONS

Individual school and grade level projections are more subject to variation than the overall school system numbers. Enrollment estimates are more accurate one year ahead than those projecting five years ahead. Over the past five years, one-year enrollment projections for Arlington Public Schools have varied from the actual enrollment by an average of about half a percent. The projection for the 2012-2013 school year was 22,723 and the actual enrollment as of September 30, 2012, totaled 22,613, a difference of -110 students (-0.5%), distributed across 33 schools. The projection for the 2013-2014 school year was 23,721 and the actual enrollment as of September 30, 2013, totaled 23,316; a difference of -405 students (-1.7%) distributed across 33 schools.

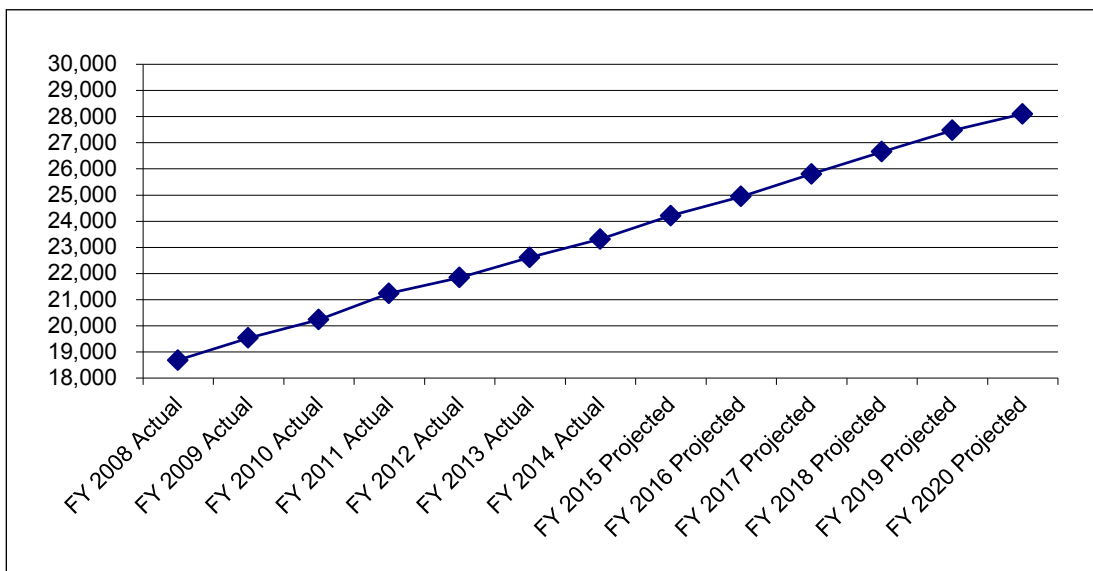
The following table shows the enrollment projections for FY 2015 through FY 2020. The enrollment for elementary schools includes all pre-K students in the Virginia Preschool Initiative (VPI) classes, Montessori and Pre-K Special Education programs. Other Programs include Arlington Mill High School, Langston High School Continuation Program, and the Stratford Program.

### FY 2015 – FY 2020 ENROLLMENT PROJECTIONS

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Elementary Schools	13,393	13,743	14,126	14,442	14,565	14,670
Secondary Schools	10,544	10,890	11,369	11,866	12,534	13,060
Other Programs	276	313	313	348	377	378
<b>TOTAL</b>	<b>24,213</b>	<b>24,946</b>	<b>25,808</b>	<b>26,656</b>	<b>27,476</b>	<b>28,108</b>

The following graph shows actual enrollment as of September 30 of each year for FY 2008 through FY 2014. The enrollment numbers for FY 2015 through FY 2020 are projected.

### ENROLLMENT



## 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 & 3	22.0:1	(Recommended maximum class size 26)
Grades 4 & 5	23.0:1	(Recommended maximum class size 27)
Middle School	23.4:1	
High School	25.4:1	

More detail on the staffing ratios is listed in the FY 2015 Adopted Budget Planning Factor document included in the Supplemental Information section and at the following website address: [www.apsva.us/planningfactors](http://www.apsva.us/planningfactors).

### CLASS SIZE

The following reflects the average class size in Arlington Public Schools for FY 2014 as reported in the WABE (Washington Area Boards of Education) Guide.

### STUDENTS PER CLASSROOM TEACHER

Elementary	21.1
Middle	20.4
High	19.5

### 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 2015 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 pre-K, 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	21.00
Music Teachers	1.40
Art Teachers	1.40
Reading Teachers	1.50
PE Teachers	2.00
Kindergarten Teachers & Assistants	10.00
VPI Teachers & Assistants	4.00
Math Coach	0.50
Resource Teacher for the Gifted	1.00
Instructional Technology Coordinator	0.80
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>73.30</b>

AVERAGE ENROLLMENT BY GRADE	
Kindergarten	99
Grade 1	98
Grade 2	98
Grade 3	88
Grade 4	88
Grade 5	83
<b>TOTAL ENROLLMENT</b>	<b>554</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	132
VPI	32
Special Ed Pre-K	12
Special Ed	56

## Typical School Staffing

TYPICAL STAFFING FOR AN AVERAGE MIDDLE SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	2.00
Administrative Assistants	7.00
Classroom Teachers	50.00
Health Ed Specialist	0.40
Guidance Counselors	3.80
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	25.00
ESOL/HILT Staffing	4.80
Custodians	9.50
<b>TOTAL</b>	<b>115.70</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 6	314
Grade 7	304
Grade 8	305
<b>TOTAL ENROLLMENT</b>	<b>923</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	63
Special Education	165

TYPICAL STAFFING FOR AN AVERAGE HIGH SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.50
Administrative Assistants	15.50
Classroom Teachers	83.00
Health Ed Specialist	0.60
Guidance Counselors	7.80
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	38.20
ESOL/HILT Staffing	8.20
Custodians	20.00
<b>TOTAL</b>	<b>196.80</b>

AVERAGE ENROLLMENT BY GRADE	
Grade 9	463
Grade 10	460
Grade 11	433
Grade 12	413
<b>TOTAL ENROLLMENT</b>	<b>1769</b>

AVERAGE ENROLLMENT BY CATEGORY	
ESOL/HILT	112
Special Education	272

## Personnel Resources

Salaries and benefits make up just over 76% of the total budget. The School Board's Adopted FY 2015 budget includes 4,159.27 positions. A number of positions were added to the budget to accommodate the projected increase in enrollment, for baseline adjustments, and for new required costs but in order to meet the revenue shortfall in FY 2015, a number of positions were reduced. Below is a summary of the positions added and reduced. Details can be found on pages 22-45.

For FY 2015, an additional 100.50 positions were added due to the projected increase in enrollment:

- An increase of 45.10 positions at the elementary schools
  - 26.40 teachers
  - 16.30 assistants
  - 0.40 guidance counselors
  - 2.00 clerical
- An increase of 25.50 positions at the middle schools
  - 13.70 teachers
  - 8.00 assistants
  - 0.80 guidance counselors
  - 1.00 librarian
  - 1.00 assistant principal
  - 1.00 clerical
- An increase of 23.60 positions at the high schools including the Career Center
  - 15.80 teachers
  - 8.00 assistants
  - -0.20 guidance counselors
  - 0.50 assistant principal
  - -0.50 clerical
- An increase of 6.30 positions in central instructional support departments

Baseline adjustments result in an increase of 9.20 positions:

- An increase of 4.50 teacher positions, 1.00 principal position, 1.00 principal assistant position, and 0.20 instructional technology coordinator position at the elementary schools
- An increase of 5.00 teacher positions at the middle schools
- A decrease of 3.50 teacher positions at the high schools
- A decrease of 2.50 staff contingency teacher positions
- A decrease of 2.00 site coordinator positions (moved funds of 1.0 FTE to contract services)
- An increase of 5.50 custodian positions across the schools

Baseline Grant Fund adjustments result in a decrease of 72.19 positions:

- A decrease of 72.19 positions in Grant Funds (accounting adjustment made based on current FTE-no budget impact)

# Personnel Resources

Budget reductions include 26.30 position reductions:

- A decrease of 4.30 positions in the schools
- A decrease of 20.00 school-based positions in departments and programs
- A decrease of 2.00 positions in departments and programs

As outlined on pages 22-45, new required costs add 39.10 positions:

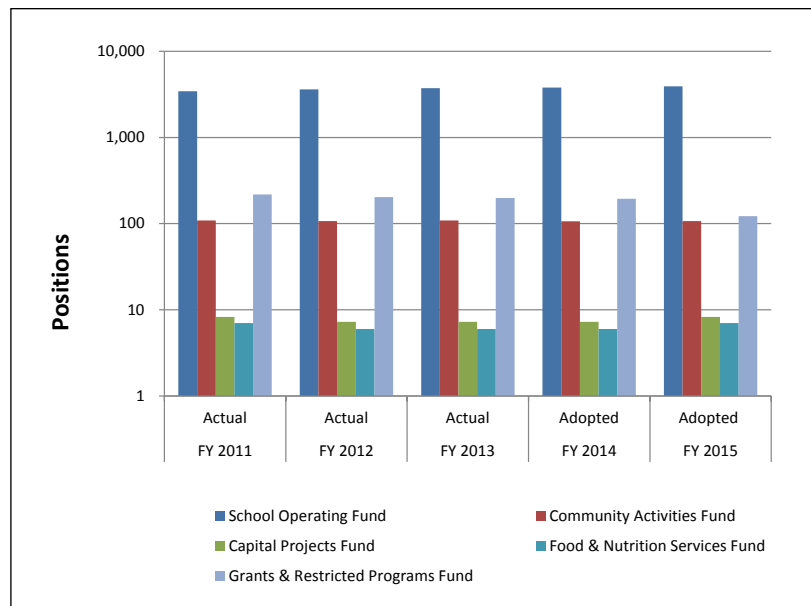
- An increase of 27.10 positions in the schools
- An increase of 6.50 school-based positions in departments and programs
- An increase of 5.50 positions in departments and programs

The additions and reductions listed above, when added to the FY 2014 Adopted Budget position total, result in the FY 2015 School Board's Adopted Budget figure of 4,159.27 positions, a net increase of 50.31 positions.

## ALL FUNDS POSITION SUMMARY

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
School Operating Fund	3,428.51	3,614.16	3,726.61	3,794.76	3,914.76
Community Activities Fund*	108.50	107.00	108.50	106.50	107.00
Capital Projects Fund	8.25	7.25	7.25	7.25	8.25
Debt Service Fund	0.00	0.00	0.00	0.00	0.00
Food & Nutrition Services Fund*	7.00	6.00	6.00	6.00	7.00
Comprehensive Services Act Fund	0.00	0.00	0.00	0.00	0.00
Grants & Restricted Programs Fund*	218.00	203.00	198.75	194.45	122.26
<b>TOTAL</b>	<b>3,770.26</b>	<b>3,937.41</b>	<b>4,047.11</b>	<b>4,108.96</b>	<b>4,159.27</b>

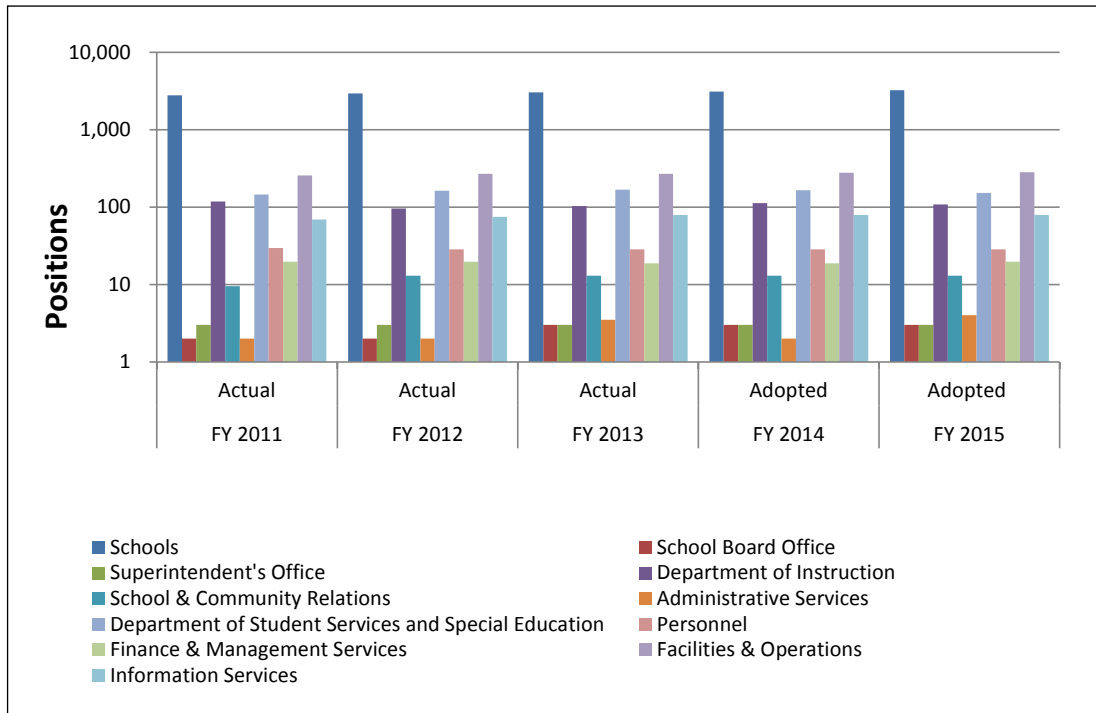
\*Each of these funds includes significant numbers of hourly employees to include Extended Day aides, Cafeteria workers, and Special Education assistants.



# Personnel Resources

## SCHOOL OPERATING FUND POSITION SUMMARY

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
	ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
Schools	2,774.36	2,944.06	3,038.11	3,091.96	3,222.96
School Board Office	2.00	2.00	3.00	3.00	3.00
Superintendent's Office	3.00	3.00	3.00	3.00	3.00
Department of Instruction	117.85	95.90	102.90	112.50	108.00
School & Community Relations	9.50	13.00	13.00	13.00	13.00
Administrative Services	2.00	2.00	3.50	2.00	4.00
Department of Student Services and Special Education	144.80	161.90	167.80	165.00	152.50
Human Resources	29.50	28.50	28.50	28.50	28.50
Finance & Management Services	19.75	19.75	18.75	18.75	19.75
Facilities & Operations	256.75	269.25	269.25	278.25	281.25
Information Services	69.00	74.80	78.80	78.80	78.80
<b>TOTAL</b>	<b>3,428.51</b>	<b>3,614.16</b>	<b>3,726.61</b>	<b>3,794.76</b>	<b>3,914.76</b>



## BUDGET FORECAST

REVENUE	FY 2015 SCHOOL BOARD'S ADOPTED		FY 2016 PROJECTED	FY 2017 PROJECTED	FY 2018 PROJECTED
	FUNDS	FTE	FUNDS	FUNDS	FUNDS
Prior Year Budget - All Funds	\$523,048,115		\$539,421,080	\$540,323,151	\$551,306,737
Increase in County Revenue	\$19,594,362		\$12,076,252	\$8,988,104	\$9,035,947
Increase in County Revenue for increased enrollment	\$0		\$0	\$0	\$0
Increase/(Decrease) in Carryforward	(\$1,000,000)		\$0	\$0	\$0
County Re-estimated Revenue (one-time funds)	\$0		\$0	\$0	\$0
County Re-estimated Revenue (one-time funds) - Prior Year	(\$3,065,270)		\$0	\$0	\$0
Increase/(Decrease) in Local Revenue	\$819,213		\$300,000	\$300,000	\$300,000
Increase/(Decrease) in State Funds - All funds	\$2,556,538		\$2,147,711	\$1,195,483	\$1,258,839
Increase/(Decrease) in Federal Revenue	(\$904,066)		(\$200,000)	(\$200,000)	(\$200,000)
<b>TOTAL REVENUE</b>	<b>\$541,048,892</b>		<b>\$553,745,043</b>	<b>\$550,606,737</b>	<b>\$561,701,523</b>
Partial Use of VRS Reserve in Prior Year Budget	\$0		(\$3,750,000)	\$0	(\$1,500,000)
Partial Use of Reserve for Debt Service in Prior Year Budget	(\$1,400,000)		(\$265,000)	(\$1,700,000)	(\$900,000)
Reserve to Offset Increases in FY 2014 Budget	(\$15,349,704)		\$0	\$0	\$0
Reserve to Offset Increases in FY 2015 Budget	\$11,106,892		(\$11,106,892)	\$0	\$0
Partial Use of VRS Reserve in Current Year Budget	\$3,750,000		\$0	\$1,500,000	\$0
Partial Use of Reserve for Debt Service in Current Year Budget	\$265,000		\$1,700,000	\$900,000	\$760,000
<b>TOTAL FUNDS AVAILABLE</b>	<b>\$539,421,080</b>		<b>\$540,323,151</b>	<b>\$551,306,737</b>	<b>\$560,061,523</b>
<b>EXPENDITURES</b>					
Prior Year Budget - All Funds	\$523,048,115	4108.96	\$539,421,080	\$540,323,151	\$551,306,737
Salaries and Benefits Baseline Adjustments	\$7,816,233		\$0	\$3,000,000	\$0
Compensation	\$9,200,000		(\$2,200,000)	\$0	\$0
Enrollment	\$9,896,801	100.50	\$8,878,000	\$8,214,000	\$8,250,000
Baseline Savings	(\$9,133,589)	(80.19)	(\$3,047,512)	(\$2,003,966)	(\$684,000)
Contractual Obligations	\$480,361		\$4,110,216	\$2,502,737	\$5,190,971
Additional Funds for Baseline Services	\$1,444,612	15.20	\$617,118	\$525,667	\$319,301
Additional Costs for New Capacity	\$227,100	\$2	\$5,018,095	\$1,388,781	\$5,100,014
<b>Projected Expenditures</b>	<b>\$542,979,633</b>	<b>4146.47</b>	<b>\$552,796,997</b>	<b>\$553,950,370</b>	<b>\$569,483,023</b>
<b>EFFICIENCIES AND SAVINGS</b>	<b>(\$3,969,601)</b>	<b>(26.30)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>NEW BUDGET REQUESTS</b>	<b>\$6,267,230</b>	<b>39.10</b>	<b>(\$700,000)</b>	<b>\$0</b>	<b>\$0</b>
<b>CAPITAL RESERVE</b>	<b>\$0</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>BUDGET RESERVE</b>	<b>(\$5,856,182)</b>		<b>(\$275,622)</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL EXPENDITURES</b>	<b>\$539,421,080</b>	<b>4159.27</b>	<b>\$551,821,375</b>	<b>\$553,950,370</b>	<b>\$569,483,023</b>
<b>Surplus/(Shortfall)</b>	<b>\$0</b>		<b>(\$11,498,224)</b>	<b>(\$2,643,632)</b>	<b>(\$9,421,500)</b>
<b>POSSIBLE COMPENSATION ADJUSTMENTS</b>					
Step increase			\$8,700,000	\$9,400,000	\$10,100,000
1% Compensation adjustment			\$3,700,000	\$3,900,000	\$4,100,000
TSA Match - return to 2.3% or \$840			\$3,650,000	\$3,650,000	\$3,650,000
<b>Surplus/(Shortfall)</b>			<b>(\$27,548,224)</b>	<b>(\$19,593,632)</b>	<b>(\$27,271,500)</b>

## Budget Forecast

The budget forecasts for FY 2016 through FY 2018 are based on the adopted budget for FY 2015. Given the revenue and expenditure assumptions below, the potential deficits or surpluses are as shown above. However, should any of the variables change, the surpluses or shortfalls will change as well and could be higher or lower. These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 2,443 additional students projected to enroll in APS in FY16 through FY18. These forecasts are not intended to show the effects of any programmatic decisions that might be made in any of those years.

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

### REVENUE ASSUMPTIONS

- County Transfer – Assumes 2.1% growth in total County local tax revenue in FY 2016 and 2% growth each year from FY 2017 through FY 2018. The County Transfer amount is based on 45.9% of total County local tax revenue, as that is the percentage share the Schools will receive in FY 2015. Any tax increases in future years for either the County or the Schools will change the Schools share and would change the projected revenue in the out years.
- State Revenue – Assumes some growth in State funding beyond FY 2015 strictly for increased enrollment based on the Governor's introduced biennial budget for 2014-2016. Any changes in state revenue adopted by the General Assembly 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 decrease in Federal revenue each year based on historical trends.
- Carry Forward – Assumes Carry Forward will remain at the same level as FY 2015.
- Reserves – The School Board has created a number of reserves over the past four years as a way to help offset the increasing costs of capital, VRS, debt service, and other unfunded liabilities in the out years. In addition, the School Board has allocated funds from closeout of the past two fiscal years to create reserves to help defray one-time costs in the next fiscal year budget. Reserves are used in the forecast to partially offset any projected increases in VRS and debt service in the FY 2015 budget and in the out years until depleted as well as offset one-time costs in the FY 2015 budget. 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.

### EXPENDITURE ASSUMPTIONS

- *Salaries and Benefits Baseline Adjustments includes:*
  - o Estimated changes in the salary base from the prior year adopted budget to current and on board
  - o Projected increases in fringe benefit rates.
    - ◆ Using the rates projected in a study conducted by the Virginia School Boards Association, the VRS retirement rate for professional staff is estimated to remain level in FY 2016, increase one percentage point in FY 2017, and remain level in FY 2018. 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 2015 in the out years
    - ◆ Health insurance premiums are projected to increase \$1.5 million per year based on premium increases of 10% in FY 2016 and beyond

## Budget Forecast

- *Compensation* in FY 2015 consists of a 2% cost of living adjustment for eligible employees, as well as a \$500 one-time bonus for all eligible employees. The baseline forecast does not include any step increases or compensation adjustments in FY 2016 and beyond. The estimated costs of increased compensation in the out years are shown at the bottom of the forecast.
- *Enrollment includes:*
  - *Changes in enrollment* which includes additional positions and additional materials and supplies resulting from applying the FY 2015 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.
- *Baseline Savings* includes costs removed from the budget because they are one-time costs, 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 funding for technology, additional funding for VPI as a result of the loss of state grant funding, and additional custodians for schools with increased square footage as a result of either additional relocatables or new construction.
- *Additional Costs for New Capacity* includes 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 furniture, technology, library materials, buses, etc.
- *Efficiencies and Reductions* includes those items removed from or reduced in the FY 2015 budget in order to eliminate the shortfall such as changes in planning factors and reductions in central departments.
- *Additions to Budget* includes those items added to the FY 2015 budget as outlined on pages 36-45 in the Introduction Section. These new required costs continue in FY 2016 and beyond except for any one-time costs associated with these requirements which are removed in FY 2016.
- *Budget Reserve* includes those funds that remain from the reserve created with FY 2013 closeout funds to offset one-time costs in the FY15 budget. These funds are offset by the reduction for the funds that remained in the FY 2014 budget from the reserve created with FY 2012 closeout funds to offset one-time costs in the FY14 budget. The funds remaining in the Budget Reserve in FY15 will be used to offset one-time costs in the FY16 budget.
- *Possible Compensation Adjustments* outlines the costs of possible adjustments to compensation and their collective effect on the surplus or shortfall each year.



## Bond Amortization Schedule

### BOND AMORTIZATION

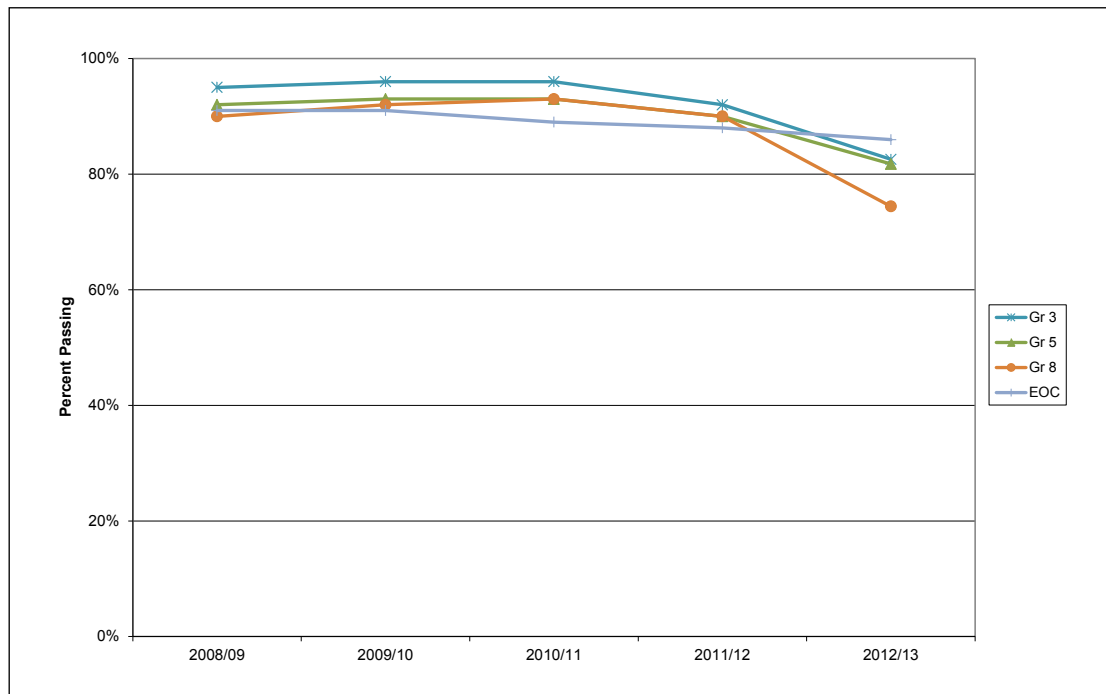
FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2015	\$30,012,163	\$15,225,615	\$45,237,778
2016	\$31,592,092	\$16,562,052	\$48,154,144
2017	\$32,957,137	\$16,994,322	\$49,951,458
2018	\$35,688,407	\$18,798,600	\$54,487,007
2019	\$37,979,882	\$20,512,695	\$58,492,577
2020	\$37,828,964	\$21,682,720	\$59,511,684
2021	\$39,681,001	\$22,342,777	\$62,023,778
2022	\$40,571,017	\$23,530,243	\$64,101,260
2023	\$41,615,024	\$23,927,288	\$65,542,313
2024	\$41,831,964	\$22,397,329	\$64,229,293
2025	\$42,189,525	\$20,850,749	\$63,040,274
2026	\$39,994,525	\$18,941,446	\$58,935,971
2027	\$42,419,525	\$17,033,959	\$59,453,484
2028	\$37,444,525	\$15,157,128	\$52,601,653
2029	\$33,769,525	\$13,497,376	\$47,266,901
2030	\$33,769,525	\$11,940,524	\$45,710,049
2031	\$32,554,525	\$10,407,971	\$42,962,496
2032	\$31,019,525	\$8,904,153	\$39,923,678
2033	\$28,794,525	\$7,456,019	\$36,250,544
2034	\$23,622,250	\$6,178,867	\$29,801,118
2035	\$21,799,250	\$5,021,447	\$26,820,698
2036	\$18,883,750	\$3,946,062	\$22,829,813
2037	\$17,223,750	\$3,001,875	\$20,225,625
2038	\$13,773,750	\$2,140,688	\$15,914,438
2039	\$10,755,000	\$1,452,000	\$12,207,000
2040	\$8,155,000	\$914,250	\$9,069,250
2041	\$5,880,000	\$506,500	\$6,386,500
2042	\$3,030,000	\$212,500	\$3,242,500
2043	\$810,000	\$61,000	\$871,000
2044	\$410,000	\$20,500	\$430,500
	<b>\$816,056,126</b>	<b>\$349,618,655</b>	<b>\$1,165,674,782</b>

## Achievement Measures

The following charts demonstrate the level of achievement by Arlington Public School students on the Virginia Standards of Learning (SOL) assessments taken between 2009 and 2013 as well as the progress made towards eliminating the achievement gap. Overall progress on the Virginia State Standards of Learning assessments on four different levels (Grade 3, Grade 5, Grade 8 and End-of-Course (EOC)) are displayed in Figure 1. Figure 2 shows the number of Arlington Schools that are fully accredited according to state standards. Figures 3, 4 and 5 focus on eliminating the achievement gap among groups of students. The gaps between Asian and white students (Figure 3), between black and white students (Figure 4), and between Hispanic and white students (Figure 5) show that the achievement gaps have not changed significantly.

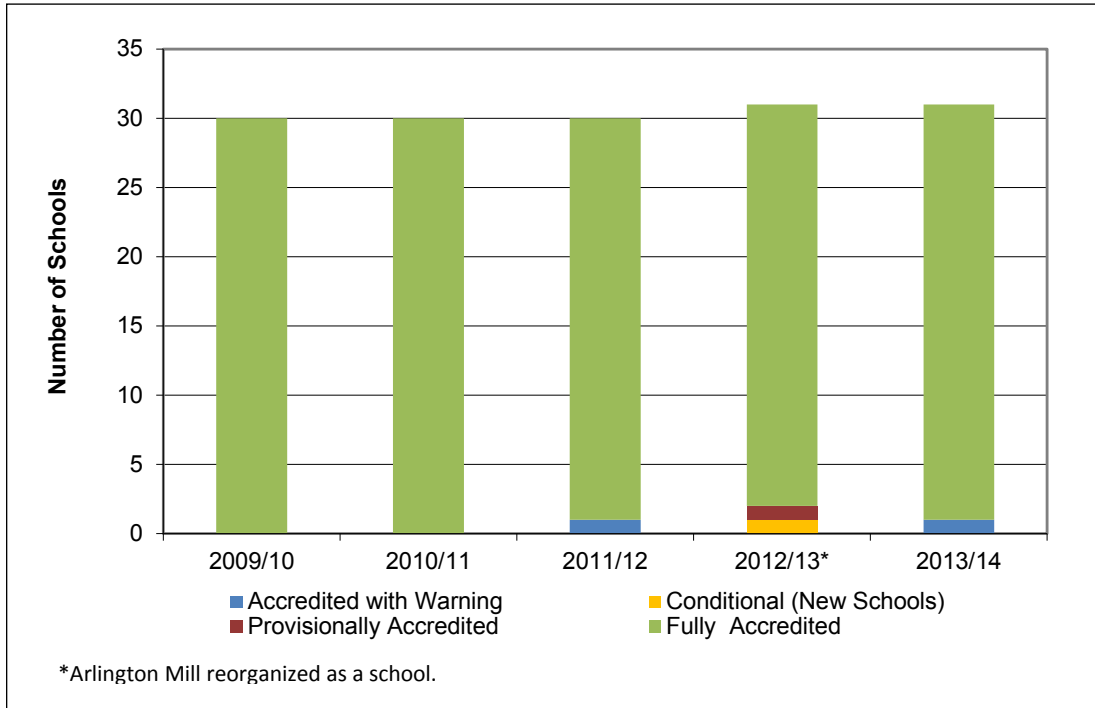
Passing rates dropped in Arlington and across VA with the introduction of rigorous new reading, writing and science Standards of Learning (SOL) tests during 2012-2013, as well as a second year of results from more challenging mathematics assessments.

**Figure 1:** Overall Results by Test Level

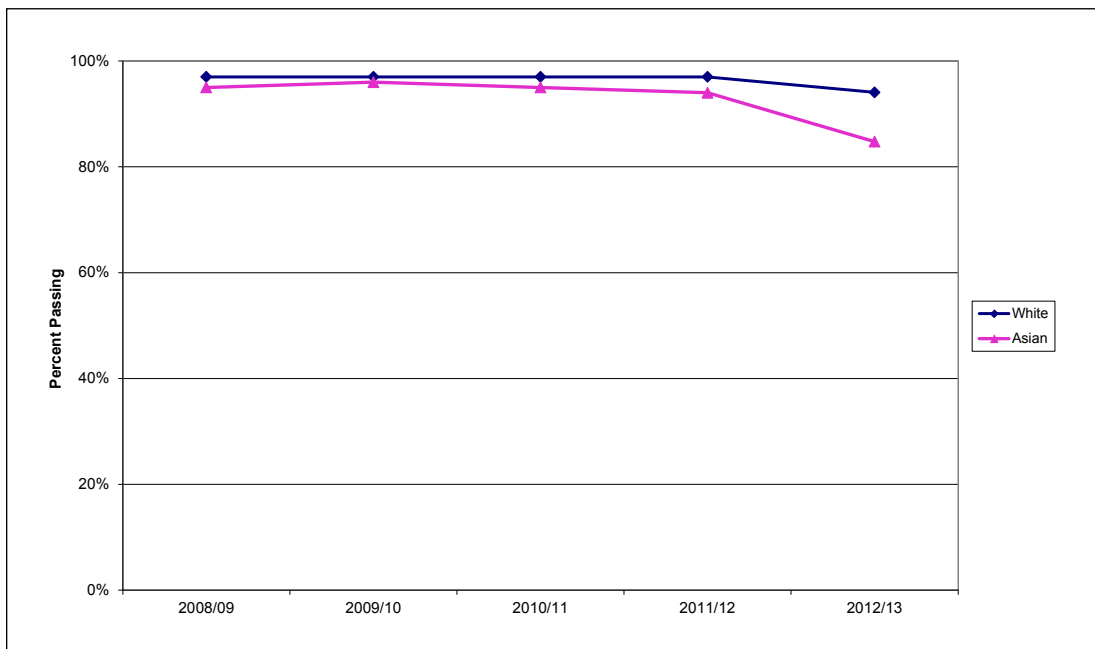


# Achievement Measures

**Figure 2:** Arlington Public Schools by Accreditation Ratings

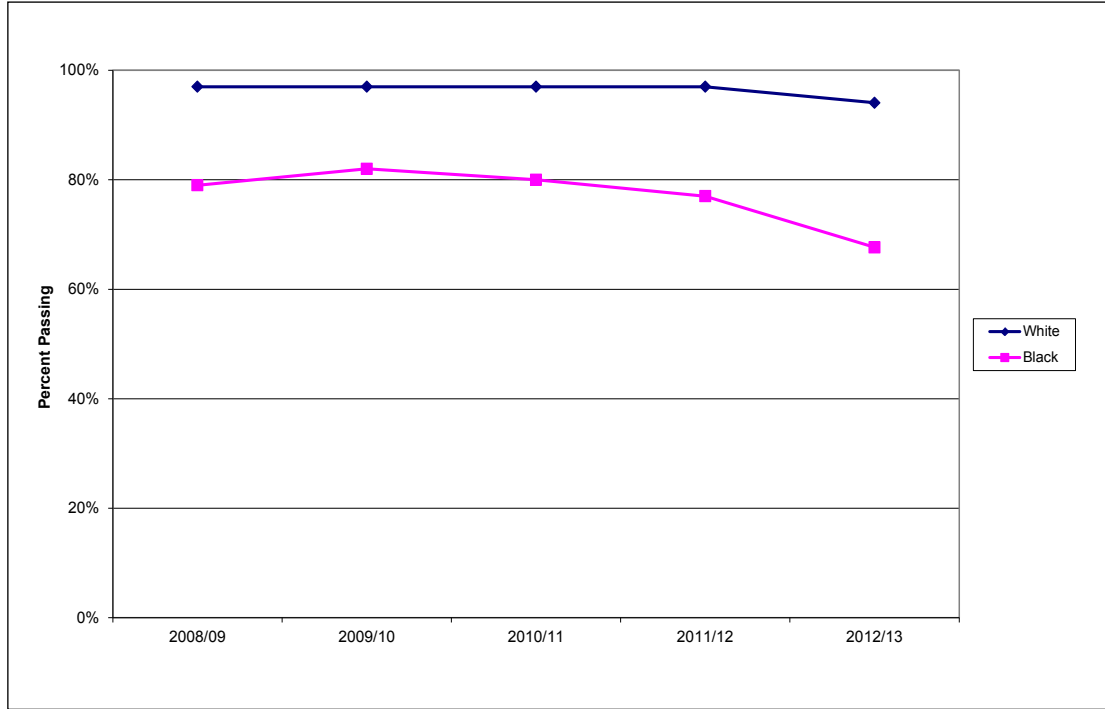


**Figure 3:** Combined Results for Asian and White Students—Grades 3 to 8 and End of Course

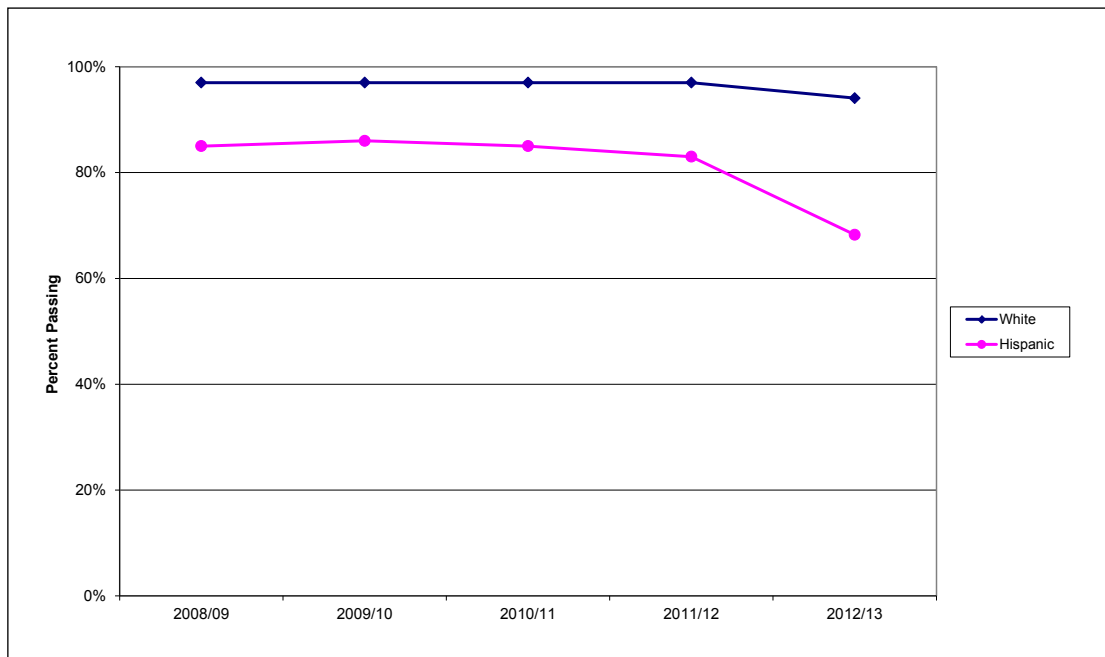


# Achievement Measures

**Figure 4:** Combined Results for Black and White Students—Grades 3 to 8 and End of Course



**Figure 5:** Combined Results for Hispanic and White Students—Grades 3 to 8 and End of Course



# Achievement Measures

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	I.1.a. Percentage of students grades 3-5 scoring proficient or above	89.8	90.5	89.7	89.6	78.3 <sup>ns</sup>						90-95
Mathematics	I.1.b. Percentage of students grades 3-5 scoring proficient or above	88.7	91.7	93.1	81.0 <sup>ns</sup>	80.5						90-95
Science	I.1.c. Percentage of students grades 3 and 5 scoring proficient or above	90.1	91.1	91.3	91.6	84.0 <sup>ns</sup>						90-95
History/Social Science	I.1.d. Percentage of students grades 3 and 4 scoring proficient or above	86.7	89.4	89.5 <sup>ns</sup>	90.1	90.0						90-95
<b>Middle School SOLs – Grades 6, 7 &amp; 8</b>												
English/Reading	I.2.a. Percentage of students grades 6-8 scoring proficient or above	88.5	88.7	89.3	88.1	77.4 <sup>ns</sup>						90-95
Mathematics	I.2.b. Percentage of students grades 6-8 scoring proficient or above	80.4	80.2	80.7	75.9 <sup>ns</sup>	79.3						90-95
Science	I.2.c. Percentage of students grades 6-8 scoring proficient or above	89.0	90.9	92.1	93.7	79.5 <sup>ns</sup>						90-95
History/Social Science	I.2.d. Percentage of students grades 6-8 scoring proficient or above	81.4	85.0	86.4 <sup>ns</sup>	85.1	85.9						90-95
<b>High School SOLs – End of Course</b>												
English/Reading	I.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test	95.4	93.5	96.0	94.9	88.7 <sup>ns</sup>						90-95
Mathematics	I.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests	89.7	90.0	90.5	82.5 <sup>ns</sup>	80.3						90-95
Science	I.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests	88.8	88.9	89.7	92.5	85.2 <sup>ns</sup>						90-95
History/Social Science	I.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests	93.4	93.6	83.0 <sup>ns</sup>	84.8	85.9						90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	93.1	95.0	93.5	93.9	85.2 <sup>ns</sup>						90-95
<b>On-time graduates (1256)</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	74.0						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	54.7						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	91.3						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	65.5						65-70
SAT/ACT Participation	1.9. Percentage of graduating seniors taking SAT or ACT during high school career	66.9	69.4	71.6	73.2	72.9						70-75
SAT Performance	1.10 Mean total score (critical reading + mathematics + writing)	1623	1660	1627	1641	1664						1615*
ACT Performance	1.11 Mean composite score	23.2	24.7	23.0	24.7	25.2						23*
Dual Enrollment	1.12 Percentage of grade 9-12 students completing at least one dual enrollment course	2.1	4.1	4.9	5.8	5.0						6-8

\*Benchmark based on Baldrige award-winning districts

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

Note: Under Goal 1, APS has in many cases already met or exceeded the 2017 targets; our primary challenge is to maintain these relatively high levels of performance.

# 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>												
Pre-K 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	83.7					85-90
		Black	82.4	77.6	86.2	86.3	85.8					85-90
		Hispanic	83.5	79.1	86.3	83.9	85.1					85-90
		White	89.1	88.2	90.1	89.1	92.7					85-90
		EconDis	85.5	78.3	84.8	82.6	83.8					85-90
		LEP	83.6	78.7	85.1	81.3	83.2					85-90
		SWD	88.8	90.4	91.0	93.4	92.9					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 (Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services (Economically Disadvantaged, LEP, SWD).	Asian	20.5	20.0	18.6	19.1	21.6					0-5
		Black	12.4	12.1	11.4	11.9	13.0					0-5
		Hispanic	10.5	10.7	11.9	11.9	12.1					0-5
		White	27.2	27.4	27.7	28.1	28.8					0-5
		EconDis	9.7	9.2	9.5	9.5	10.2					0-5
		LEP	7.2	6.9	7.2	8.4	7.1					0-5
		SWD	6.6	7.5	7.7	8.4	9.5					0-5
<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	93.2	90.6	92.2	78.4 <sup>ns</sup>					90-95
		Black	75.3	76.5	81.4	78.0	57.6 <sup>ns</sup>					90-95
		Hispanic	83.4	84.0	79.0	79.6	58.6 <sup>ns</sup>					90-95
		White	96.3	96.3	96.8	96.4	91.6 <sup>ns</sup>					90-95
		EconDis	81.1	81.4	77.9	77.1	52.5 <sup>ns</sup>					90-95
		LEP	84.4	85.1	80.1	80.1	53.4 <sup>ns</sup>					90-95
		SWD	73.4	75.8	71.5	69.1	50.2 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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>Elementary School SOLs – Grades 3, 4 &amp; 5</b>												
Mathematics	2.1.b. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	92.7	95.7	94.9	83.13 <sup>ns</sup>	82.4					90-95
		Black	76.4	83.5	84.7	62.5 <sup>ns</sup>	62.5					90-95
		Hispanic	79.2	84.2	86.7	65.2 <sup>ns</sup>	65.7					90-95
		White	96.3	96.8	97.7	91.9 <sup>ns</sup>	90.9					90-95
		EconDis	76.7	83.6	85.0	61.2 <sup>ns</sup>	60.8					90-95
		LEP	80.2	85.5	87.2	67.2 <sup>ns</sup>	63.0					90-95
		SWD	65.5	68.7	73.2	50.9 <sup>ns</sup>	47.8					90-95
Science	2.1.c. Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	Asian	92.5	90.1	90.4	92.0	85.3 <sup>ns</sup>					90-95
		Black	77.0	77.6	81.1	77.3	66.0 <sup>ns</sup>					90-95
		Hispanic	81.4	80.5	82.8	81.5	65.0 <sup>ns</sup>					90-95
		White	97.2	98.2	97.7	98.3	95.6 <sup>ns</sup>					90-95
		EconDis	77.6	77.4	79.3	78.4	61.3 <sup>ns</sup>					90-95
		LEP	81.3	80.3	81.9	82.1	63.4 <sup>ns</sup>					90-95
		SWD	71.2	72.9	73.2	69.0	60.7 <sup>ns</sup>					90-95
History/Social Science	2.1.d. Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	Asian	89.1	91.4	70.8 <sup>ns</sup>	92.2	92.2					90-95
		Black	70.8	75.6	75.1 <sup>ns</sup>	73.5	78.5					90-95
		Hispanic	76.6	78.1	75.7 <sup>ns</sup>	81.0	79.5					90-95
		White	94.9	96.9	97.5 <sup>ns</sup>	97.0	96.5					90-95
		EconDis	70.5	74.6	72.8 <sup>ns</sup>	76.4	73.7					90-95
		LEP	76.3	78.8	77.4 <sup>ns</sup>	81.4	78.5					90-95
		SWD	67.8	68.3	71.9 <sup>ns</sup>	71.3	68.9					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.



## 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>												
English/Reading	2.2.a. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	88.7	91.0	91.2	90.0	76.1 <sup>ns</sup>					90-95
		Black	78.2	79.0	76.0	78.1	59.0 <sup>ns</sup>					90-95
		Hispanic	77.8	77.3	78.8	75.1	55.0 <sup>ns</sup>					90-95
		White	97.2	97.3	98.0	97.2	93.5 <sup>ns</sup>					90-95
		EconDis	74.5	74.9	75.1	74.2	51.2 <sup>ns</sup>					90-95
		LEP	72.8	73.5	75.4	73.4	39.8 <sup>ns</sup>					90-95
		SWD	58.4	61.0	65.0	61.3	39.0 <sup>ns</sup>					90-95
Mathematics	2.2.b. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	85.4	85.4	84.1	83.1 <sup>ns</sup>	81.3					90-95
		Black	65.1	62.7	58.5	52.3 <sup>ns</sup>	62.4					90-95
		Hispanic	64.5	63.2	65.7	56.9 <sup>ns</sup>	61.3					90-95
		White	92.5	93.1	93.5	91.2 <sup>ns</sup>	92.7					90-95
		EconDis	62.3	60.8	60.4	53.8 <sup>ns</sup>	59.4					90-95
		LEP	60.5	60.3	61.4	57.6 <sup>ns</sup>	55.0					90-95
		SWD	42.3	42.1	49.2	42.7 <sup>ns</sup>	40.7					90-95
Science	2.2.c. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	91.5	87.6	94.8	95.3	71.9 <sup>ns</sup>					90-95
		Black	77.3	86.5	84.8	87.0	59.5 <sup>ns</sup>					90-95
		Hispanic	77.9	82.0	83.0	87.1	62.0 <sup>ns</sup>					90-95
		White	99.2	97.9	97.9	98.8	95.3 <sup>ns</sup>					90-95
		EconDis	73.0	79.1	77.6	84.3	55.4 <sup>ns</sup>					90-95
		LEP	71.1	75.4	77.4	84.3	45.4 <sup>ns</sup>					90-95
		SWD	65.9	72.4	76.2	79.6	49.5 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	82.6	88.1	88.2 <sup>ns</sup>	90.1	87.6					90-95
		Black	67.0	72.9	72.9 <sup>ns</sup>	69.1	73.6					90-95
		Hispanic	68.6	69.9	72.0 <sup>ns</sup>	70.7	69.4					90-95
		White	91.7	95.6	96.7 <sup>ns</sup>	96.1	97.0					90-95
		EconDis	64.1	66.5	68.2 <sup>ns</sup>	67.5	66.3					90-95
		LEP	62.9	64.6	68.4 <sup>ns</sup>	69.5	61.0					90-95
		SWD	55.9	60.4	63.9 <sup>ns</sup>	61.5	58.0					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	97.9	94.4	96.9	93.5	87.6 <sup>ns</sup>					90-95
		Black	90.5	86.7	93.0	89.9	77.3 <sup>ns</sup>					90-95
		Hispanic	91.0	88.9	92.2	91.4	80.8 <sup>ns</sup>					90-95
		White	99.3	98.9	99.5	99.5	97.9 <sup>ns</sup>					90-95
		EconDis	90.7	87.2	91.9	87.8	78.8 <sup>ns</sup>					90-95
		LEP	87.1	82.0	87.6	86.8	66.5 <sup>ns</sup>					90-95
		SWD	85.2	79.5	90.4	85.6	70.9 <sup>ns</sup>					90-95
Mathematics	2.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	Asian	93.7	93.4	94.3	87.4 <sup>ns</sup>	85.9					90-95
		Black	81.1	82.7	85.4	98.2 <sup>ns</sup>	66.5					90-95
		Hispanic	84.2	85.4	84.4	73.5 <sup>ns</sup>	70.4					90-95
		White	96.3	96	96.6	92.5 <sup>ns</sup>	90.9					90-95
		EconDis	83.8	84.7	84.5	74.3 <sup>ns</sup>	72.1					90-95
		LEP	86.7	86.7	87	74.8 <sup>ns</sup>	71.4					90-95
		SWD	77.9	79.3	80.3	64.5 <sup>ns</sup>	55.4					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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	90.1	89.8	89.9	92.9	85.3 <sup>ns</sup>					90-95
		Black	79.3	81.1	83.9	85.6	73.4 <sup>ns</sup>					90-95
		Hispanic	79.7	81.0	80.5	85.8	73.3 <sup>ns</sup>					90-95
		White	98.2	97.9	98.4	98.5	96.3 <sup>ns</sup>					90-95
		EconDis	77.0	78.4	79.3	84.6	72.0					90-95
		LEP	74.1	74.3	75.8	83.2	64.7 <sup>ns</sup>					90-95
		SWD	75.9	77.3	76.5	81.0	65.8 <sup>ns</sup>					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	93.4	95	80.9 <sup>ns</sup>	83.4	87.3					90-95
		Black	88.2	86	67.2 <sup>ns</sup>	70.7	71.3					90-95
		Hispanic	87.9	89	71.9 <sup>ns</sup>	73.9	74.8					90-95
		White	98.9	99.3	96.6 <sup>ns</sup>	97.1	96.4					90-95
		EconDis	87.3	86.3	67.3 <sup>ns</sup>	70.0	72.0					90-95
		LEP	84.3	85.3	62.5 <sup>ns</sup>	68.5	67.4					90-95
		SWD	84.3	82.6	67.5 <sup>ns</sup>	69.5	68.3					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	96.6	96.5	96.6	96.4	87.5 <sup>ns</sup>					90-95
		Black	84.7	88.5	87.9	84.8	68.6 <sup>ns</sup>					90-95
		Hispanic	87.2	91.0	87.2	87.3	71.4 <sup>ns</sup>					90-95
		White	98.1	98.3	97.5	98.4	95.3 <sup>ns</sup>					90-95
		EconDis	83.8	88.4	85.2	84.5	67.4 <sup>ns</sup>					90-95
		LEP	84.3	88.1	84.2	85.1	60.9 <sup>ns</sup>					90-95
		SWD	70.4	76.8	72.3	82.6	63.4 <sup>ns</sup>					90-95

<sup>ns</sup> In 2011, Virginia students were tested on new, more challenging standards in History/Social Science; the 2011 pass rates should be considered a new baseline.

<sup>ns</sup> In 2012, Virginia students were tested on new, more challenging standards in Mathematics; the 2012 pass rates should be considered a new baseline.

## 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 (1256)</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	73.1					66*
		Black	38.0	41.3	42.0	52.3	50.0					66*
		Hispanic	46.0	48.1	52.5	53.3	64.3					66*
		White	78.9	84.9	87.3	87.0	89.9					66*
		EconDis	47.0	46.0	49.3	52.2	59.9					66*
		LEP	47.3	41.9	44.6	46.9	43.7					66*
		SWD	12.8	28.0	28.5	30.5	30.5					66*
AP/IB Exam Performance	2.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	Asian	43.0	46.8	48.4	50.0	49.7					50*
		Black	20.7	17.4	14.6	20.0	22.0					50*
		Hispanic	33.3	35.6	37.7	36.4	42.6					50*
		White	65.7	72.7	72.2	72.5	76.7					50*
		EconDis	28.8	28.8	29.8	25.8	34.8					50*
		LEP	32.0	29.0	29.1	22.9	26.9					50*
		SWD	10.1	16.5	15.5	18.8	16.7					50*
Ontime 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					95*
		Black	80.4	85.1	88.5	87.7	87.9					95*
		Hispanic	69.1	68.3	73.7	78.6	81.8					95*
		White	96.6	96.3	97.4	97.4	98.3					95*
		EconDis	78.4	77.9	80.7	83.6	85.9					95*
		LEP	54.8	58.3	62.7	66.1	67.9					95*
		SWD	82.6	88.6	90.5	91.4	92.5					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 (1256)</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					65-70
		Black	35.9	32.7	38.5	33.5	42.3					65-70
		Hispanic	44.7	37.6	46.7	48.8	52.2					65-70
		White	77.6	81.7	81.4	80.3	81.4					65-70
		EconDis	45.2	34.8	45.2	40.9	50.0					65-70
		LEP	38.2	24.0	32.5	31.9	25.6					65-70
		SWD	18.5	19.6	19.9	17.1	16.9					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	75.9					70-75
		Black	58.2	64.1	66.0	65.1	65.2					70-75
		Hispanic	45.7	39.7	48.6	49.2	58.6					70-75
		White	82.3	86.2	88.2	90.6	91.6					70-75
		EconDis	52.7	45.3	55.0	55.5	59.0					70-75
		LEP	52.0	41.3	40.6	45.1	45.4					70-75
		SWD	30.4	40.1	37.2	43.7	40.8					70-75
SAT Performance	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups	Asian	1553	1593	1598	1522	1570					1615*
		Black	1352	1310	1316	1330	1379					1615*
		Hispanic	1405	1438	1450	1483	1499					1615*
		White	1778	1815	1790	1804	1823					1615*
		EconDis	1323	1347	1347	1337	1405					1615*
		LEP	1330	1272	1300	1263	1306					1615*
		SWD	1387	1486	1488	1510	1448					1615*

\*Benchmark based on Baldrige award-winning districts

## Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET	
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
<b>Goal 2: Continued</b>												
<b>On-time graduates (1256)</b>												
ACT Performance	2.11. Mean composite score by identified subgroups	Asian	23.7	26.0	23.3	22.2	23.7					23*
		Black	18.4	18.2	18.5	19.0	20.7					23*
		Hispanic	18.8	22.0	20.0	22.6	22.4					23*
		White	25.5	26.2	25.4	26.4	27.1					23*
		EconDis	18.0	20.1	18.5	19.7	20.5					23*
		LEP	17.3	18.0	17.6	20.8	20.0					23*
		SWD	21.0	19.9	18.6	18.9	21.8					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	5.5					6-8
		Black	2.8	3.8	4.6	5.9	3.9					6-8
		Hispanic	2.7	3.0	4.7	5.3	4.3					6-8
		White	1.5	5.0	4.9	6.3	5.6					6-8
		EconDis	2.1	3.1	5.0	5.3	4.0					6-8
		LEP	1.3	2.3	2.5	3.9	1.7					6-8
		SWD	1.8	3.1	3.8	5.5	3.4					6-8

\*Benchmark based on Baldrige award-winning districts

Note: Under Goal 2, our challenge is meet the 2017 targets for students in all identified subgroups, thereby eliminating any gaps in performance.

## 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						97-100
	3.1.b. Percentage of teaching staff with a master's or doctoral degree	72	73	73	79***	80						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					***
		Black	19.3	18.7	18.6	18.4	18.6					***
		Hispanic	17.4	17.5	17.7	17.6	17.5					***
		White	56.0	56.6	56.6	56.8	57.0					***
		Other	0.8	0.7	0.7	0.8	0.9					***
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%**	n/a						85-95*

\*Benchmark based on Baldrige award-winning districts

\*\*Estimate based on available survey items; data from 2012 and beyond may not be exactly comparable

\*\*\*For information purposes only

\*\*\*\*Corrected performance for past years

n/a Baseline data are not available because the survey used to measure this indicator was not administered in this 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 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
	4.1.b. Percentage of major construction projects tracking within budget	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				59 (15% reduct)
		Middle	72	73	81	71	77				69 (15% reduct)
		High	65	62	69	63	68				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%					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					85-90
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					1:1
	4.6.a. Percent uptime for identified core services - <b>Network infrastructure services</b>	99.0	99.0	99.0	99.4	99.3					95-100
	4.6.b. Percent uptime for identified core services - <b>Instructional applications</b>	99.2	96.6	99.7	99.9	99.8					95-100
	4.6.c. Percent uptime for identified core services - <b>Communication services</b>	99.8	99.5	99.4	99.8	99.8					95-100
	4.6.d. Percent uptime for identified core services - <b>Enterprise applications</b>	99.6	99.6	99.6	99.9	99.9					95-100

\*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 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						21-30
		Grade 8	20	n/a	n/a	21						21-30
		Grade 10	19	n/a	n/a	20						21-30
		Grade 12	18	n/a	n/a	20						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					90-90%
		Parents	96	n/a	n/a	95	93					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	84-94	n/a					96*
Partnerships	5.4 Number of strategic partnerships (defined by signed agreement)		123	146	146	159	176					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	68-79%	72-83					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	66-72%	69-77					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.



# Schools

## Elementary Schools

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

## Secondary Schools

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

## Other School Programs

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

SCHOOLS

## Schools

The Schools section includes position and enrollment information for all of the schools. These include twenty-three elementary schools, five middle schools, one alternative school and three high schools. The “Other School Programs” in this section provides information for Arlington Mill High School, 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 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Elementary Schools	\$147,939,650	1,706.10	\$156,150,455	1,780.80	\$168,115,617
Secondary Schools	\$119,274,393	1,245.07	\$126,516,518	1,295.37	\$135,297,187
Other School Programs	\$17,062,535	140.79	\$15,666,307	146.79	\$16,891,920
<b>TOTAL</b>	<b>\$284,276,578</b>	<b>3,091.96</b>	<b>\$298,333,280</b>	<b>3,222.96</b>	<b>\$320,304,724</b>

*Pertaining to chart on next 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.
- Langston and Arlington Mill membership does not include students over 20 years old.

## Schools Summary

SCHOOLS	FY 2015 PROJECTIONS						FY 2014 ADOPTED	DIFFERENCE
	PRE-K	K	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Abingdon	42	122	472			636	557	79
Arlington Science Focus	18	105	516			639	602	37
Arlington Traditional	22	72	408			502	502	0
Ashlawn	59	119	466			644	580	64
Barcroft	56	75	390			521	549	-28
Barrett	57	93	414			564	559	5
Campbell	73	85	295			453	427	26
Carlin Springs	83	75	415			573	600	-27
Claremont	41	131	560			732	728	4
Drew	160	92	419			671	686	-15
Glebe	35	97	449			581	596	-15
Henry	54	76	360			490	448	42
Hoffman-Boston	184	95	230			509	434	75
Jamestown	40	94	476			610	641	-31
Key	63	114	531			708	681	27
Long Branch	28	86	416			530	512	18
McKinley	20	99	443			562	600	-38
Nottingham	5	132	619			756	701	55
Oakridge	24	122	598			744	701	43
Randolph	64	59	317			440	434	6
Taylor	13	127	644			784	768	16
Tuckahoe	18	106	568			692	715	-23
Integration Station (Reed)	52	0	0			52	44	8
<b>TOTAL ELEMENTARY</b>	<b>1211</b>	<b>2176</b>	<b>10006</b>			<b>13393</b>	<b>13065</b>	<b>328</b>
Gunston				836		836	773	63
Jefferson				857		857	822	35
Kenmore				841		841	842	-1
Swanson				1037		1037	1032	5
Williamsburg				1044		1044	992	52
H-B Woodlawn				227		227	227	0
<b>TOTAL MIDDLE</b>				<b>4842</b>		<b>4842</b>	<b>4688</b>	<b>154</b>
Arlington Mill					172	172	143	29
Langston					54	54	87	-33
Wakefield					1567	1567	1451	116
Washington-Lee					2001	2001	2030	-29
Yorktown					1737	1737	1809	-72
H-B Woodlawn					397	397	397	0
<b>TOTAL HIGH</b>					<b>5928</b>	<b>5928</b>	<b>5917</b>	<b>11</b>
Stratford				21	29	50	51	-1
<b>TOTAL</b>	<b>1211</b>	<b>2176</b>	<b>10006</b>	<b>4863</b>	<b>5957</b>	<b>24213</b>	<b>23721</b>	<b>492</b>
Career Center						459	459	0
Reed (Community Services)						36	36	0

## Elementary Schools Summary

The FY 2015 School Board's Adopted Budget for the twenty-two elementary schools and a pre-kindergarten special education program totals \$168,115,617 and includes 1780.80 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Abingdon	\$7,416,816	80.60	\$7,581,915	90.10	\$8,595,487
Arl Science Focus	\$5,513,185	68.00	\$5,948,222	70.30	\$6,430,677
Arl Traditional	\$5,632,503	59.00	\$5,776,785	58.00	\$5,872,799
Ashlawn	\$6,764,881	74.25	\$7,168,303	82.95	\$8,033,002
Barcroft	\$6,992,604	86.00	\$7,742,484	84.00	\$7,934,843
Barrett	\$7,590,908	84.30	\$7,928,362	86.30	\$8,462,964
Campbell	\$5,733,953	65.60	\$5,964,503	68.00	\$6,378,546
Carlin Springs	\$8,019,123	87.60	\$8,369,863	86.40	\$8,489,471
Claremont	\$7,180,600	83.60	\$7,761,522	84.40	\$8,114,309
Drew	\$7,822,213	100.30	\$8,407,630	109.20	\$9,609,072
Glebe	\$6,559,050	79.40	\$7,375,364	71.90	\$7,059,673
Henry	\$6,752,960	84.00	\$6,968,960	92.00	\$7,918,418
Hoffman-Boston	\$6,349,467	78.20	\$6,528,060	91.70	\$8,021,549
Jamestown	\$6,548,729	72.05	\$6,601,032	69.95	\$6,760,008
Key	\$7,776,863	86.50	\$8,106,397	88.10	\$8,396,260
Long Branch	\$5,971,249	63.80	\$6,267,479	68.90	\$6,795,536
McKinley	\$5,555,563	67.10	\$6,166,006	63.70	\$6,071,227
Nottingham	\$5,735,474	64.80	\$6,294,130	76.30	\$7,503,316
Oakridge	\$7,039,425	85.30	\$7,297,856	91.80	\$8,288,922
Randolph	\$6,540,077	71.00	\$6,598,278	72.50	\$6,867,578
Reed	\$1,292,098	19.20	\$1,594,598	21.70	\$1,818,791
Taylor	\$6,890,093	79.00	\$7,468,804	82.20	\$7,819,658
Tuckahoe	\$6,261,816	66.50	\$6,233,902	70.40	\$6,873,511
<b>TOTAL</b>	<b>\$147,939,650</b>	<b>1,706.10</b>	<b>\$156,150,455</b>	<b>1,780.80</b>	<b>\$168,115,617</b>

## Elementary Schools Summary

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

In FY 2015, the following schools will also have specialized programs to provide services to students with specific needs:

**Title I at:**

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

**All-Day Kindergarten Program at:**

All schools

**Pre-K Initiative at:**

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

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

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

**All-Day Montessori Programs at:**

Ashlawn, Barrett, Campbell, Claremont, Drew, Glebe, Hoffman-Boston, Jamestown, Key, McKinley (at Reed)

**Exemplary Projects at:**

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

**Pre-K Special Education at:**

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

**Interlude:**

Oakridge

# Elementary Schools Summary

## FY 2015 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 2015

### SALARIES AND BENEFITS

- Staffing is calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to staffing at each school and are dependent on changes in the population at each school.
- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- 16.9 teacher positions are added to expand the Foreign Language in Elementary School (FLES) instruction program to Nottingham, Oakridge, and Tuckahoe. The program will discontinue early release Wednesday at these schools and provide students with a daily recess and foreign language instruction during the school day and provide elementary teachers at the selected sites with adequate daily planning time. Funds of \$96,000 for instructional materials are budgeted in the Department of Instruction. Funds of \$12,600 for furniture are budgeted in the Department of Finance and Management Services. (201000-41254, 801070-46516, 107110-48848)
- 2.0 math coaches are added (0.5 each at Abingdon, Carlin Springs, Drew, and Randolph). These positions were previously funded by Title I grant funds which can no longer support these positions. (201041-41254)
- A new neighborhood elementary school is scheduled to open in September 2015. Funds are provided in FY 2015 to hire a 1.0 principal position and 1.0 administrative assistant position. These positions are budgeted in the Administrative Services Department. (104000-41232, 41364)
- 5.5 instructional teacher positions are added to Drew Elementary School to accommodate two master schedules. These positions are additional positions above the calculated planning factor allocations. The positions include a 1.0 ESOL/HILT teacher position, a 1.5 reading teacher position, a 1.0 special education teacher position, a 1.0 math coach position, a 0.5 Montessori teacher position, and a 0.5 resource teacher for the gifted position. Funds of \$125,000 for additional supervision are added. (202000, 201020, 203000, 201041, 208300-41254, 201000-41202)
- A 0.50 reading teacher is added to Barcroft elementary school to reinstate for one year the reading teacher position that was lost due to the application of the planning factor formula. Maintaining this position continues the high quality reading program at the school. (201020-41254)



## Elementary Schools Summary

- A 0.2 instructional technology coordinator position is added at Arlington Science Focus. This position was inadvertently eliminated in FY 2014. (216000-41288)
- The art and music teacher staffing planning factor for schools that have the Foreign Language in Elementary School (FLES) instruction program is applied to Abingdon. Although Abingdon does not have the FLES instructional program, the positions support the current exemplary project to increase student achievement and community engagement by implementing instructional practices afforded through the elimination of early release Wednesdays and providing teachers with adequate daily planning time. Based on the formula, a 1.0 art teacher position and a 1.0 music teacher position are added to Abingdon elementary school. Previously these positions were provided from the staff contingency fund. (201011, 201012-41222)

### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the elementary schools is an increase of \$61,176. (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)

### OTHER OPERATING COSTS

- Funds of \$4,759 are added to Randolph Elementary School due to the increased costs of fees for the International Baccalaureate program. Funds of \$1,036 are added for staff development for the program. (201000-45474, 211100-43433)

# Abingdon

## SCHOOL GOALS

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



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

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

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	547	ESOL	49
Special Education Self-Contained	35	HILT	140
Countywide Special Education K-5	12	Gifted*	35
Montessori 3 and 4 year-old students	0	Special Education Resource	25
Pre-School 4 year-old students	32	Receiving Free and Reduced Lunch*	289
Pre-Kindergarten Special Education**	10		
<b>TOTAL ENROLLMENT</b>	<b>636</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 2 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	20.00
Second/Third Grade	24.00
Fourth/Fifth Grade	24.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
543	578	636

# Abingdon

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,523,538	\$5,610,612	\$6,139,760
Employee Benefits	\$1,679,084	\$1,743,684	\$2,218,453
Staff Development	\$4,236	\$1,116	\$1,274
Contractual Services	\$107,184	\$122,437	\$118,515
Materials & Supplies	\$82,186	\$72,099	\$82,117
Equipment	\$16,925	\$24,052	\$27,453
Other Operating Costs	\$3,663	\$7,915	\$7,915
<b>TOTAL</b>	<b>\$7,416,816</b>	<b>\$7,581,915</b>	<b>\$8,595,487</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	20.00
Special Project Teachers	3.00	3.00
Kindergarten Teachers	5.00	6.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	6.00	5.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.00	0.50
ESOL/HILT Teachers	4.90	4.90
Music Teachers	1.40	2.60
Art Teachers	1.40	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 Assistant	1.00	1.00
Kindergarten Assistants	5.00	6.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	0.00	2.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	4.00
Custodians	4.50	5.00
<b>TOTAL</b>	<b>80.60</b>	<b>90.10</b>

# Arlington Science Focus

## SCHOOL GOALS

- 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
- Reading Recovery, My Reading Coach, Summer Book Club
- World Languages offered
- Student-televised daily news shows on WASF
- School Yard Habitat Day, Family Math Day

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	590	ESOL	23
Special Education Self-Contained	31	HILT	93
Montessori 3 and 4 year-old students	0	Gifted*	56
Pre-School 4 year-old students	16	Special Education Resource	30
Pre-Kindergarten Special Education**	2	Receiving Free and Reduced Lunch*	127
<b>TOTAL ENROLLMENT</b>	<b>639</b>		

\*FY 2014 Actual Enrollment

\*\* Includes 2 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	21.00
Second/Third Grade	24.00
Fourth/Fifth Grade	26.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
576	611	639

# Arlington Science Focus

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,076,880	\$4,407,882	\$4,586,301
Employee Benefits	\$1,210,390	\$1,316,664	\$1,608,948
Staff Development	\$1,406	\$1,206	\$1,280
Contractual Services	\$113,728	\$120,638	\$125,686
Materials & Supplies	\$91,230	\$75,843	\$80,880
Equipment	\$19,495	\$25,989	\$27,582
Other Operating Costs	\$56	\$0	\$0
<b>TOTAL</b>	<b>\$5,513,185</b>	<b>\$5,948,222</b>	<b>\$6,430,677</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	22.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	5.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	5.00	5.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	2.70
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	2.00	2.40
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	0.50	0.50
Kindergarten Assistants	5.00	5.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.50	2.00
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.80	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>68.00</b>	<b>70.30</b>

# Arlington Traditional

## SCHOOL GOALS

The ATS Management Plan includes continuous school improvement. Our focus is student achievement, responsive education, and effective relationships. We want each student to reach his/her full potential and to become a life-long learner.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Excellent Extended Day Program
- Safety Patrols – every fifth grader
- Student Council
- ESL Homework Club
- Shooting Stars – SOL preparation
- Mentoring- staff/students and student/student

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	452	ESOL	17
Special Education Self-Contained	28	HILT	67
Countywide Special Education K-5	0	Gifted*	74
Montessori 3 and 4 year-old students	0	Special Education Resource	33
Pre-School 4 year-old students	16	Receiving Free and Reduced Lunch*	85
Pre-Kindergarten Special Education	6		
<b>TOTAL ENROLLMENT</b>	<b>502</b>		

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	25.00
First Grade	24.00
Second/Third Grade	24.00
Fourth/Fifth Grade	24.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
497	503	502

# Arlington Traditional

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,096,382	\$4,161,669	\$4,161,797
Employee Benefits	\$1,304,754	\$1,399,540	\$1,488,090
Staff Development	\$746	\$1,009	\$1,009
Contractual Services	\$118,794	\$126,970	\$133,699
Materials & Supplies	\$87,602	\$65,827	\$66,434
Equipment	\$23,049	\$21,770	\$21,770
Other Operating Costs	\$1,176	\$0	\$0
<b>TOTAL</b>	<b>\$5,632,503</b>	<b>\$5,776,785</b>	<b>\$5,872,799</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	17.00
Kindergarten Teachers	3.00	3.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	5.00	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	2.20
Music Teachers	1.00	1.00
Art Teachers	1.00	1.00
Physical Education Teachers	1.80	1.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	3.00	3.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.50	1.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>59.00</b>	<b>58.00</b>

# Ashlawn

## SCHOOL GOALS

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’s staff is professional, talented, caring and dedicated to providing the best education possible for every student in a safe and nurturing environment. We value a strong partnership between home and school to ensure that students’ individual needs are met. Support from Ashlawn parents is exceptional.

## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Global Citizenship Project
- Foreign language instruction in Spanish (K-5)
- PTA-sponsored science aide to support hands-on science lessons
- Gifted Resource Teacher
- ESOL/HILT program
- Preschool education program: Toddler Preschool Special Education, Virginia Preschool Initiative
- School-wide and classroom community service
- Outdoor education experiences focused on conservation
- Themed library nights and First Grade Read-a-thon
- Montessori Program (ages 3-5)
- Special Education Inclusion model

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	532	ESOL	19
Special Education Self-Contained	45	HILT	58
Countywide Special Education K-5	8	Gifted*	48
Montessori 3 and 4 year-old students	17	Special Education Resource	30
Pre-School 4 year-old students	16	Receiving Free and Reduced Lunch*	118
Pre-Kindergarten Special Education**	26		
<b>TOTAL ENROLLMENT</b>	<b>644</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 10 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	19.00
Second/Third Grade	22.00
Fourth/Fifth Grade	22.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
533	567	644



# Ashlawn

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,937,734	\$5,257,171	\$5,711,948
Employee Benefits	\$1,536,660	\$1,651,713	\$2,024,338
Staff Development	\$9,086	\$6,916	\$7,044
Contractual Services	\$121,266	\$126,634	\$150,969
Materials & Supplies	\$100,662	\$79,571	\$89,651
Equipment	\$45,473	\$32,378	\$35,132
Other Operating Costs	\$14,000	\$13,920	\$13,920
<b>TOTAL</b>	<b>\$6,764,881</b>	<b>\$7,168,303</b>	<b>\$8,033,002</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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	4.00	5.00
Montessori Teachers	1.00	1.00
Pre-K Teacher	1.00	1.00
Special Education Teachers	4.00	7.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.20	2.20
Music Teachers	2.20	2.60
Art Teachers	2.20	2.60
Physical Education Teachers	2.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	4.00
Custodians	4.00	5.00
<b>TOTAL</b>	<b>74.25</b>	<b>82.95</b>

# Barcroft

## SCHOOL GOALS

- Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.
- Eliminate gaps in achievement among identified groups.
- Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student's talents, interests, and challenges.
- Build effective relationships with parents and the community so that they know about and actively support our students.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ESOL/FLS Program
- Even Start for Preschoolers
- Extended Day Program
- Gifted Education Services
- Green Week
- Leonardo da Vinci fairs
- Leonardo da Vinci Project thematic units
- Leonardo Learning days
- Reading is Fundamental
- Reading Recovery
- School Project Including Musical Garden
- School-Wide Positive Behavior System
- School-Wide Title I Project
- Science Lab
- Spanish Language Instruction
- Special Education Services
- The Leonardo da Vinci Exemplary Project
- Virginia Preschool Initiative (VPI) classes

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	423	ESOL	25
Special Education Self-Contained	30	HILT	177
Countywide Special Education K-5	12	Gifted*	63
Montessori 3 and 4 year-old students	0	Special Education Resource	32
Pre-School 4 year-old students	48	Receiving Free and Reduced Lunch*	297
Pre-Kindergarten Special Education	8		
<b>TOTAL ENROLLMENT</b>	<b>521</b>		

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	17.00
First Grade	16.00
Second/Third Grade	20.00
Fourth/Fifth Grade	19.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
482	490	521

# Barcroft

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,201,711	\$5,671,468	\$5,604,402
Employee Benefits	\$1,561,735	\$1,839,312	\$2,101,543
Staff Development	\$1,472	\$1,103	\$1,047
Contractual Services	\$111,104	\$127,798	\$128,706
Materials & Supplies	\$87,479	\$77,618	\$75,165
Equipment	\$29,103	\$24,227	\$23,022
Other Operating Costs	\$0	\$958	\$958
<b>TOTAL</b>	<b>\$6,992,604</b>	<b>\$7,742,484</b>	<b>\$7,934,843</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	18.00
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
Pre-K Teachers	2.00	2.00
Special Education Teachers	7.00	5.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.90	4.90
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	0.50	0.50
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
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.50	4.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>86.00</b>	<b>84.00</b>

# Barrett

## SCHOOL GOALS

Named for a prominent Virginia physician and humanitarian, Kate Waller Barrett Elementary School opened its doors in 1939 to meet the educational needs of children in the rapidly developing neighborhoods of central Arlington. Barrett offers a quality education to all children in a caring environment that recognizes and encourages the talents and interests of every child. Barrett's diversity affords children an opportunity for a multicultural education, fostering cooperation, communication, and global understanding. Unique among Arlington schools, Barrett's Project Discovery and Project Interaction link the entire school in an integrated program using hands-on, activity-centered instruction to promote an in-depth understanding of science and math in everyday life, a mastery of technological tools that shape the frontiers of knowledge and a strong foundation in the communication arts that fosters critical thinking and clear expression.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Project Discovery provides hands-on/minds-on activity centered learning to promote an in-depth understanding of STEM: Science, Technology, Engineering and Mathematics
- Project Interaction is a school-wide initiative having three inter-related components: a communication arts curriculum with associated instructional methods; family/community involvement; and professional staff development
- Alumni NASA Explorer School activities
- Title I Reading Program
- Pre-Kindergarten and Montessori programs
- Spanish First Language Support classes
- Summer Reading Challenge
- Outdoor Habitat Classroom, Field Station and Peace Gardens
- Partnership with Lockheed Martin, U.S. Fish and Wildlife Service, Crystal City Hyatt Regency, Culpeper Gardens Senior Recreation Center, Outreach Committee of Trinity Community Services and American Association of University Women, Arlington Branch

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	450	ESOL	16
Special Education Self-Contained	53	HILT	200
Countywide Special Education K-5	4	Gifted*	73
Montessori 3 and 4 year-old students	17	Special Education Resource	16
Pre-School 4 year-old students	32	Receiving Free and Reduced Lunch*	305
Pre-Kindergarten Special Education	8		
<b>TOTAL ENROLLMENT</b>	<b>564</b>		

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	18.00
Second/Third Grade	21.00
Fourth/Fifth Grade	20.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
559	547	564

# Barrett

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,589,397	\$5,824,662	\$5,987,116
Employee Benefits	\$1,763,211	\$1,868,754	\$2,243,240
Staff Development	\$0	\$1,722	\$1,732
Contractual Services	\$114,601	\$134,489	\$130,794
Materials & Supplies	\$95,379	\$73,170	\$74,301
Equipment	\$27,513	\$25,565	\$25,781
Other Operating Costs	\$807	\$0	\$0
<b>TOTAL</b>	<b>\$7,590,908</b>	<b>\$7,928,362</b>	<b>\$8,462,964</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	18.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	3.00	3.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	8.00	8.00
Special Education County-wide Teachers	0.00	1.00
Special Education Resource Teachers	1.50	1.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	5.40	5.40
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	4.00	4.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	0.00	1.00
Special Education Teacher Assistant	2.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>84.30</b>	<b>86.30</b>

# Campbell

## SCHOOL GOALS

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 Pre-K 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.

## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Project Discovery provides hands-on/minds-on Program is grounded by the design principles and core practices of Expeditionary Learning, a nationally recognized school reform model.
- Students stay with the same teacher for two years, K-fifth grade.
- Developmentally appropriate instruction promotes hand-on learning, problem solving, discovery, choice and in-depth understanding.
- Strong Community Partnerships with AFAC, Greenbrier Learning Center, Pentagon City Residence Inn & Long Branch Nature Center enhance students' learning experiences.
- An alternative report card system uses The Work Sampling System with specific information about each child's progress and includes three parent conferences.

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	350	ESOL	20
Special Education Self-Contained	30	HILT	130
Montessori 3 and 4 year-old students	17	Gifted*	32
Pre-School 4 year-old students	48	Special Education Resource	25
Pre-Kindergarten Special Education	8	Receiving Free and Reduced Lunch*	240
<b>TOTAL ENROLLMENT</b>	<b>453</b>		

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	22.00
Second/Third Grade	19.00
Fourth/Fifth Grade	26.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
418	430	453

# Campbell

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,176,320	\$4,301,295	\$4,548,251
Employee Benefits	\$1,292,032	\$1,397,090	\$1,567,880
Staff Development	\$761	\$2,058	\$2,111
Contractual Services	\$89,069	\$113,344	\$104,919
Materials & Supplies	\$86,179	\$60,233	\$63,782
Equipment	\$29,975	\$18,541	\$19,661
Other Operating Costs	\$59,617	\$71,942	\$71,942
<b>TOTAL</b>	<b>\$5,733,953</b>	<b>\$5,964,503</b>	<b>\$6,378,546</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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	4.00	4.00
Montessori Teachers	1.00	1.00
Pre-K Teachers	3.00	3.00
Special Education Teachers	4.00	5.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	3.90	3.90
Music Teachers	1.80	2.00
Art Teachers	1.80	2.00
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	3.00	3.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>65.60</b>	<b>68.00</b>

# Carlin Springs

## SCHOOL GOALS

- Raise student academic performance on all measures of achievement.
- Provide a rich and challenging curriculum through differentiated instruction and the integration of technology.
- Promote and increase active participation of the broader community in the school and in the lives of our students.
- Ensure that staff and parents understand each student's academic strengths, needs and progress.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Mathematics instructional resource teacher 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, Pre-K–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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	449	ESOL	82
Special Education Self-Contained	41	HILT	224
Montessori 3 and 4 year-old students	0	Gifted*	43
Pre-School 4 year-old students	64	Special Education Resource	30
Pre-Kindergarten Special Education**	19	Receiving Free and Reduced Lunch*	505
<b>TOTAL ENROLLMENT</b>	<b>573</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 3 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	19.00
Second/Third Grade	19.00
Fourth/Fifth Grade	20.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
584	584	573



# Carlin Springs

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,833,562	\$6,048,130	\$5,906,436
Employee Benefits	\$1,871,638	\$1,937,023	\$2,194,408
Staff Development	\$8,379	\$1,200	\$1,146
Contractual Services	\$178,180	\$189,507	\$197,324
Materials & Supplies	\$94,335	\$94,730	\$92,045
Equipment	\$33,029	\$25,860	\$24,699
Other Operating Costs	\$0	\$73,413	\$73,413
<b>TOTAL</b>	<b>\$8,019,123</b>	<b>\$8,369,863</b>	<b>\$8,489,471</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	18.00
Foreign Language Teachers	3.00	2.50
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	4.00	4.00
Special Education Teachers	6.00	6.00
Special Education Resource Teachers	1.00	1.50
Pre-K Special Education Teachers	1.00	2.00
Math Coach	0.00	0.50
ESOL/HILT Teachers	7.30	7.30
First Language Support Teacher	0.20	0.20
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	1.00	0.50
Counselors	1.20	1.00
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
Pre-K Teacher Assistants	3.00	3.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	5.00	5.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	1.00	0.00
Pre-K Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>87.60</b>	<b>86.40</b>

# Claremont

## SCHOOL GOALS

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.



Claremont Immersion Elementary School is a place where every child is given the opportunity to speak, read and write a second language. At Claremont we live our motto everyday: Strive for the highest and work to create a better world.

## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Fifty/fifty two-way English/Spanish language model which helps develop a bilingual/bi-literate K-5 citizenship
- Strong arts integration curriculum for each grade level
- Collaborative, team-teaching approach
- Pre-K programs – Montessori for three, four and five year olds, VPI for four year olds, and a two-year-old countywide program
- Exemplary project SPARK- igniting student learning through the arts and maintaining partnerships with local museums, businesses and organizations.
- Extended music and art learning opportunities – Spanish Chorus, Orff Group, author visits, museum trips, Art Club
- Claremont Showcase Museum Night & Science Fair

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	678	ESOL	36
Special Education Self-Contained	13	HILT	152
Montessori 3 and 4 year-old students	0	Gifted*	66
Pre-School 4 year-old students	32	Special Education Resource	40
Pre-Kindergarten Special Education**	9	Receiving Free and Reduced Lunch*	255
<b>TOTAL ENROLLMENT</b>	<b>732</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 1 dual-enrolled student

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	22.00
Second/Third Grade	23.00
Fourth/Fifth Grade	21.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
676	728	732

# Claremont

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,184,728	\$5,551,526	\$5,678,723
Employee Benefits	\$1,640,679	\$1,878,455	\$2,081,659
Staff Development	\$1,313	\$1,461	\$1,469
Contractual Services	\$181,301	\$182,106	\$202,908
Materials & Supplies	\$110,478	\$90,490	\$91,895
Equipment	\$36,352	\$31,458	\$31,629
Other Operating Costs	\$25,749	\$26,026	\$26,026
<b>TOTAL</b>	<b>\$7,180,600</b>	<b>\$7,761,522</b>	<b>\$8,114,309</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	23.00
Foreign Language Teachers	3.50	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
Montessori Teachers	2.00	0.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	1.00	3.00
Special Education Resource Teachers	2.00	2.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.40	4.40
Music Teachers	3.00	2.80
Art Teachers	3.00	2.80
Physical Education Teachers	2.80	2.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.60
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	6.00	6.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	3.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	2.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.00	4.50
<b>TOTAL</b>	<b>83.60</b>	<b>84.40</b>

# Drew

## SCHOOL GOALS

Our goal is to provide all students with a safe, encouraging, creative place to learn. Specifically our Management Plan goals are:

- Increase student achievement in reading and mathematics
- Increase parent and community involvement
- Integrate the literary, visual and performing arts with content areas of the curriculum



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Graded Program – same age-grouped classes kindergarten through grade five
- Montessori Program - multi-age program for children ages three through grade five
- Virginia Preschool Initiative (VPI) program for four-year-old children
- Family literacy, math, science, arts events
- “Changing Education Through the Arts” (CETA) in partnership with the Kennedy Center
- Student drama productions
- Fifth-grade Extended Outdoor Education Experience
- Foreign Language in Elementary Schools (FLES) program–Spanish
- ESOL/HILT (English as a Second Language Program)
- Minority Achievement
- Gifted Services

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	493	ESOL	21
Special Education Self-Contained	12	HILT	143
Countywide Special Education K-5	6	Gifted*	72
Montessori 3 and 4 year-old students	119	Special Education Resource	40
Pre-School 4 year-old students	32	Receiving Free and Reduced Lunch*	374
Pre-Kindergarten Special Education**	9		
<b>TOTAL ENROLLMENT</b>	<b>671</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 1 dual-enrolled student

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	21.00
First Grade	19.00
Second/Third Grade	18.00
Fourth/Fifth Grade	18.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
618	641	671

# Drew

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,708,068	\$6,111,414	\$6,765,607
Employee Benefits	\$1,828,804	\$1,975,808	\$2,523,404
Staff Development	\$10,344	\$26,480	\$26,450
Contractual Services	\$146,616	\$176,780	\$177,686
Materials & Supplies	\$103,489	\$87,499	\$86,922
Equipment	\$24,822	\$29,649	\$29,003
Other Operating Costs	\$70	\$0	\$0
<b>TOTAL</b>	<b>\$7,822,213</b>	<b>\$8,407,630</b>	<b>\$9,609,072</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	8.00	7.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	3.00	3.00
Montessori Teachers	18.00	19.50
Pre-K Teachers	2.00	2.00
Special Education Teachers	3.00	3.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.00	1.50
ESOL/HILT Teachers	3.90	5.40
Music Teachers	2.80	3.00
Art Teachers	2.80	3.00
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	3.00
Gifted Teachers	1.00	1.50
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	3.00	3.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	2.50	3.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	18.00	19.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	5.00	5.00
<b>TOTAL</b>	<b>100.30</b>	<b>109.20</b>

# Glebe

## SCHOOL GOALS

Glebe Elementary School, in partnership with the community, is committed to creating and maintaining a positive environment in which students will engage in challenging and purposeful learning to become:

- Imaginative and critical thinkers
- Socially responsible citizens
- Lifelong learners
- Culturally aware individuals



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Foreign Language Elementary School
- Countywide Functional Life Skills Program
- Three wireless mobile computer labs
- The S.M.Art Project (yearly school theme integrated across the curriculum)
- Homework Club
- Developmental comprehensive school counseling program based on the American School Counseling Association National Model
- Full-day Wednesdays
- Outdoor classrooms (reading garden and courtyard)

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	505	ESOL	8
Special Education Self-Contained	35	HILT	51
Countywide Special Education K-5	6	Gifted*	24
Montessori 3 and 4 year-old students	17	Special Education Resource	25
Pre-School 4 year-old students	0	Receiving Free and Reduced Lunch*	101
Pre-Kindergarten Special Education**	18		
<b>TOTAL ENROLLMENT</b>	<b>581</b>		

\*FY 2014 Actual Enrollment

\*\* Includes 10 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	20.00
Second/Third Grade	21.00
Fourth/Fifth Grade	22.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
561	563	581

# Glebe

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,768,724	\$5,310,918	\$4,935,034
Employee Benefits	\$1,539,560	\$1,817,764	\$1,862,285
Staff Development	\$1,512	\$1,178	\$1,148
Contractual Services	\$130,381	\$138,392	\$155,863
Materials & Supplies	\$89,460	\$76,373	\$75,250
Equipment	\$24,079	\$25,386	\$24,740
Other Operating Costs	\$5,334	\$5,353	\$5,353
<b>TOTAL</b>	<b>\$6,559,050</b>	<b>\$7,375,364</b>	<b>\$7,059,673</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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	0.50	0.50
Kindergarten Teachers	5.00	4.00
Montessori Teachers	1.00	1.00
Special Education Teachers	5.00	5.00
Special Education County-wide Teachers	3.00	1.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.00	1.50
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
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 County-wide Teacher Assistant	6.00	2.00
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>79.40</b>	<b>71.90</b>

# Patrick Henry

## SCHOOL GOALS

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 Pre-K 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.



Every day our staff and students are guided by our school motto, "Do Your Personal Best All Day Long." Daily commitment to this principle creates a positive and supportive learning environment.

## 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	343	ESOL	20
Special Education Self-Contained	53	HILT	112
Countywide Special Education K-5	40	Gifted*	36
Montessori 3 and 4 year-old students	0	Special Education Resource	18
Pre-School 4 year-old students	32	Receiving Free and Reduced Lunch*	216
Pre-Kindergarten Special Education**	22		
<b>TOTAL ENROLLMENT</b>	<b>490</b>		

FY 2014 Actual Enrollment

\*\*Includes 2 dual-enrolled students and countywide Pre-K

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	18.00
Second/Third Grade	19.00
Fourth/Fifth Grade	20.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
430	459	490



# Patrick Henry

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,964,704	\$5,030,378	\$5,569,292
Employee Benefits	\$1,575,832	\$1,723,957	\$2,121,618
Staff Development	\$1,527	\$896	\$981
Contractual Services	\$97,333	\$118,027	\$123,415
Materials & Supplies	\$75,445	\$57,520	\$63,122
Equipment	\$18,867	\$19,359	\$21,167
Other Operating Costs	\$19,252	\$18,823	\$18,823
<b>TOTAL</b>	<b>\$6,752,960</b>	<b>\$6,968,960</b>	<b>\$7,918,418</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	16.00
Foreign Language Teachers	2.00	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	8.00	8.00
Special Education County-wide Teachers	6.00	7.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	3.70
Music Teachers	1.60	2.00
Art Teachers	1.60	2.00
Physical Education Teachers	1.60	1.80
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	0.50	0.50
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistants	1.00	1.00
Kindergarten Assistants	4.00	4.00
Teacher's Assistant	0.00	0.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
ESOL Teacher Assistants	2.00	2.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	12.00	14.00
Special Education Teacher Assistant	1.00	2.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	3.50	3.50
<b>TOTAL</b>	<b>84.00</b>	<b>92.00</b>

# Hoffman-Boston

## SCHOOL GOALS

- Increase reading achievement of all students with particular focus on students with disabilities and English language learners.
- Develop strong parent and community partnerships.
- Invite open and active communication between staff, students, families and the community.
- Create a school climate that is welcoming and inclusive of all members.
- Recognize student achievements in academics, citizenship and character development.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Project Edison, an Exemplary Project enhancing communication skills through technology and integration of the arts
- School-wide Title I programming including math and literacy events throughout the year
- Montessori for three – five year olds
- Virginia Preschool Initiative (VPI) for four year olds
- 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	286	ESOL	20
Special Education Self-Contained	29	HILT	120
Countywide Special Education K-5	10	Gifted*	27
Montessori 3 and 4 year-old students	68	Special Education Resource	16
Pre-School 4 year-old students	80	Receiving Free and Reduced Lunch*	264
Pre-Kindergarten Special Education**	36		
<b>TOTAL ENROLLMENT</b>	<b>509</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 2 dual-enrolled students and countywide Pre-K

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	17.00
Second/Third Grade	15.00
Fourth/Fifth Grade	17.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
402	406	509

# Hoffman-Boston

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,624,447	\$4,641,984	\$5,565,205
Employee Benefits	\$1,479,336	\$1,625,516	\$2,178,525
Staff Development	\$2,358	\$868	\$1,019
Contractual Services	\$158,558	\$178,124	\$182,476
Materials & Supplies	\$62,267	\$57,194	\$66,723
Equipment	\$16,504	\$18,758	\$21,985
Other Operating Cost	\$5,997	\$5,616	\$5,616
<b>TOTAL</b>	<b>\$6,349,467</b>	<b>\$6,528,060</b>	<b>\$8,021,549</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	9.00	11.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	3.00	4.00
Montessori Teachers	2.00	4.00
Pre-K Teachers	3.00	3.00
Special Education Teachers	5.00	5.00
Special Education County-wide Teachers	4.00	5.00
Special Education Resource Teachers	0.50	1.00
Pre-K Special Education Teachers	2.00	2.00
Math Coach	1.00	1.00
ESOL/HILT Teachers	4.40	4.40
Music Teachers	1.00	1.40
Art Teachers	1.00	1.40
Physical Education Teachers	1.80	2.00
Reading/Skills Teachers	1.50	2.00
Gifted Teachers	0.50	0.50
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	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	0.50	1.00
ESOL Teacher Assistants	3.00	2.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	8.00	9.00
Special Education Teacher Assistant	2.00	3.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Montessori Teacher Assistants	2.00	4.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.50
Custodians	5.50	5.50
<b>TOTAL</b>	<b>78.20</b>	<b>91.70</b>

# Jamestown

## SCHOOL GOALS

- To continuously improve the achievement levels of all children
- To close all gaps in achievement between identified groups
- To encourage experiences responsive to each student's talents, interests and challenges
- To build effective relationships with parents and community members in order to actively collaborate in the education of all students



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Responsive Classroom Approach utilized school-wide
- Challenge Based Learning Projects: authentic application of instruction
- Student led parent-teacher conferences
- Student led community service projects
- 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	554	ESOL	4
Special Education Self-Contained	10	HILT	12
Countywide Special Education K-5	6	Gifted*	84
Montessori 3 and 4 year-old students	17	Special Education Resource	30
Pre-School 4 year-old students	0	Receiving Free and Reduced Lunch*	20
Pre-Kindergarten Special Education**	23		
<b>TOTAL ENROLLMENT</b>	<b>610</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 7 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	20.00
Second/Third Grade	22.00
Fourth/Fifth Grade	25.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
626	614	610

# Jamestown

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,743,197	\$4,780,923	\$4,729,647
Employee Benefits	\$1,544,079	\$1,568,583	\$1,783,879
Staff Development	\$778	\$1,274	\$1,212
Contractual Services	\$119,666	\$142,392	\$141,589
Materials & Supplies	\$102,892	\$80,408	\$77,564
Equipment	\$38,117	\$27,452	\$26,117
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$6,548,729</b>	<b>\$6,601,032</b>	<b>\$6,760,008</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	21.00
Foreign Language Teachers	3.50	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
Special Education Teachers	2.00	2.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
Physical Education Teachers	2.60	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.40	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	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
Pre-K Special Education Teacher Assistant	2.00	2.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>72.05</b>	<b>69.95</b>

# Key

## SCHOOL GOALS

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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	617	ESOL	50
Special Education Self-Contained	28	HILT	177
Montessori 3 and 4 year-old students	34	Gifted*	74
Pre-School 4 year-old students	16	Special Education Resource	18
Pre-Kindergarten Special Education**	13	Receiving Free and Reduced Lunch*	284
<b>TOTAL ENROLLMENT</b>	<b>708</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 5 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	24.00
First Grade	21.00
Second/Third Grade	22.00
Fourth/Fifth Grade	22.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
661	681	708

# Key

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,747,036	\$5,998,021	\$6,043,557
Employee Benefits	\$1,779,647	\$1,849,662	\$2,080,908
Staff Development	\$5,015	\$1,359	\$1,413
Contractual Services	\$124,147	\$139,069	\$147,327
Materials & Supplies	\$89,252	\$86,144	\$89,752
Equipment	\$31,766	\$29,262	\$30,423
Other Operating Costs	\$0	\$2,880	\$2,880
<b>TOTAL</b>	<b>\$7,776,863</b>	<b>\$8,106,397</b>	<b>\$8,396,260</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	22.00
Foreign Language Teachers	3.50	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	5.00
Montessori Teachers	2.00	2.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	1.00	1.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	4.90	5.60
Music Teachers	2.80	3.00
Art Teachers	2.80	3.00
Physical Education Teachers	2.60	2.60
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	1.00	1.00
Kindergarten Assistants	5.00	5.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.00	4.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>86.50</b>	<b>88.10</b>

# Long Branch

## SCHOOL GOALS

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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	469	ESOL	17
Special Education Self-Contained	27	HILT	92
Countywide Special Education K-5	6	Gifted*	33
Montessori 3 and 4 year-old students	0	Special Education Resource	20
Pre-School 4 year-old students	16	Receiving Free and Reduced Lunch*	175
Pre-Kindergarten Special Education**	12		
<b>TOTAL ENROLLMENT</b>	<b>530</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 6 dual-enrolled students and countywide Pre-K

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	23.00
First Grade	19.00
Second/Third Grade	21.00
Fourth/Fifth Grade	23.00

## ENROLLMENT

FY 2013 ACTUAL	FY 2014 ACTUAL	FY 2015 PROJECTED
488	526	530



# Long Branch

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,374,009	\$4,516,844	\$4,697,512
Employee Benefits	\$1,408,466	\$1,550,375	\$1,899,437
Staff Development	\$960	\$1,017	\$1,053
Contractual Services	\$92,380	\$112,110	\$107,011
Materials & Supplies	\$66,509	\$65,158	\$67,772
Equipment	\$28,925	\$21,942	\$22,718
Other Operating Costs	\$0	\$33	\$33
<b>TOTAL</b>	<b>\$5,971,249</b>	<b>\$6,267,479</b>	<b>\$6,795,536</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	18.00	19.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	4.00	4.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	5.00	4.00
Special Education County-wide Teachers	1.00	2.00
Special Education Resource Teachers	1.50	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	2.70	2.70
Music Teachers	1.40	1.40
Art Teachers	1.40	1.40
Physical Education Teachers	1.80	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	1.50	2.00
Special Education County-wide Teacher Assistant	2.00	4.00
Special Education Teacher Assistant	0.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
<b>TOTAL</b>	<b>63.80</b>	<b>68.90</b>

# McKinley

## SCHOOL GOALS

- Ensure that every student is challenged and engaged.
- Eliminate achievement gaps.
- Recruit, retain and develop high quality staff.
- Provide optimal learning environments.
- Meet the needs of the whole child.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- FLES (Foreign Language in the 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	526	ESOL	5
Special Education Self-Contained	10	HILT	25
Countywide Special Education K-5	6	Gifted*	63
Montessori 3 and 4 year-old students	17	Special Education Resource	25
Pre-School 4 year-old students	0	Receiving Free and Reduced Lunch*	43
Pre-Kindergarten Special Education**	3		
<b>TOTAL ENROLLMENT</b>	<b>562</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 3 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	19.00
First Grade	21.00
Second/Third Grade	20.00
Fourth/Fifth Grade	22.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
559	540	562

# McKinley

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,036,118	\$4,470,090	\$4,241,507
Employee Benefits	\$1,283,598	\$1,460,578	\$1,600,467
Staff Development	\$2,819	\$1,200	\$1,124
Contractual Services	\$104,103	\$116,029	\$114,955
Materials & Supplies	\$89,736	\$75,066	\$71,767
Equipment	\$32,732	\$25,860	\$24,224
Other Operating Costs	\$6,457	\$17,183	\$17,183
<b>TOTAL</b>	<b>\$5,555,563</b>	<b>\$6,166,006</b>	<b>\$6,071,227</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	19.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	5.00	5.00
Montessori Teachers	1.00	1.00
Special Education Teachers	3.00	2.00
Special Education County-wide Teachers	0.00	1.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	1.00	0.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	1.00	1.00
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	2.20	2.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
ESOL Resource Assistant	0.20	0.00
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	0.00	2.00
Special Education Teacher Assistant	1.00	0.00
Pre-K Teacher Assistants	1.00	0.00
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.50	3.50
Custodians	3.50	3.50
<b>TOTAL</b>	<b>67.10</b>	<b>63.70</b>

# Nottingham

## SCHOOL GOALS

- Foster a caring and respectful school culture through integration of the Responsive Classroom and Steps to Respect educational programs.
- Increase achievement through the APS curriculum in the core subject areas for all learners via student's performance on standardized assessments.
- Prepare students to succeed in an ever-changing global society with experiences and lessons designed to highlight their strengths and talents.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Knights @ Nine (weekly televised program)
- Exemplary Writing Project: Knight Writer
- Writers' Fair/Book Swap, Author/Illustrator visits
- Continental Math League & Math Dice
- Readers as Leaders, Read Across America
- Brain Probe, Odyssey of the Mind
- Exploration Courtyard/Alternative Recess
- 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	733	ESOL	6
Special Education Self-Contained	18	HILT	10
Montessori 3 and 4 year-old students	0	Gifted*	100
Pre-School 4 year-old students	0	Special Education Resource	50
Pre-Kindergarten Special Education**	5	Receiving Free and Reduced Lunch*	16
<b>TOTAL ENROLLMENT</b>	<b>756</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 5 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	23.00
Second/Third Grade	23.00
Fourth/Fifth Grade	25.00

## ENROLLMENT

FY 2013 ACTUAL	FY 2014 ACTUAL	FY 2015 PROJECTED
659	741	756

# Nottingham

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,210,535	\$4,614,164	\$5,341,840
Employee Benefits	\$1,292,753	\$1,427,251	\$1,903,890
Staff Development	\$4,971	\$1,399	\$1,510
Contractual Services	\$108,902	\$133,694	\$128,613
Materials & Supplies	\$89,557	\$87,500	\$94,973
Equipment	\$28,478	\$30,122	\$32,490
Other Operating Costs	\$278	\$0	\$0
<b>TOTAL</b>	<b>\$5,735,474</b>	<b>\$6,294,130</b>	<b>\$7,503,316</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	26.00
Foreign Language Teachers	0.00	4.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
Special Education Teachers	2.00	3.00
Special Education Resource Teachers	2.00	2.50
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.40	2.60
Art Teachers	1.40	2.60
Physical Education Teachers	2.40	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	6.00	6.00
Library Assistants	1.00	1.50
Special Education Teacher Assistant	0.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.50
<b>TOTAL</b>	<b>64.80</b>	<b>76.30</b>

# Oakridge

## SCHOOL GOALS

- Provide instruction that encourages higher-order, critical thinking skills to deepen and extend student learning.
- Continue to focus on literacy with an emphasis on integrated, cross-curricular connections, as well as school-wide instruction of focused reading strategies.
- Ensure rising achievement by actively engaging and challenging students and holding students and staff to high academic standards.
- Engage in effective, collaborative partnerships with parents and the Oakridge community to provide experiential learning opportunities for our students, staff, and families.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- MOSAIC: Our Exemplary Reading Project
- Virginia Pre-school Initiative (VPI) classrooms
- School-wide band, orchestra and choral music programs and concerts, as well as two annual musical productions
- Grade-level Art & 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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	702	ESOL	25
Special Education Self-Contained	18	HILT	152
Montessori 3 and 4 year-old students	0	Gifted*	64
Pre-School 4 year-old students	16	Special Education Resource	28
Pre-Kindergarten Special Education	8	Interlude	18
<b>TOTAL ENROLLMENT</b>	<b>744</b>	Receiving Free and Reduced Lunch*	207

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	23.00
First Grade	23.00
Second/Third Grade	23.00
Fourth/Fifth Grade	23.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
670	706	744

# Oakridge

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,159,384	\$5,335,337	\$5,831,757
Employee Benefits	\$1,598,934	\$1,709,543	\$2,197,070
Staff Development	\$3,360	\$2,226	\$2,312
Contractual Services	\$132,337	\$131,098	\$130,785
Materials & Supplies	\$107,437	\$89,314	\$94,809
Equipment	\$37,973	\$30,338	\$32,189
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$7,039,425</b>	<b>\$7,297,856</b>	<b>\$8,288,922</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	26.00
Foreign Language Teachers	0.00	4.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	6.00	6.00
Pre-K Teachers	1.00	1.00
Special Education Teachers	3.00	4.00
Special Education County-wide Teachers	0.00	0.00
Special Education Resource Teachers	2.00	1.50
Math Coach	0.50	0.50
Interlude Teachers	2.00	2.00
Pre-K Special Education Teachers	1.00	1.00
ESOL/HILT Teachers	4.40	4.40
Music Teachers	1.60	2.50
Art Teachers	1.60	2.50
Physical Education Teachers	2.60	2.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	6.00	6.00
Pre-K Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	3.50	3.50
Special Education Teacher Assistant	2.00	0.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Interlude Resource Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>85.30</b>	<b>91.80</b>

# Randolph

## SCHOOL GOALS

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. Randolph was awarded a 21st Century Learning Community Grant which supports after-school programs. 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.

## 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 & math coaches
- George Mason University interns and faculty support
- Literacy: Young Authors & Illustrators Annual Conference, Reading Logs, Caldecott Night, Virginia Young Readers, Randolph Star News
- Reading Recovery

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	346	ESOL	49
Special Education Self-Contained	30	HILT	185
Montessori 3 and 4 year-old students	0	Gifted*	34
Pre-School 4 year-old students	48	Special Education Resource	34
Pre-Kindergarten Special Education	16	Receiving Free and Reduced Lunch*	331
<b>TOTAL ENROLLMENT</b>	<b>440</b>		

\*FY 2014 Actual Enrollment

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	17.00
Second/Third Grade	16.00
Fourth/Fifth Grade	18.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
423	430	440



# Randolph

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,813,692	\$4,805,528	\$4,887,668
Employee Benefits	\$1,506,778	\$1,563,660	\$1,752,962
Staff Development	\$11,825	\$11,836	\$12,884
Contractual Services	\$113,052	\$136,992	\$127,545
Materials & Supplies	\$69,186	\$56,178	\$57,418
Equipment	\$14,201	\$18,843	\$19,101
Other Operating Costs	\$11,343	\$5,241	\$10,000
<b>TOTAL</b>	<b>\$6,540,077</b>	<b>\$6,598,278</b>	<b>\$6,867,578</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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	1.50	1.50
Kindergarten Teachers	3.00	3.00
Pre-K Teachers	2.00	2.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	1.50	1.50
Pre-K Special Education Teachers	2.00	2.00
Math Coach	0.00	0.50
ESOL/HILT Teachers	6.10	6.10
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	0.50	0.50
Teacher Mentor	0.20	0.20
Counselors	1.00	1.00
Librarian	1.00	1.00
ESOL Resource Assistant	1.00	1.00
Kindergarten Assistants	3.00	3.00
Pre-K Teacher Assistants	2.00	2.00
Library Assistants	0.50	0.50
Special Project Teacher Assistant	1.00	1.00
ESOL Teacher Assistants	4.00	4.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	3.00
Pre-K Special Education Teacher Assistant	2.00	2.00
Instructional Technology Coordinator	0.50	0.50
Clerical	3.00	3.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>71.00</b>	<b>72.50</b>

# Reed

## DESCRIPTION

The Integration Station program is a pre-kindergarten special education program that resides in the Reed Building. This program is supervised in the central Special Education office.

The Reed School also houses Distance Learning (now referred to as Virtual@APS) and the Children's School. The Children's School Program is partially subsidized by APS but will pay rent in FY 2015 to cover APS' direct costs to operate space occupied by the program. The fee charged will cover utilities, trash removal, maintenance custodial services, etc. and is significantly below market prices for comparable space.



## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
20	22	52

# Reed

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$911,407	\$1,101,052	\$1,235,844
Employee Benefits	\$301,215	\$388,868	\$471,558
Staff Development	\$75	\$149	\$165
Contractual Services	\$73,798	\$95,324	\$101,050
Materials & Supplies	\$3,697	\$5,860	\$6,485
Equipment	\$1,906	\$3,345	\$3,689
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,292,098</b>	<b>\$1,594,598</b>	<b>\$1,818,791</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Pre-K Special Education Teachers	7.00	8.00
Special Education County-wide Teachers	1.00	1.00
Music Teachers	0.40	0.40
Art Teachers	0.40	0.40
Physical Education Teachers	0.40	0.40
Special Education County-wide Teacher Assistant	2.00	2.00
Pre-K Special Education Teacher Assistants	6.00	7.00
Custodians	2.00	2.50
<b>TOTAL</b>	<b>19.20</b>	<b>21.70</b>

# Taylor

## SCHOOL GOALS

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 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	739	ESOL	4
Special Education Self-Contained	20	HILT	25
Countywide Special Education K-5	12	Gifted*	81
Montessori 3 and 4 year-old students	0	Special Education Resource	37
Pre-School 4 year-old students	0	Receiving Free and Reduced Lunch*	30
Pre-Kindergarten Special Education**	13		
<b>TOTAL ENROLLMENT</b>	<b>784</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 5 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	23.00
First Grade	23.00
Second/Third Grade	23.00
Fourth/Fifth Grade	23.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
737	744	784

# Taylor

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,001,688	\$5,411,543	\$5,568,208
Employee Benefits	\$1,589,849	\$1,750,583	\$1,941,256
Staff Development	\$0	\$1,534	\$1,566
Contractual Services	\$102,791	\$133,134	\$133,175
Materials & Supplies	\$127,638	\$95,804	\$98,558
Equipment	\$32,191	\$33,006	\$33,695
Other Operating Costs	\$35,936	\$43,200	\$43,200
<b>TOTAL</b>	<b>\$6,890,093</b>	<b>\$7,468,804</b>	<b>\$7,819,658</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	27.00	28.00
Kindergarten Teachers	6.00	6.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	2.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	1.00
Music Teachers	1.60	1.60
Art Teachers	1.60	1.60
Physical Education Teachers	3.20	3.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.80
Librarian	1.00	1.00
Kindergarten Assistants	6.00	6.00
Library Assistants	1.50	1.50
ESOL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
<b>TOTAL</b>	<b>79.00</b>	<b>82.20</b>

# Tuckahoe

## SCHOOL GOALS

- Connect the Standards of Learning (SOLs) with implementation of Arlington curriculum in math, science, social studies, and language arts.
- Monitor achievement of SOLs.
- Utilize the Discovery Schoolyard exemplary project to increase student learning.
- Provide high quality education program for all students.
- Use technology as an instructional tool.
- Eliminate achievement gaps between all student groups.



## INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- Wordmasters
- Book Buddies
- Math Dice Competition
- Tuckahoe Town
- Geography Bee
- Pi Day
- Continental Math League
- Colonial Day
- Discovery Schoolyard Exemplary Project
- First Grade Play

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education K-5	658	ESOL	6
Special Education Self-Contained	16	HILT	16
Montessori 3 and 4 year-old students	0	Gifted*	86
Pre-School 4 year-old students	0	Special Education Resource	48
Pre-Kindergarten Special Education**	18	Receiving Free and Reduced Lunch*	14
<b>TOTAL ENROLLMENT</b>	<b>692</b>		

\*FY 2014 Actual Enrollment

\*\*Includes 10 dual-enrolled students

## AVERAGE CLASS SIZE

FY 2014 ACTUAL	
GRADE	REGULAR
Kindergarten	23.00
First Grade	24.00
Second/Third Grade	24.00
Fourth/Fifth Grade	24.00

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
670	682	692

# Tuckahoe

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,550,851	\$4,515,636	\$4,822,528
Employee Benefits	\$1,480,330	\$1,473,749	\$1,817,344
Staff Development	\$808	\$1,417	\$1,371
Contractual Services	\$100,997	\$124,035	\$116,141
Materials & Supplies	\$106,738	\$88,555	\$86,608
Equipment	\$22,054	\$30,510	\$29,519
Other Operating Costs	\$38	\$0	\$0
<b>TOTAL</b>	<b>\$6,261,816</b>	<b>\$6,233,902</b>	<b>\$6,873,511</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	23.00
Foreign Language Teachers	0.00	3.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	5.00
Special Education Teachers	2.00	3.00
Special Education Resource Teachers	2.00	2.00
Pre-K Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
ESOL/HILT Teachers	0.50	0.50
Music Teachers	1.40	2.20
Art Teachers	1.40	2.20
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.40
Librarian	1.00	1.00
Kindergarten Assistants	6.00	5.00
Library Assistants	1.00	1.00
ESOL Teacher Assistants	0.00	0.50
Special Education Teacher Assistant	0.00	1.00
Pre-K Special Education Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.00
Custodians	4.00	4.00
<b>TOTAL</b>	<b>66.50</b>	<b>70.40</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 2015 School Board's Adopted Budget for these nine schools totals \$135,297,187 and includes 1,295.37 positions.

### SCHOOLS SUMMARY

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Gunston	\$9,362,149	96.50	\$9,827,242	103.30	\$11,097,335
Jefferson	\$9,581,377	105.50	\$10,353,055	115.40	\$11,721,154
Kenmore	\$11,769,098	122.67	\$12,517,559	127.07	\$13,103,361
Swanson	\$10,188,299	123.30	\$11,766,961	122.70	\$12,220,325
Williamsburg	\$11,022,105	118.30	\$11,971,516	126.60	\$12,923,044
H-B Woodlawn	\$7,339,510	74.60	\$7,691,464	76.30	\$8,330,084
Wakefield	\$18,397,031	186.80	\$19,700,005	206.80	\$21,660,850
Washington-Lee	\$21,131,130	218.10	\$21,943,186	223.30	\$23,194,962
Yorktown	\$20,483,693	199.30	\$20,745,530	193.90	\$21,046,072
<b>TOTAL</b>	<b>\$119,274,393</b>	<b>1,245.07</b>	<b>\$126,516,518</b>	<b>1,295.37</b>	<b>\$135,297,187</b>



## Secondary Schools Summary

The Arlington Public Schools secondary schools include five middle schools, three high schools, and one alternative middle/high school program which provide students in grades six through eight and nine through twelve with a wide range of instructional and program opportunities. Each school offers instruction following the Arlington Public Schools curricula and uses textbooks and supplementary materials selected centrally. Each school offers the courses listed in the Middle School Program of studies and/or the High School Program of Studies; some variation exists, primarily among electives. All the schools provide extracurricular opportunities, with students participating in interscholastic sports programs; the Virginia High School League; art and music festivals, exhibits, and performances; science fairs; vocational clubs and competitions; student government; service organizations; and other groups organized around common interests.

All the secondary schools address the special needs of students, including gifted, limited English proficient (LEP), and/or special education students. Some schools receive additional funds and/or staff to meet particular program needs. Resource teachers for the gifted serve each school. Additional staff to support former LEP students work at the three high schools. The Career Center receives staffing for the Transition Program.

Other specialized programs include the following:

- Gunston Middle School offers an extension of the Spanish partial immersion program at grades six, seven and eight and has an exemplary project titled Network 21. In addition, the school offers the Montessori Middle Years program option.
- Jefferson Middle School is an Authorized International Baccalaureate Middle Years Programme, available to students countywide.
- Kenmore Middle School offers an Arts and Communications Technology focus, available to students countywide.
- Wakefield High School offers the Foundation for Academic Excellence at grade nine, Senior Project at grade twelve, a partial Spanish Immersion Program, and an exemplary project, the Advanced Placement Network.
- Washington-Lee High School offers the International Baccalaureate program.
- Yorktown High School has an exemplary project titled Center for Leadership and Public Service.

The Career Center, described in the next section, serves high school students through a variety of career-related programs which supplement or replace the standard high school offerings. More detailed descriptions can be found in school profiles and/or programs of studies.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Staffing is calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to staffing at each school and are dependent on changes in the population at each school.
- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- 1.20 teacher positions for International Baccalaureate (IB) world language program are added to Jefferson Middle School in order to continue to meet the requirements of that program. (311000-41254)
- A 0.50 substance abuse counselor position to expand preventative/educational substance abuse services to middle schools is added in the Office of Student Services in the Department of Student Services and Special Education. (105250-41219)
- 5.0 math teachers are added to provide a 1.0 math teacher at each middle school. Previously these positions were provided from the staff contingency fund. (301040-41254)

## Secondary Schools Summary

- In FY 2014, the School Board elected to fund the high school resource teachers for the gifted positions with one-time funds for the 2013-2014 school year, pending a comprehensive review of these positions. These 3.5 teacher positions are reinstated in FY 2015. (404000-41222)
- The planning factor for middle school librarians changes from 2.0 librarians at 1,000 or more middle school students to 2.0 librarians at 1,300 or more middle school students. As a result, 2.0 librarian positions are reduced (1.0 at Swanson and 1.0 at Williamsburg). (314000-41228)
- The planning factor for the middle school educational clerical position is changed as follows:  
2.0 positions for 800-874 students to 2.0 positions for 800-899 students  
2.5 positions for 875-949 students to 2.5 positions for 900-999 students  
3.0 positions for 950-1024 students to 3.0 positions for 1000-1099 students  
3.5 positions for 1025-1999 students to 3.5 positions for 1100-1199 students  
This results in a decrease of a 1.0 clerical position (0.5 each at Swanson and Williamsburg). (312000-41324)
- The planning factor for the high school guidance clerical position is changed as follows:  
3.0 positions for 1000-1249 students to 3.0 positions for 1000-1299 students  
3.5 positions for 1250-1499 students to 3.5 positions for 1300-1599 students  
4.0 positions for 1500-1749 students to 4.0 positions for 1600-1899 students  
This results in a decrease of a 0.5 clerical position at Wakefield. (413000-41324)
- The planning factor for secondary Functional Life Skills is currently 1.0 teacher and 2.0 assistants for 8-10 identified students. In order to clarify staffing for classes with fewer than 8 students, a planning factor of 1.0 teacher and 1.0 assistant for 1-7 identified students will be included in the planning factor document. There is no budget impact for FY 2015.
- The description for Deaf and Hard of Hearing program in the planning factor document currently states the program serves students from 3-5 years of age. In order to clarify the population served by this program, the description is changed to note that the program serves students of all ages. There is no budget impact for FY 2015.

### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the secondary schools is a decrease of \$353,652. (317000/417000/517000-45624, 317000/417000/517000-45630, 317000/417000/517000-45680)

## Secondary Schools Summary

### 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)

### EQUIPMENT

- The one-time expenditure of \$450,000 budgeted in FY 2014 for Wakefield technology needs for the new Wakefield high school is eliminated in FY 2015. (416000-48835)

# Gunston

## SCHOOL INFORMATION

*"We are Gunston Middle School, a community of scholars where all students are planning for and preparing to attend college."*

The goal at Gunston Middle school is clear: academic excellence in a rigorous and nurturing environment that meets the needs of our diverse student body. Our students are encouraged to work hard, explore new interests, develop positive relationships and build on existing strengths. Our talented, dedicated staff works hard to make sure every child has the tools and time to be successful. A vibrant after-school program with homework help, elective classes, community service opportunities, clubs, sports and special events supplements the rigorous school day. See the Gunston website ([www.apsva.us/gunston](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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
744	797	836

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	752	HILT	42
Special Education Self-Contained	84	HILT/EX	41
<b>TOTAL</b>	<b>836</b>	Gifted*	224
		Special Education Resource	65
		Interlude	7
		Receiving Free and Reduced Lunch*	254

\*FY 2014 Actual Enrollment

# Gunston

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,025,571	\$7,409,944	\$8,123,300
Employee Benefits	\$2,171,795	\$2,261,770	\$2,807,485
Staff Development	\$5,950	\$4,024	\$4,150
Contractual Services	\$8,868	\$7,358	\$7,689
Materials & Supplies	\$85,912	\$93,310	\$100,873
Equipment	\$63,903	\$50,336	\$53,338
Other Operating Costs	\$150	\$500	\$500
<b>TOTAL</b>	<b>\$9,362,149</b>	<b>\$9,827,242</b>	<b>\$11,097,335</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	42.80	47.40
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.40	2.40
Gifted Teachers	1.00	1.00
Math Teacher	0.00	1.00
Exemplary Projects Teachers	1.00	1.00
HILT Teachers	5.20	5.00
Special Education Teachers	11.00	12.00
Special Education Resource Teachers	2.70	3.20
Director of Counseling	1.00	1.00
Counselors	3.00	3.40
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistant/Aides	12.00	11.00
Clerical	6.00	6.50
Custodians*		
<b>TOTAL</b>	<b>96.50</b>	<b>103.30</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
786	834	857

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	739	HILT	36
Special Education Self-Contained	99	HILT/EX	24
Countywide Special Education	19	Gifted*	214
<b>TOTAL</b>	<b>857</b>	Special Education Resource	70
		Interlude	7
		Receiving Free and Reduced Lunch*	369

\*FY 2014 Actual Enrollment

# Jefferson

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,193,255	\$7,795,414	\$8,522,061
Employee Benefits	\$2,170,911	\$2,382,982	\$2,970,365
Staff Development	\$13,172	\$1,652	\$1,723
Contractual Services	\$9,021	\$7,616	\$7,799
Materials & Supplies	\$106,374	\$108,371	\$160,519
Equipment	\$88,061	\$56,520	\$58,187
Other Operating Costs	\$583	\$500	\$500
<b>TOTAL</b>	<b>\$9,581,377</b>	<b>\$10,353,055</b>	<b>\$11,721,154</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	45.00	46.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	0.00	1.00
Exemplary Projects Teachers	1.00	2.20
HILT Teachers	3.40	3.60
Project Pathways Teachers	2.50	2.50
Special Education Teachers	12.00	12.00
Special Education Countywide Teachers	2.00	3.00
Special Education Resource Teachers	3.20	3.20
Director of Counseling	1.00	1.00
Counselors	3.20	3.40
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	13.50	18.00
Clerical	6.50	6.50
Custodians*		
<b>TOTAL</b>	<b>105.50</b>	<b>115.40</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 2013	FY 2014	FY 2015
<b>ACTUAL</b>	<b>ACTUAL</b>	<b>PROJECTED</b>
762	809	841

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	707	HILT	38
Special Education Self-Contained	114	HILT/EX	51
Countywide Special Education	20	Gifted*	205
<b>TOTAL</b>	<b>841</b>	Special Education Resource	80
		Interlude	10
		Receiving Free and Reduced Lunch*	449

\*FY 2014 Actual Enrollment



# Kenmore

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,599,324	\$9,095,854	\$9,284,075
Employee Benefits	\$2,655,812	\$2,868,380	\$3,270,568
Staff Development	\$15,996	\$1,692	\$1,690
Contractual Services	\$316,708	\$367,114	\$360,828
Materials & Supplies	\$105,749	\$120,374	\$122,103
Equipment	\$47,947	\$44,145	\$44,097
Other Operating Costs	\$27,562	\$20,000	\$20,000
<b>TOTAL</b>	<b>\$11,769,098</b>	<b>\$12,517,559</b>	<b>\$13,103,361</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	43.20	42.60
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	0.00	1.00
Exemplary Projects Teachers	1.60	1.60
HILT Teachers	5.40	5.40
Special Education Teachers	13.00	14.00
Special Education Countywide Teachers	2.17	3.17
Special Education Resource Teachers	3.20	3.70
Director of Counseling	1.00	1.00
Counselors	3.40	3.40
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	19.00	20.50
Clerical	6.50	6.50
Custodians	11.00	11.00
<b>TOTAL</b>	<b>122.67</b>	<b>127.07</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
967	994	1037

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	942	HILT	27
Special Education Self-Contained	87	HILT/EX	22
Countywide Special Education	8	Gifted*	308
<b>TOTAL</b>	<b>1,037</b>	Special Education Resource	50
		Interlude	8
		Receiving Free and Reduced Lunch*	142

\*FY 2014 Actual Enrollment

# Swanson

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,433,610	\$8,524,547	\$8,647,889
Employee Benefits	\$2,369,392	\$2,821,573	\$3,139,580
Staff Development	\$581	\$2,074	\$2,084
Contractual Services	\$202,345	\$227,294	\$237,150
Materials & Supplies	\$140,125	\$137,774	\$139,686
Equipment	\$41,630	\$53,199	\$53,436
Other Operating Costs	\$616	\$500	\$500
<b>TOTAL</b>	<b>\$10,188,299</b>	<b>\$11,766,961</b>	<b>\$12,220,325</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	58.80	58.40
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	0.00	1.00
HILT Teachers	3.20	3.00
Special Education Teachers	11.00	11.00
Special Education Countywide Teachers	1.00	1.00
Special Education Resource Teachers	2.20	2.70
Director of Counseling	1.00	1.00
Counselors	4.20	4.20
Librarians	2.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	13.50	13.00
Clerical	8.00	7.50
Custodians	7.00	7.50
<b>TOTAL</b>	<b>123.30</b>	<b>122.70</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
961	1001	1044

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT	
General Education	947
Special Education Self-Contained	85
Countywide Special Education	12
<b>TOTAL</b>	<b>1,044</b>

\*FY 2014 Actual Enrollment

FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	20
HILT/EX	16
Gifted*	253
Special Education Resource	54
Interlude	6
Receiving Free and Reduced Lunch*	127

# Williamsburg

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$8,093,307	\$8,703,579	\$9,257,402
Employee Benefits	\$2,485,251	\$2,750,436	\$3,181,806
Staff Development	\$11,853	\$1,994	\$2,098
Contractual Services	\$229,296	\$328,291	\$284,093
Materials & Supplies	\$145,620	\$135,423	\$143,375
Equipment	\$52,529	\$51,293	\$53,770
Contractual Services	\$4,249	\$500	\$500
<b>TOTAL</b>	<b>\$11,022,105</b>	<b>\$11,971,516</b>	<b>\$12,923,044</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	3.00
Classroom Teachers	56.80	59.60
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Minority Achievement Teacher	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	0.00	1.00
HILT Teachers	2.40	2.20
Special Education Teachers	11.00	10.00
Special Education Countywide Teachers	1.00	2.00
Special Education Resource Teachers	2.70	2.70
Director of Counseling	1.00	1.00
Counselors	4.00	4.20
Librarians	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	11.00	14.50
Clerical	7.50	7.50
Custodians	9.50	9.50
<b>TOTAL</b>	<b>118.30</b>	<b>126.60</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
623	635	624

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	601	HILT	60
Special Education Self-Contained	5	HILT/EX	17
Countywide Special Education	18	Gifted*	297
<b>TOTAL</b>	<b>624</b>	Special Education Resource	69
		Interlude	0
		Receiving Free and Reduced Lunch*	97

\*FY 2014 Actual Enrollment

# H-B Woodlawn

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,421,462	\$5,569,246	\$5,895,025
Employee Benefits	\$1,614,127	\$1,775,620	\$2,087,434
Staff Development	\$2,150	\$1,254	\$1,254
Contractual Services	\$172,189	\$219,024	\$219,024
Materials & Supplies	\$95,215	\$87,704	\$88,731
Equipment	\$31,025	\$33,767	\$33,767
Other Operating Costs	\$3,342	\$4,849	\$4,849
<b>TOTAL</b>	<b>\$7,339,510</b>	<b>\$7,691,464</b>	<b>\$8,330,084</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Counselors	2.60	2.60
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	32.70	32.10
SOL Core Teacher	1.00	1.00
Health Education Specialist	0.40	0.40
Minority Achievement Teacher	0.20	0.20
Gifted Teachers	1.00	1.00
HILT Teachers	2.80	4.60
Science Program Teachers	0.60	0.60
Special Education Teachers	1.00	2.00
Special Education Countywide Teachers	3.00	2.00
Special Education Resource Teachers	3.90	3.90
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants/Aides	5.50	6.00
Clerical	6.40	6.40
Custodians	7.50	7.50
<b>TOTAL</b>	<b>74.60</b>	<b>76.30</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
1,430	1,483	1,567

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	1,387	HILT	93
Special Education Self-Contained	156	HILT/EX	65
Countywide Special Education	24	Gifted*	333
<b>TOTAL</b>	<b>1,567</b>	Special Education Resource	125
		Interlude	32
		Receiving Free and Reduced Lunch*	715

\*FY 2014 Actual Enrollment



# Wakefield

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$13,520,893	\$13,847,765	\$15,274,971
Employee Benefits	\$4,107,122	\$4,342,591	\$5,402,993
Staff Development	\$8,530	\$2,917	\$3,150
Contractual Services	\$353,101	\$617,960	\$510,107
Materials & Supplies	\$212,745	\$227,864	\$249,308
Equipment	\$100,639	\$556,105	\$114,306
Other Operating Costs	\$94,001	\$104,803	\$106,015
<b>TOTAL</b>	<b>\$18,397,031</b>	<b>\$19,700,005</b>	<b>\$21,660,850</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	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	6.40	6.80
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	63.40	67.20
SOL Core Teachers	5.00	5.00
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	7.40	9.20
Special Education Teachers	15.00	18.00
Special Education Countywide Teachers	1.00	4.00
Special Education Resource Teachers	5.20	5.70
Interlude Teachers	3.00	4.00
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	25.60	30.60
Clerical	14.00	14.00
Custodians	20.00	21.00
<b>TOTAL</b>	<b>186.80</b>	<b>206.80</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 559 students have earned the prestigious IB Diploma in conjunction with the Virginia Advanced Studies Diploma. Successful completion of IB courses and exams may lead to college credit and/or advanced standing at colleges and universities.

Washington-Lee also offers an extensive selection of Advanced Placement (AP) courses which require students to complete an exit exam that may lead to college credit.

Washington-Lee graduates in 2013 earned more than \$9.1 million in scholarship awards. Ninety-three percent of graduates go directly on to higher education, with more than 73 percent enrolling in four year colleges and universities.

Washington-Lee provides an opportunity for seniors to pursue a career interest or complete a special project during the final three weeks of the senior year. The Senior Experience Program, Exploring Work from Theory to Practice, is now in its ninth year. It is open to any senior who has a 2.0 grade point average or higher as well as the recommendation of senior year instructors. Participants are required to complete a minimum of 100 hours of field work, maintain a daily time sheet, and submit a written reflection at the end of the program. Ninety-four percent of seniors participated in the 2013 Senior Experience Program.

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
1,980	1,952	2,001

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT		FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
General Education	1,869	HILT	90
Special Education Self-Contained	104	HILT/EX	30
Countywide Special Education	28	Gifted*	697
<b>TOTAL</b>	<b>2,001</b>	Special Education Resource	121
		Interlude	26
		Receiving Free and Reduced Lunch*	629

\*FY 2014 Actual Enrollment

# Washington-Lee

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$15,249,876	\$15,772,384	\$16,360,191
Employee Benefits	\$4,556,089	\$4,855,009	\$5,657,272
Staff Development	\$23,269	\$4,080	\$4,022
Contractual Services	\$673,777	\$675,654	\$540,246
Materials & Supplies	\$287,244	\$307,818	\$306,537
Equipment	\$164,911	\$150,031	\$148,788
Other Operating Costs	\$175,964	\$178,210	\$177,906
<b>TOTAL</b>	<b>\$21,131,130</b>	<b>\$21,943,186</b>	<b>\$23,194,962</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	9.00	8.80
Librarians	2.00	2.00
Classroom Teachers	99.00	95.80
SOL Core Teachers	4.00	4.00
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	6.20	6.80
Special Education Teachers	11.00	12.00
Special Education Countywide Teachers	1.00	4.00
Special Education Resource Teachers	5.20	5.70
Interlude Teachers	3.00	3.00
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	22.50	26.00
Clerical	17.00	16.50
Custodians	19.00	19.50
<b>TOTAL</b>	<b>218.10</b>	<b>223.30</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 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
1,754	1,738	1,737

## SCHOOL POPULATION

FY 2015 PROJECTED ENROLLMENT	
General Education	1,621
Special Education Self-Contained	96
Countywide Special Education	20
<b>TOTAL</b>	<b>1,737</b>

\*FY 2014 Actual Enrollment

FY 2015 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
HILT	37
HILT/EX	21
Gifted*	449
Special Education Resource	127
Interlude	30
Receiving Free and Reduced Lunch*	265

# Yorktown

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$14,802,357	\$15,019,583	\$15,002,514
Employee Benefits	\$4,541,880	\$4,656,343	\$5,055,599
Staff Development	\$6,800	\$3,636	\$3,491
Contractual Services	\$518,116	\$564,422	\$495,082
Materials & Supplies	\$264,760	\$281,805	\$274,764
Equipment	\$271,997	\$133,583	\$129,216
Other Operating Costs	\$77,783	\$86,158	\$85,406
<b>TOTAL</b>	<b>\$20,483,693</b>	<b>\$20,745,530</b>	<b>\$21,046,072</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.50	3.50
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	8.00	7.60
Librarians	2.00	2.00
Classroom Teachers	90.20	85.40
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	3.60	3.40
Special Education Teachers	11.00	11.00
Special Education Countywide Teachers	1.00	2.00
Special Education Resource Teachers	4.70	5.70
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	20.00
Clerical	16.00	15.00
Custodians	20.50	20.50
<b>TOTAL</b>	<b>199.30</b>	<b>193.90</b>



## Other Programs

### SUMMARY

Other School Programs includes the Arlington Mill High School, Career Center, Langston High School Continuation Program, Career Center, New Directions, Stratford Program, and the Teenage Parenting Program. The FY 2015 School Board's Adopted Budget for these programs totals \$16,891,920 and includes 146.79 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arlington Mill	\$3,242,951	26.80	\$3,236,997	26.80	\$3,473,833
Career Center	\$7,532,054	60.85	\$7,319,300	65.85	\$8,008,349
Langston	\$1,531,474	14.59	\$1,614,294	16.59	\$1,815,274
New Directions	\$682,307	5.90	\$690,779	5.90	\$720,302
Stratford	\$2,319,530	29.40	\$2,354,277	28.40	\$2,434,617
Teenage Parenting Program	\$1,754,219	3.25	\$450,660	3.25	\$439,545
<b>TOTAL</b>	<b>\$17,062,535</b>	<b>140.79</b>	<b>\$15,666,307</b>	<b>146.79</b>	<b>\$16,891,920</b>

# Arlington Career Center

## DESCRIPTION

The Career Center provides Career and Technical Education to all Arlington Public School students and is home to the Governor's Career and Technical Academy, the Columbia Pike Branch Public Library, Alternative for Parenting Teens Program and the Outreach Program. The facility operates year-round Monday through Friday from 7:30 a.m. until 10:00 p.m. and Saturdays from 9:00 a.m. to 1:00 p.m. The Career Center Principal is responsible for the management of the total facility including supervision, upkeep, maintenance and security. The budget supports the building custodial staff, security staff, utility costs, and building and equipment repair costs.

## FY 2015 PRIORITIES

- Continue to update and maintain program options for Arlington students in six program areas: 1) Career and Technical Education (CTE) Electives; 2) Academic Programs; 3) Special Education Programs; 4) The Governor's Academy; 5) Enrichment Programs; and 6) Internship Programs.
- Through the Governor's Academy Program, increase college credit options for Arlington high school students by expanding dual-enrolled classes and growing the Summer STEM Academy at NOVA-Alexandria.
- Continue to work with the Parent and Business Advisory Committee on the 3 - 5 year vision for the Career Center Academy Programs.
- Provide for work place - relevant technical and professional certificates that advance students experience and awareness in their interest areas.
- Provide for a continuous cycle of improvement among all programs, and particularly extra-curricular programs available to all APS students (PRIME, Enrichment, and summer programs).

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Staffing is calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to staffing at each school and are dependent on changes in the population at each school.

### 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 Career Center

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
430	568	459

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,455,453	\$5,222,342	\$5,678,771
Employee Benefits	\$1,664,021	\$1,814,600	\$2,046,724
Staff Development	\$10,324	\$8,501	\$8,501
Contractual Services	\$119,842	\$3,970	\$3,970
Materials & Supplies	\$147,694	\$139,304	\$139,415
Equipment	\$76,326	\$71,034	\$71,419
Other Operating Costs	\$58,394	\$59,549	\$59,549
<b>TOTAL</b>	<b>\$7,532,054</b>	<b>\$7,319,300</b>	<b>\$8,008,349</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.05	24.05
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	0.20
Instructional Technology Coordinator	1.00	1.00
Special Education Teachers	7.00	10.00
Special Ed Exp Based Teachers	2.00	2.00
Assistants/Aides	10.00	12.00
Clerical Support	2.00	2.00
<b>TOTAL</b>	<b>60.85</b>	<b>65.85</b>

# Arlington Mill

## DESCRIPTION

Arlington Mill High School offers a curriculum to high school students seeking a flexible and alternative way to complete their high school education. The School's courses and electives meet the requirements for obtaining modified, 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. In FY 2015, the Langston High School Continuation Program will be combined with the Arlington Mill High School.

## FY 2015 PRIORITIES

To address the Strategic Plan goals of rising student achievement, eliminating the achievement gap, and providing an educational program that is responsive to needs of its students, Arlington Mill High School will:

- Maintain high academic standards for the students in the Arlington Mill 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;
- Focus on the use of data and assessment to inform instruction and assist decision making; and
- Determine the personal life goals of each student and support each student in achieving their goals.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### MATERIALS AND SUPPLIES

- Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.

# Arlington Mill

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
105	161	172

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,370,592	\$2,320,321	\$2,375,996
Employee Benefits	\$727,469	\$718,929	\$893,578
Staff Development	\$156	\$3,347	\$3,638
Contractual Services	\$71,549	\$103,382	\$103,633
Materials & Supplies	\$33,841	\$35,687	\$38,652
Equipment	\$38,281	\$16,985	\$18,287
Other Operating Costs	\$1,063	\$38,346	\$40,049
<b>TOTAL</b>	<b>\$3,242,951</b>	<b>\$3,236,997</b>	<b>\$3,473,833</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Supervisor	0.00	0.00
Assistant Principal	1.00	1.00
Specialist	0.50	0.50
Counselor	2.00	2.00
Teachers - School-Based	18.30	18.30
Resource Assistants	2.00	2.00
Instructional Technology Coordinator	0.00	0.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>26.80</b>	<b>26.80</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 2015 PRIORITIES

To address the Strategic Plan goals of rising student achievement, eliminating the achievement gap, and providing an educational program that is responsive to needs of its students, the Langston High School Continuation Program will:

- Maintain high academic standards for the students in the Langston High School Continuation Program and assist students in reaching those standards;
- Provide students with strategies and skills of reading, writing, problem solving, and critical thinking as support in all of the academic areas;
- Focus on reading as a skill necessary to academic achievement;
- Maintain a school-wide focus on the principles of Understanding by Design to promote best instructional practices and enhance student achievement;
- Continue to align its curriculum with that of Arlington Public Schools and the SOLs, enabling each student to participate in a rich and rigorous curriculum;
- Continue to stress and support school attendance;
- Focus on the use of data and assessment to inform instruction and assist decision making; and
- Determine the personal life goals of each student and support each student in achieving their goals.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- 2.0 custodian positions are moved from the office of Operation of Plant-Other Buildings in the Department of Facilities and Operations to Langston High School Continuation Program to better reflect management responsibility. (108220-41316, 809710-41316).

### 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.

# Langston

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
58	71	54

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,141,721	\$1,191,813	\$1,320,257
Employee Benefits	\$357,634	\$376,614	\$455,029
Staff Development	\$0	\$975	\$643
Contractual Services	\$11,010	\$22,439	\$22,154
Materials & Supplies	\$16,799	\$14,817	\$11,382
Equipment	\$3,717	\$6,348	\$4,866
Other Operating Costs	\$593	\$1,288	\$943
<b>TOTAL</b>	<b>\$1,531,474</b>	<b>\$1,614,294</b>	<b>\$1,815,274</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Counselor	1.00	1.00
Teachers - School-Based	8.79	8.79
Resource Assistants	1.00	1.00
Instructional Technology Coordinator	0.30	0.30
Clerical	2.50	2.50
Custodians	0.00	2.00
<b>TOTAL</b>	<b>14.59</b>	<b>16.59</b>

# New Directions

## DESCRIPTION

The New Directions Program provides an alternative instructional program for identified students with academic and counseling opportunities in a small nurturing environment. Its highly structured and supportive academic setting offers students who are court-involved and have been unsuccessful in a larger school setting, an opportunity to earn high school credits needed for graduation. The program's purpose is threefold: to provide students with a challenging and dynamic academic program; to help students modify their behaviors and make healthy life choices; and to collaborate with parents and other county agencies promoting success of students. Matriculation towards graduation is accomplished via transition to their neighborhood high school, transition to the High School Continuation Program, or remaining in the New Directions program until the student completes the requirements for high school graduation.

## FY 2015 PRIORITIES

To achieve the strategic plan goals of rising student achievement, eliminating the achievement gap, and providing a program that is responsive to the needs of its students, the New Directions Program will:

- Provide a rigorous, engaging academic program utilizing a small, structured, responsive academic approach to meet the social, emotional, and academic needs of every student;
- Hire and retain highly qualified staff and nurture a collaborative, stable, cohesive team where teachers and Arlington Court Services work together to achieve what could not be accomplished alone;
- Foster a school climate of open, consistent communication among students, staff, parents, Court Services, group homes, and the Department of Human Services (DHS) to build effective relationships;
- Ensure that students enrolled in the program have every opportunity to pass all classes and progress toward graduation through creative, individualized academic planning;
- Empower students to act responsibly and introspectively via academic and counseling supports;
- Encourage students to plan for college or other post-secondary education;
- Maintain a school-wide focus on becoming a Professional Learning Community (PLC) to promote best instructional practices and enhance student achievement;
- Increase the knowledge and skills of staff through a variety of professional and staff development opportunities; and
- Analyze various forms of data frequently and consistently to inform instruction and assist decision-making.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

# New Directions

## ENROLLMENT

Students in this program are transient and are counted in the enrollment figures at their home school. The maximum enrollment is 35 students and the average enrollment is 30-33.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$521,523	\$529,143	\$544,008
Employee Benefits	\$153,732	\$149,998	\$164,624
Staff Development	\$52	\$352	\$352
Contractual Services	\$0	\$303	\$335
Materials & Supplies	\$3,969	\$3,801	\$3,801
Equipment	\$1,697	\$3,966	\$3,966
Other Operating Costs	\$1,334	\$3,216	\$3,216
<b>TOTAL</b>	<b>\$682,307</b>	<b>\$690,779</b>	<b>\$720,302</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Classroom Teachers	3.70	3.70
Instructional Technology Coordinator	0.20	0.20
Guidance Counselor	1.00	1.00
<b>TOTAL</b>	<b>5.90</b>	<b>5.90</b>

# Stratford

## DESCRIPTION

Stratford Program serves students with mild, moderate or severe 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.

## FY 2015 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 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- The planning factors provide staffing based on the number of children receiving services. To comply with the planning factors, 1.0 teacher assistant position is reduced in this program. (701000, 41375)



# Stratford

## ENROLLMENT

FY 2013	FY 2014	FY 2015
ACTUAL	ACTUAL	PROJECTED
51	48	50

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,699,515	\$1,712,554	\$1,716,286
Employee Benefits	\$582,181	\$602,053	\$678,852
Staff Development	\$1,766	\$1,770	\$1,770
Contractual Services	\$1,601	\$6,441	\$6,441
Materials & Supplies	\$27,434	\$23,451	\$23,312
Equipment	\$6,483	\$7,533	\$7,481
Other Operating Costs	\$550	\$475	\$475
<b>TOTAL</b>	<b>\$2,319,530</b>	<b>\$2,354,277</b>	<b>\$2,434,617</b>

## POSITION SUMMARY

	FY 2014	FY 2015
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
Instructional Technology Coordinator	0.50	0.50
Special Education Teachers	9.80	9.80
Assistants/Aides	13.00	12.00
Librarian	0.50	0.50
Clerical Support	2.00	2.00
Custodians	1.00	1.00
<b>TOTAL</b>	<b>29.40</b>	<b>28.40</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;
- 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.

## FY 2013 ACCOMPLISHMENTS

- A total of 51 students attended school at Reed (21 pregnant and 30 teenage mothers) and 48 babies were cared for in the Reed and Career Center Infant Care Centers.
- A total of 92 young parents participated (51 at Reed, 10 in other APS schools, 15 in the community or graduated, and 16 young fathers).
- No low birth weight babies born to adolescent mothers in Arlington Public Schools.
- Creation of a Fatherhood Specialist position with existing staffing allocation to assist young fathers to enroll in school, stay in school, and/or find employment.
- Continued reduction in adolescent pregnancy.

# Teenage Parenting

## FY 2014 GOALS

- Successful transition to the Arlington Career Center.
- Provide high quality, nurturing child care for the children of young mothers.
- Meet the medical, academic, and transportation needs of pregnant and parenting students.

## FY 2015 PRIORITIES

- Provide ongoing professional development for all Teenage Parenting Program staff.
- Continue efforts to educate young parents and their children and reduce adolescent pregnancy.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, a staff contingency of 2.50 teacher positions was added to the Department of Instruction Curriculum/Instruction program to accommodate any additional needs for the Teenage Parenting Program as a result of the program relocating to the Career Center. These 2.50 teacher positions are eliminated in FY 2015. Any additional positions needed in FY 2015 will be provided from the Department of Human Resources staff contingency fund. (801000-41254)

## ENROLLMENT

APS students in this program are transient and are counted in the enrollment figures at their home school.

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,232,338	\$278,805	\$241,584
Employee Benefits	\$408,502	\$74,047	\$100,153
Staff Development	\$51	\$0	\$0
Contractual Services	\$84,781	\$79,520	\$79,520
Materials & Supplies	\$21,776	\$12,842	\$12,842
Equipment	\$4,514	\$5,161	\$5,161
Other Operating Costs	\$2,257	\$285	\$285
<b>TOTAL</b>	<b>\$1,754,219</b>	<b>\$450,660</b>	<b>\$439,545</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Counselor	1.00	1.00
Supervisor	0.25	0.25
Teacher Assistants	2.00	2.00
<b>TOTAL</b>	<b>3.25</b>	<b>3.25</b>



# 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

## Departments

The Departments section includes financial and summary information for all of the departments funded in the School Operating Fund. These include the School Board Office, the Superintendent's Office, the Department of Instruction, School and Community Relations, Administrative Services, the Department of Student Services and Special Education, Human Resources, Finance and Management Services, Facilities and Operations, and Information Services.

### DEPARTMENTS SUMMARY

PROGRAM	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$398,775	3.00	\$528,949	3.00	\$594,300
Superintendent's Office	\$729,318	3.00	\$773,980	3.00	\$595,531
Department of Instruction	\$18,168,605	112.50	\$21,784,635	108.00	\$22,637,438
School and Community Relations	\$1,622,695	13.00	\$1,944,337	13.00	\$2,168,118
Administrative Services	\$501,249	2.00	\$369,090	4.00	\$656,368
Department of Student Services and Special Education	\$20,624,591	165.00	\$20,662,351	152.50	\$21,929,265
Human Resources	\$19,202,848	28.50	\$14,652,069	28.50	\$15,595,595
Finance & Management Services	\$5,853,887	18.75	\$19,490,169	19.75	\$11,179,220
Facilities & Operations	\$29,882,227	278.25	\$31,268,549	281.25	\$31,928,601
Information Services	\$18,223,669	78.80	\$17,706,056	78.80	\$18,264,660
<b>TOTAL</b>	<b>\$115,207,864</b>	<b>702.80</b>	<b>\$129,180,185</b>	<b>691.80</b>	<b>\$125,549,096</b>

## SCHOOL BOARD & SUPERINTENDENT'S OFFICE

### SCHOOL BOARD SUMMARY

The FY 2015 School Board's Adopted Budget for the School Board Office totals \$594,300 and includes 3.0 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$398,775	3.00	\$528,949	3.00	\$594,300
<b>TOTAL</b>	<b>\$398,775</b>	<b>3.00</b>	<b>\$528,949</b>	<b>3.00</b>	<b>\$594,300</b>

### SUPERINTENDENT'S OFFICE SUMMARY

The FY 2015 School Board's Adopted Budget for the Superintendent's Office totals \$815,531 and includes 3.0 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Superintendent's Office	\$729,318	3.00	\$773,980	3.00	\$815,531
<b>TOTAL</b>	<b>\$729,318</b>	<b>3.00</b>	<b>\$773,980</b>	<b>3.00</b>	<b>\$815,531</b>

# 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 2014 PRIORITIES AND FY 2015 BUDGET DIRECTION

The School Board establishes annual priorities to assist in keeping the Board's work focused, effective and aligned with our Strategic Plan goals. In addition, the Board adopts separately annual Budget Direction to the Superintendent in development of the next year's fiscal year budget. The School Board's priorities for FY 2014 are as follows:

### STUDENT SAFETY

The School Board recognizes that student safety is paramount. To continue to ensure the safety of our students, the School Board will:

- Receive an update on the work of the Safe Routes to Schools Coordinator, a one-year, grant-funded position.
- Rely on input from the Multimodal Transportation and Student Safety Special Committee in reviewing and revising, as appropriate, transportation policies and practices to maximize student safety in all modes of travel to and from school.
- Receive an update on the work of the Security Coordinator, which is a new position this year.
- Review and revise, as appropriate, other policies and practices related to student safety.

### STUDENT ACHIEVEMENT

Consistent with the Strategic Plan goals to ensure that every student is challenged and engaged and to eliminate achievement gaps, the School Board will consider the resources and policies needed to support:

- Improved reading achievement for students in elementary, middle and high school, with an emphasis on eliminating achievement gaps.
- More students graduating with an advanced studies diploma.
- Increased instructional time for elementary schools with early release Wednesdays.
- Implementation of selected recommendations from the FY 2013 program evaluations for English Language Arts, Mathematics and World Languages and evaluations of services for English language learners and students with special needs.
- Enhanced, higher level Science, Technology, Engineering and Math (STEM) opportunities.
- A vision for student learning that provides more options and flexibility to attend school beyond the traditional school day and year, to access online courses, and to receive dual-enrollment credit with institutions of higher learning.

### ACCOUNTABILITY

The School Board reviews reports and data annually to monitor progress toward our Strategic Plan goals. Using this information, the Board adopts its budget and considers changes to policies and the program of studies to enhance student achievement and success. The School Board will review:

- The FY 2014 program evaluations of the Minority Student Achievement Office, Science, and Summer School.
- The baseline and trend data for the APS Key Performance Indicators.
- Information that addresses areas for improvement identified in the FY 2013 program evaluations.
- Reports of School Board advisory councils and committees.



## Arlington School Board

The School Board also ensures that its resources are used effectively and efficiently and that APS complies with all laws. To this end, the School Board will:

- Hire an Internal Auditor to report to the Board and begin the work of the Board's Audit Committee, with the goal of improving school division performance and accountability.

To encourage and support the APS culture of continuous improvement, the School Board will:

- Support the school division's participation in the Senate Productivity and Quality Award (SPQA) program.

### COMMUNICATION

Recognizing that effective communication with staff, students, families, the Arlington community and Arlington County Board are essential to the success of our students, the School Board will:

- Enhance School Board communication using a variety of means, including our web page, open office hours, and School Board meetings.
- Promote greater family engagement, with an emphasis on improving student success, through our roles as liaisons to schools and various organizations.
- Receive input from citizens regarding a framework for family engagement and consider changes to the School Board's community engagement policy, with a goal of building the capacity of schools and families to partner to support student learning.
- Ensure that the community has a thorough understanding of the challenges that sustained and significant increased enrollment creates for APS and the return on investment of the high quality education that APS provides.
- Continue the long practice of strong collaboration with the County Board to meet the needs of the entire Arlington community.
- Ensure transparent public processes that actively engage the community in the Board's decisions.

### MORE SEATS FOR MORE STUDENTS

Enrollment in APS has increased by approximately 21 percent in the last five years, from fewer than 19,000 students to 22,613 students last school year. This fall, we expect to meet the projected enrollment of nearly 23,600 students, which is a 4.5 percent increase over last year's enrollment. By 2022, APS projects that we will enroll more than 30,000 students. Because of the shortage of seats across the County for this continued, growing student enrollment, and consistent with the Strategic Plan goal of providing optimal learning environments, the School Board will:

- Adopt a framework this fall for the FY 2015-2024 Capital Improvement Plan (CIP) and adopt the CIP in the spring.
- Award the construction contract for Ashlawn Elementary School; approve a concept design for the addition at Arlington Traditional School; approve the final design and award the construction contract for Elementary School #1 on the campus of Williamsburg Middle School; and award the contract for design services, and approve the concept and schematic designs for the addition at McKinley Elementary School.
- Consider criteria for the creation of new choice program schools.
- Develop a framework for and begin consideration of options to address secondary school crowding.
- Consider input from the Master Planning Committee regarding long-term planning for increased enrollment, given the limited APS property available, and in the context of Arlington County Government's planning processes.
- Pursue an agreement for the sale of the Wilson property, which will provide resources to build more seats for our students where needed, while supporting the vision of Arlington County Government for redevelopment of the western Rosslyn area.

# Arlington School Board

## FY 2015 BUDGET DIRECTION

The School Board directs the Superintendent to prepare a FY 2015 budget that reflects current economic conditions, while honoring the vision and legacy of Arlington Public Schools (APS) and Arlington County in providing a high quality education for each student. This continued commitment to public education has benefitted not only Arlington students and their families, but also all Arlington residents. The excellence of our schools is a hallmark of Arlington County, which continues to attract citizens and business, thus contributing to the economic vitality of this community.

On November 19, 2013, the County Board provided the County Manager with Budget Guidance for developing the FY 2015 budget. This guidance included an allocation of 45.6% of local County revenue to APS. Based upon the County's estimate of a 3% increase in local revenue, this would provide APS with \$12.5 million more in County transfer funds than provided in the current fiscal year. The Budget Guidance does not include a provision for funding the cost of APS' student enrollment growth, as it did last year. Enrollment growth is estimated to cost \$8.3 million in ongoing costs for staffing, and an additional \$2.9 million for one-time costs such as textbooks, technology and relocatable classrooms. Based on these budget projections and the County's Budget Guidance, APS has a budget gap for FY 2015 of \$8.8 million to maintain current services for students. Any additions to the budget for a compensation increase, increased instructional time, or other program changes will increase the budget gap.

In developing the proposed FY 2015 budget, the Superintendent is directed to:

- Present a budget that is consistent with APS' Mission, Vision, Core Values and Strategic Plan.
- Present a balanced budget.
- Set aside funding from FY 2013 closeout for one-time expenses in FY 2015.
- Close the budget gap, at least in part, by cost savings and the use of reserves to offset one-time costs. Options for cost savings should include consideration of efficiencies, service reductions, and personnel cost savings. All cost savings proposals should include an impact assessment that provides an analysis of the effect of the proposed reduction on achievement of the APS Strategic Plan goals.
- Reflect the School Board's priority to provide consistent instructional time at the elementary school level.
- Consider other enhancements that are consistent with the Strategic Plan, including compensation.
- Ensure that the budget provides for long-term financial sustainability, using the updated three-year forecasts 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 2012-13 citizen advisory council reports, program evaluations, and other relevant reports.

During the budget process, the School Board will determine what, if any, additional revenue it will request from the County Board to maintain the quality of APS, consistent with this Budget Direction, the following Budget Standards and Guiding Principles, and the County Board's Budget Guidance that its budget "adequately support our excellent public schools."

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

# Arlington School Board

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$291,762	\$375,905	\$429,923
Employee Benefits	\$74,217	\$102,352	\$113,685
Staff Development	\$23,337	\$37,744	\$37,744
Contractual Services	\$3,600	\$0	\$0
Materials & Supplies	\$1,460	\$1,573	\$1,573
Equipment	\$0	\$950	\$950
Other Operating Costs	\$4,399	\$10,425	\$10,425
<b>TOTAL</b>	<b>\$398,775</b>	<b>\$528,949</b>	<b>\$594,300</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>3.00</b>	<b>3.00</b>

# Superintendent's Office

## DESCRIPTION

The Superintendent is responsible for the instructional leadership, oversight and management of the school division; the education, health and safety of the students; engagement of families; and recruitment and retention of high quality staff.

## MAJOR SERVICES PROVIDED

The Superintendent is responsible for leading and managing a variety of programs and activities. They include:

### INSTRUCTION

- Ensure the provision of a safe, orderly environment conducive to learning in which all students, staff and parents are valued and respected
- Oversee the development and delivery of integrated instruction and instructional programs consistent with the goals and priorities of the School Board, and in alignment with applicable laws, including the Virginia Standards of Quality, Standards of Accreditation and Standards of Learning
- Supervise the development and provision of a variety of student support services (e.g., academic and psychological counseling) consistent with the goals and priorities of the School Board

### HUMAN RESOURCES

- Recruit, retain and develop high quality staff
- Offer a competitive employment package
- Select the most qualified staff without regard to age, disability, race, creed, religion, national origin, gender, sexual orientation, marital status, political affiliation, or affiliation with an employee organization
- Engender a high level of employee satisfaction and accomplishment
- Strategically communicate with staff to maintain a flow of accurate information and to engage staff in the mission and work of the school division
- Cultivate staff involvement in the development of educational initiatives and new policies as well as in the resolution of school system problems
- Administer fairly and equitably a manual of personnel procedures consistent with the educational mission of the public schools
- Provide safe, positive and healthy work places

### FINANCIAL PLANNING AND MANAGEMENT

- Develop financial plans that are responsible and consistent with the School Board's priorities
- Use strategic communications efforts to provide sufficient information on operating and capital budgets to enable reliable projection of revenues and expenditures and to build a greater understanding of planning assumptions
- Ensure that planned expenditures do not exceed available revenues
- Manage finances appropriately in accordance with generally accepted accounting practices
- Ensure that the assets of the school division are protected and adequately maintained
- Maintain fiscal integrity and public confidence
- 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

# Superintendent's Office

## 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 2012-13 ACCOMPLISHMENTS

### INSTRUCTION

#### *Department Level Achievements*

- Monitored and responded to the effect of new federal and state accountability measures, General Assembly legislation, and VDOE direction
- Supported new teacher evaluation implementation
- Facilitated and directed program evaluations and implementation of recommendations for ESOL/HILT, World Languages, Health and Physical Education, and English/Language Arts
- Coordinated relocation of Syphax Academic Center to the Sequoia complex
- Coordinated relocation of Teen Parenting and Arlington Mill High School at the Career Center

#### *Division Level Achievements*

- Implemented integrated technology throughout APS (computer replacement, Synergy, Enterprise solutions, virtual learning)
- Developed a budget in the time of fiscal challenges that continued to provide or enhanced existing services and met existing and anticipated expectations
- Identified and hired qualified staff (teachers, support, administrators, central office)

### HUMAN RESOURCES

#### *Department Level Achievements*

- Successful recruitment of new hires
- R12 upgrade and related review of business practices
- Ongoing benchmarking and monitoring of APS health plans with respect to benefits provided by other jurisdictions
- Updated Classification Specifications to reflect changes in roles and responsibilities and posted the new specifications online

## Superintendent's Office

- Worked with the Department of Instruction on new P-Scale Evaluation Process resulting in a new handbook and evaluation system
- Developed process maps resulting in measurable improvements made through improvement cycles

### *Division Level Achievements*

- Analyzed staffing for Special Education based on student need
- Continued tracking of student achievement
- Implemented the New Student Information System, and monitored evidence of increased data available to parents and tracked parent use of the new system

## STUDENT SERVICES

### *Department Level Achievements*

- Developed the academic planning map (PreK-16); provided parent education opportunities for families (elementary-high school) on how to use the map, plan for their children's academic future and access information for scholarships, college application and beyond
- Met with secondary principals to strategically plan the master schedule. The discussions included ways to provide and schedule:
  - the best teachers for the neediest student populations
  - PLC opportunities, common planning time for co-teachers, and scheduling department meeting time for data analysis and planning
  - advanced classes throughout the day to maximize access for all students
- Worked with the Department of Instruction and Administrative Services to provide professional development for all staff on Professional Learning Communities (PLCs) and the Arlington Tiered System of Support (ATSS), based upon student academic, attendance and behavioral data:
  - assigned Student Services staff (with the exception of Special Education Coordinators) into pyramid structure in order to systemically address and support student and family concerns
  - created an implementation plan and schedule for APS staff development training on PLCs and ATSS
- In coordination with Information Services, provided professional development on Synergy Special Education (Synergy SE) and linking Synergy to Naviance to provide students and parents data to check progress on college/career goals
- Educated and trained all principals and their staff on special education and 504 compliance

### *Division Level Achievements*

- While the pyramid structure has been initiated through Student Services, other departments play an integral role and were invited to join the existing pyramid teams (e.g., instructional specialists such as math and reading). In this way PLCs could be formed to speak to the social-emotional and academic progress of students within the pyramid, family issues, etc.
- Synergy provides central office and school-based staff quick access to data downloads for analysis to monitor student progress. Parent access provides information that parents can use to make educated decisions as their student matriculates toward graduation
- Advisory Committees are a means to work with and make systemic decisions that hold all stakeholders accountable

# Superintendent's Office

## INFORMATION SERVICES

### *Department Level Achievements*

- New Student Information Center (data-based decision making)
- New Data Warehouse (data-based decision making)
- New Formative Assessment System – Interactive Achievement
- AIM process (continuous improvement methodology)
- Individual School Technology Plans for 2013-14 school year

### *Division Level Achievements*

- Adoption of a standard formative assessment tool and quarterly assessments (Math and English Language Arts)
- ATSS/Pyramid model of services for Special Education and Instruction
- Improved and effective food services to provide more healthy options that are aligned to family and student needs

## SCHOOL AND COMMUNITY RELATIONS

### *Department Level Achievements*

- Communications: Supported integrated communications frameworks for critical APS initiatives: 2012 School Bond, More Seats Capital Projects/ES#1 and Ashlawn, More Seats/Boundary Deliberations, FY 2014 Budget, and Transportation Services
- Social Media: Provided leadership in the development of a social media presence for APS families and the community
- Family Engagement: Facilitated family engagement through the Parent Academy, College Planning Workshops and APS Parent Information and Transition Sessions.
- Community Partnerships: Expanded and strengthened APS Partnerships through the increase in the number of "Strategic Partnerships" with written agreements between schools and partners
- E-Communications: Increased school-based use of APS School Talk (email, voice and text) to strengthen ongoing communications with families
- Introduction of the APS mobile app to effectively reach families through additional channels

### *Division Level Achievements*

- APS Portal: Increased use of technology tools by parents, students and staff to advance achievement, accountability, and engagement
- Communications Planning: School-based or department-based plans for strategic communication and engagement to ensure that all segments of APS focus on building and maintaining effective relationships with staff, students, parents, and the community
- High-Quality Staff: Provide effective and relevant professional development and support to learning communities to provide staff with the necessary tools to meet the needs of their students, staff, parents and communities

## FINANCIAL & MANAGEMENT SERVICES

### *Department Level Achievements*

- Development, presentation, and adoption of the FY 2014 budget resulting in additional funds for the school system
- Development and implementation of the online budget tool which resulted in a significant increase in community input

## Superintendent's Office

- Development of SMART goals by Extended Day supervisors aligned with the Strategic Plan goal of increasing developmental assets in order to move Extended Day towards an extension of the instructional day rather than merely day care
- Recognition of the Food & Nutrition Services office by the Healthier U.S. School Challenge with a Bronze Level of Distinction for its work in providing healthier meals to students and implementing a local school wellness policy
- Provided both mid-year and third quarter financial updates to the School Board in order to improve productivity and manage costs as outlined in Strategic Plan Goal 4 – Provide Optimal Learning Environments
- Introduced farm-to-table program at some schools

### *Division Level Achievements*

- Implementation of the new Student Information System
- Implementation of the data warehouse in order to increase use of student achievement data in instructional planning
- Increased professional development opportunities

### ADMINISTRATIVE SERVICES

#### *Department Level Achievements*

- Instituted the Aspiring Leadership Development Series as part of the division-wide succession planning efforts
- Worked with George Mason University to establish a Fall 2013 GMU/APS administrative cohort
- Supported advocacy work as it pertains to Second Chance including grant submission (MAGNA Award) and recognition (SAVVY Award) and analyzed and communicated information pertaining to Second Chance data. Held first APS joint meeting with SROs, Substance Abuse Counselors and Assistant Principals
- Coordinated monthly meetings with new administrators and six professional development sessions for assistant principals
- Worked on a flowchart for discipline procedures for countywide consistency

#### *Division Level Achievements*

- Maintained and recruited highly-qualified staff
- Continued to monitor student achievement through multiple assessments specifically related to subgroups
- Implemented the new Student Information System with increased student, staff and parent access

### FACILITIES & OPERATIONS

#### *Department Level Achievements*

- Game-changing integration of architectural design and learning at the new elementary school (healthy environments for learning, accommodating increased enrollment)
- Successful use permit application for Ashlawn addition/renovation (accommodating increased enrollment)
- Transparent, open communications with Multimodal Committee with increased confidence in APS Transportation Services
- Division-wide Transportation Demand Management Plan (students and staff) Extended Transition to Operations (eTOP), a major step forward for maintenance at Wakefield



# Superintendent's Office

## *Division Level Achievements*

- Less testing, more learning
- Greater collaboration between departments and schools

## **FY 2014 GOALS**

- Implement and integrate Virtual@APS, dual-enrollment, and a K-12 World Languages Progressive Planning Model into schools and programs
- Reinvent Facilities and Operations budget to accommodate many needed initiatives (e.g., building and landscape maintenance) along with expanding enrollment
- Expand Communications: Enhance family involvement, communication, and connections with constituents in support of the new Student Information System's Portals (APS App, School Talk Notifications, Social Media, Web)
- Allocation of Resources: Balance funding pressures due to growing enrollment needs with the continued focus on effectively supporting instructional needs to ensure student achievement and learning
- R12 Upgrade will require a substantial investment of already strained Finance human resources for implementation including testing, training, and communication of changes
- Increased emphasis on safety and security
- Implementation of the recommendations made by Special Education and English Language Learner evaluations that led to adoption of ATSS/Pyramid model.
- Roll out the three-component platform (SIS, DWH and Formative Assessment System) as the core/ foundation for data based decision making into the culture of APS (Information Service focus)
- Boundary changes and new schools—staffing, communication, facilities' challenges
- Reorganization of the Department of Student Services to improve efficiencies

## **FY 2015 PRIORITIES**

- Expand the academic planning initiative at all school levels – Pre-K-16
- Challenge all students to complete an advanced level course by high school completion
- Prepare middle school students to enroll in rigorous, high level courses in mathematics, foreign language and world geography before transitioning to high school
- Ensure that students are reading at level by third grade
- Enhance world language offerings through expansion of the FLES program
- Increase opportunities for students to enlist in dual enrollment courses for college credits
- Augment the Pre-k educational experience for students
- Grow the Communities in Schools NOVA program to promote college readiness through dual enrollment

## **FISCAL/ORGANIZATIONAL CHANGES FY 2015**

### **SALARIES AND BENEFITS**

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Superintendent's Office

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### OTHER OPERATING COSTS

- Funds for evaluations are moved from the Superintendent's Office to Accountability and Evaluation to better reflect the actual use of these funds. (102000-43449,921000-43449)

#### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$474,006	\$420,319	\$442,977
Employee Benefits::	\$109,000	\$78,163	\$97,056
Staff Development	\$29,419	\$12,000	\$12,000
Contractual Services	\$73,968	\$222,850	\$2,850
Materials & Supplies	\$4,253	\$3,337	\$3,337
Equipment	\$0	\$0	\$0
Other Operating Costs	\$38,672	\$37,311	\$37,311
<b>TOTAL</b>	<b>\$729,318</b>	<b>\$773,980</b>	<b>\$595,531</b>

#### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Superintendent	1.00	1.00
Professional	1.00	1.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>3.00</b>	<b>3.00</b>

## DEPARTMENT OF INSTRUCTION

### DEPARTMENT SUMMARY

The Department of Instruction includes eleven programs, which are listed below. The FY 2015 School Board's Adopted Budget for the Department of Instruction totals \$22,637,438 and includes 108.00 positions.

PROGRAM	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Curriculum/Instruction	\$9,969,629	56.30	\$10,623,163	51.80	\$10,883,089
ESOL/ HILT/ HILTEX	\$1,957,639	24.40	\$2,717,398	25.40	\$2,892,889
Language Services Registration Center	\$1,106,475	10.50	\$1,062,401	10.50	\$1,166,602
Gifted Services	\$249,101	1.00	\$263,447	1.00	\$271,261
Fine Arts	\$19,292	0.00	\$18,773	0.00	\$21,474
Minority Achievement	\$711,617	2.50	\$782,448	2.50	\$874,641
Library Media Services	\$1,003,460	7.00	\$979,117	7.00	\$965,815
Outdoor Lab	\$377,670	3.00	\$387,130	3.00	\$410,345
Career, Tech and Adult Ed	\$1,065,505	6.80	\$1,206,622	5.80	\$1,029,232
Extended Instruction	\$581,341	0.00	\$522,853	0.00	\$485,709
Summer School	\$1,126,876	1.00	\$3,221,283	1.00	\$3,636,381
<b>TOTAL</b>	<b>\$18,168,605</b>	<b>112.50</b>	<b>\$21,784,635</b>	<b>108.00</b>	<b>\$22,637,438</b>

# Curriculum/Instruction

## DESCRIPTION

The Department of Instruction provides leadership in the development of curriculum and the implementation and evaluation of the instructional program including the required content and skills which students must learn, alignment with national and state standards and legislation, appropriate professional development, international and national studies, and local school and community input. Staff works with schools on methods of assessing student learning, emphasizing a variety of approaches which include objective tests of knowledge and skills as well as more complex measures of students' abilities to apply what they have learned. These efforts allow school staffs to focus more closely on the needs of the individual students. Staff also serves as liaisons to citizen advisory committees, part of the Advisory Council on Instruction (ACI) structure, and works with other citizens, individuals, and family groups to support the instructional program.

## MAJOR SERVICES PROVIDED

The major services provided by the Department of Instruction can be found at the following link on the APS web site: <http://www.apsva.us/site/Default.aspx?PageID=1094>.

In addition, Department of Instruction services that are of particular interest to parents can be found at: <http://www.apsva.us/site/Default.aspx?PageID=2151>.

## FY 2013 ACCOMPLISHMENTS

- Continued sustained implementation of all services described above
- Supported and/or implemented school improvement required by the ESEA and the Virginia Department of Education; the development, submission, and approval School Improvement Progressive Planning Model grant from VDOE; and the Executive Leadership Cohort (ELC).
- Supported retreats for elementary, middle, and high school principals to develop an articulated plan for English Language Arts achievement of all students
- Completed 3 Program Evaluations and began planning for 3 in 2013-14
- Continued planning for expanded collaboration with Northern Virginia Community College and other local universities around dual-enrollment and related initiatives
- Developed plan for implementations of Professional Learning Communities in 2013-14 in collaboration with Administrative Services, Human Resources, and Student Services
- Revised Teacher Evaluation Process and developed implementation plan in collaboration with Human Resources and stakeholder groups
- Provided sustained support for implementation of Hoffman-Boston STEM initiative.

## FY 2014 GOALS

### Goal 1

- Present high and clear expectations for all students
- Students achieve or exceed standards on competency and readiness assessments by grade level and subject area
- Students successfully complete "higher level" courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification and dual-enrolled courses)

### Goal 2

- Provide equitable educational opportunities
- Provide effective and dynamic classroom instruction

# Curriculum/Instruction

## FY 2015 PRIORITIES

- Continue sustained implementation of all services described above
- Continue implementation and monitoring of new or revised programs and services noted above
- Develop and implement plan to address changes to the Elementary and Secondary Education Act (ESEA) flexibility waivers and/or reauthorization; revisions to the Virginia Standards of Accreditation (SOA); and other state mandates
- Develop and begin implementation of the Integrated Literacy Progressive Planning Model continuing the focus on identifying and implementing programs and processes to address student achievement gap and school completion
- Continue ACI and Advisory Committee process
- Complete or continue the Program Evaluations of 6 offices in collaboration with Planning and Evaluation and specific office staff
- Implement collaboratively with Human Resources the revised Teacher Evaluation Process
- Continue process to update, review, and translate Programs of Studies & Master Schedule Course Codes
- Continue collaborating with Information Services in developing and implementing distance, virtual and online learning for students and staff
- Work collaboratively with Northern Virginia Community College including integration with combined Career Center/Arlington Mill campus
- Provide support for new supervisors and specialists including the consolidation of Business and FACS supervisor positions Continue implementation of wellness-related programs and instruction
- Continue implementation of programs for racially and/or ethnically diverse populations.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, a staff contingency of 2.50 teacher positions was added to the Department of Instruction Curriculum/Instruction program to accommodate any additional needs for the Teenage Parenting Program as a result of the program relocating to the Career Center. These 2.50 teacher positions are eliminated in FY 2015. Any additional positions needed in FY 15 will be provided from the Department of Human Resources staff contingency fund. (801000-41254)
- 16.9 teacher positions are added to expand the Foreign Language in Elementary School (FLES) instruction program to Nottingham, Oakridge, and Tuckahoe. The program will discontinue early release Wednesday at these schools and provide students with a daily recess and foreign language instruction during the school day and provide elementary teachers at the selected sites with adequate daily planning time. Funds of \$96,000 for instructional materials are budgeted in the Department of Instruction. Funds of \$12,600 for furniture are budgeted in the Department of Finance and Management Services. (201000-41254, 801070-46516, 107110-48848)
- In the FY 2014 budget, 2.0 site-based coordinator positions were added in the Curriculum and Instruction program of the Department of Instruction for Wakefield and Arlington Mill to support dropout prevention activities. For FY 2015, funds for a 1.0 site-based coordinator position are moved to a contract services account in the Office of Student Services in the Department of Student Service and Special Education. The second site-based coordinator position is eliminated as it is no longer required. (801000-41208, 105200-43544)

## Curriculum/Instruction

### STAFF DEVELOPMENT

- Funds of \$153,000 are added for the Virginia preschool initiative program to replace the loss of state grant funds which would have resulted in fewer preschool students being served. Funds include \$50,000 for staff development, \$50,000 for substitutes to cover staff on professional leave, and \$53,000 for school supplies and instructional materials. (807200-41295, 45474, 46516)
- One-time funding of \$350,000 in FY 2014 for professional development focus for implementation of ELL and special education evaluations is eliminated in FY 2015. (801140-43430)

### OTHER OPERATING COSTS

- Funds of \$806,000 are added to implement the “Integrated English Language Arts: High Expectations and Instructional Support” initiative which will provide a system-wide progressive planning model that involves multiple departments in the coordination of planning and implementing of services to effectively address student achievement. (801200-43433)

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,763,300	\$5,972,772	\$5,771,575
Employee Benefits	\$1,647,011	\$1,665,087	\$1,826,918
Staff Development	\$525,402	\$932,365	\$695,518
Contractual Services	\$159,863	\$202,790	\$289,044
Materials & Supplies	\$1,169,336	\$1,043,532	\$1,050,532
Equipment	\$547,467	\$305,272	\$278,757
Other Operating Costs	\$157,250	\$501,345	\$970,745
<b>TOTAL</b>	<b>\$9,969,629</b>	<b>\$10,623,163</b>	<b>\$10,883,089</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Professional Staff	3.00	1.00
Specialists	10.00	10.00
Supervisors	8.00	8.00
Teachers	17.30	14.80
Clerical	15.00	15.00
<b>TOTAL</b>	<b>56.30</b>	<b>51.80</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 English and academic content to Limited English Proficient (LEP) students at all levels. The program ensures that English Language Learners (ELLs) attain English proficiency to develop high levels of academic achievement and meet the State academic content standards that all students must meet. Annual assessments measure oral language, reading and writing skills for all LEP students. Parents receive information about their child's placement in the program. The ESOL/HILT Office supports schools to facilitate implementation and compliance with Title III requirements. As of Sept. 30, 2013, there were 4,064 LEP students enrolled in the program at World-Class Instructional Design and Assessment (WIDA) Levels 1-4. In addition, there were 639 students at WIDA Level 5 who have exited from direct services.

## 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/Page/24565>.

## FY 2013 ACCOMPLISHMENTS

- Worked in collaboration with departments, offices, schools, and community members to address Program Evaluation recommendations.
- Implemented the State English language proficiency standards (WIDA-World Class Instructional Design and Assessment), establishing an integrated approach to English language acquisition across all disciplines to assist in the development of reading, writing, listening, and speaking skills for all students.
- Met the required State Annual Measurable Achievement Objectives (AMAO) for LEP students as measured by the ACCESS for ELLs Assessment and the Standards of Learning for Mathematics and Reading.
- Worked with the Department of Information Services to ensure that relevant LEP data was transferred into Synergy.
- Implemented models of support for Level 5 students enrolled in English I I.
- Established a process to monitor the HILT/HILTEX Resource Teachers' delivery of instruction for dually identified students.
- Continued providing countywide and site-based Sheltered Instruction Observation Protocol (SIOP) training with a focus on building capacity and establishing baseline data to measure implementation.
- Created and implemented a model for introducing collaboration/co-teaching principles through a structured book study.
- Provided training for the implementation of the new Elementary Language Proficiency Card by Grade Level.
- Provided training for the Department of Instruction in how to develop language objectives for curriculum.
- Began developing a secondary reading assessment tool for beginning English language learners with limited prior schooling.
- Continued adding VGLA lessons to the ESOL/HILT VGLA Blackboard site to ensure that teachers have access to high-level, meaningful instructional materials.
- Revised Mathematics Summer School Curriculum to include a focus on academic language.
- Instituted a new format for the Elementary Pre-Service and Lead Teacher meetings to build leadership capacity through topical seminars.

## ESOL/HILT

- Restructured the process for Elementary Holistic Scoring to ensure consistency and efficiency.
- Worked in collaboration with the Offices of Minority Achievement and Title I and Edu-Futuro to provide Parent Expectations Support Achievement (PESA) and PARTICIPA training at I I sites.
- Coordinated and presented two countywide conferences (Latino Youth Leadership Conference and Multicultural Parent Conference).

### FY 2014 GOALS

- By 2014, increase by 5 percent the percentage of Limited English Proficient students who pass the English I I Reading SOL, using spring 2013 SOL scores as a baseline.
- By 2014, establish baseline data using the SIOP Protocol with a projection that 50 percent of walkthroughs at selected schools that have received SIOP training will demonstrate implementation of SIOP features at a level of 3 or 4 for selected components.
- By 2014, in collaboration with Edu-Futuro, increase by 5 percent the participation in family involvement programs (i.e. PESA, PARTICIPA, Parent Leadership Facilitation).

### FY 2015 PRIORITIES

- Continue to implement the State English language proficiency standards (WIDA-World Class Instructional Design and Assessment).
- Continue to implement the State assessment plan for LEP students to address the requirements in the Elementary and Secondary Act (ESEA) with a sustained focus on meeting the AMAO.
- Continue the implementation of the Virginia Grade Level Alternative (VGLA) assessment for the Reading Standards of Learning.
- Work with the Department of Information Services to create quality reports that include LEP data.
- Continue to develop curriculum that aligns with both the WIDA Standards and the Standards of Learning.
- Collaborate with the Social Studies Office to implement a blended course that will fulfill the graduation requirement for online courses.
- Collaborate with the offices of English Language Arts, Mathematics, Science, and Social Studies to accelerate the progress of English language learners in meeting and exceeding grade-level standards while providing pathways to academic success that lead to post-secondary opportunities.
- Work with the Office of Special Education to monitor the progress of dually identified students and to provide ongoing professional development for staff.
- Continue piloting and revising the secondary reading assessment for beginning English language learners with limited prior schooling.
- Extend professional learning in the area of building academic language proficiency and continue building instructional support materials.
- Develop a process to use data and inter-rater reliability in building consistency in SIOP implementation.
- Extend professional learning in using effective strategies for collaboration/co-teaching.
- Continue providing leadership opportunities for secondary students through cohort programs such as Academic Language and Enrichment Skills for Success.
- Collaborate with offices in Department of Instruction, schools, and community-based organizations to increase the number of schools offering PESA, PARTICIPA, and Parent Leadership Facilitation.



# ESOL/HILT

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- The planning factors provide teacher staffing to serve secondary dually-identified students (ESOL/HILT students with IEPs). To comply with the planning factors, the teacher allocation is increased by a 1.0 position. (802000-41254)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,450,692	\$1,943,551	\$2,029,592
Employee Benefits	\$466,036	\$732,936	\$822,386
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$31,948	\$31,948	\$31,948
Equipment	\$0	\$0	\$0
Other Operating Costs	\$8,963	\$8,963	\$8,963
<b>TOTAL</b>	<b>\$1,957,639</b>	<b>\$2,717,398</b>	<b>\$2,892,889</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Teachers Specialists	2.00	2.00
Counselor	0.50	0.50
Teachers School-Based	15.60	16.60
Teacher Assistants	4.50	4.50
Clerical	0.80	0.80
<b>TOTAL</b>	<b>24.40</b>	<b>25.40</b>

# Language Services Registration Center

## DESCRIPTION

The Language Services Registration Center (LSRC) is part of the ESOL/HILT Office and it 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.

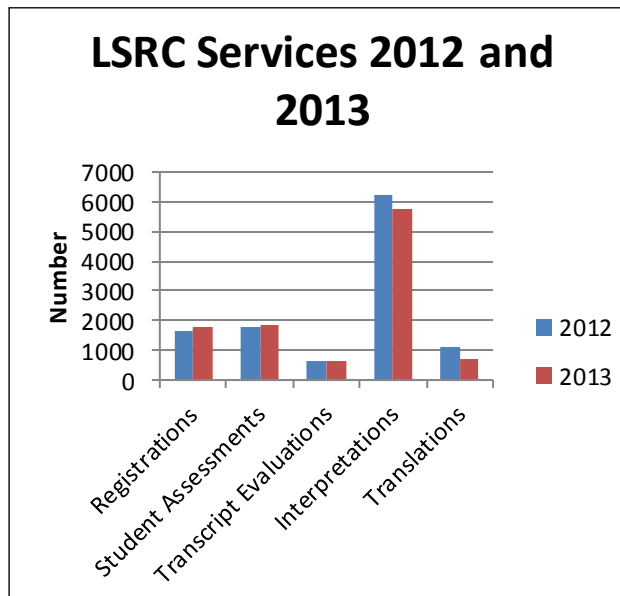
## MAJOR SERVICES PROVIDED

The major services provided by the Language Services Registration Center can be found at the following link on the APS web site: <http://www.apsva.us/Page/17170>.

## FY 2013 ACCOMPLISHMENTS

- Activities and Services provided by the LSRC in SY 2013:
 

1,771 Student Registrations	663 Foreign Transcript Evaluations
5,741 Interpretations	1,890 Students Tested
720 Translations (402,077 words)	3,767 Over-the-Phone Services



- Provided intensive professional development about administration of WIDA assessments.
- Developed and offered six cycles of interpreting classes about APS Interpreting Standards and Strategies and Interpreting in Special Education for language interpreters.
- Updated the APS web page for LSRC (on the APS website), providing information for staff and internal and external users regarding language services and registration.
- Designed and implemented automated, online, cloud-based system for request and placement of language interpreters for use throughout the school year, exclusive of parent-teacher conference periods. (A separate system is required for use during parent-teacher conference periods.)

## Language Services Registration Center

- Eliminated registration redundancies in areas of health reporting and parent educational background.
- Ensured that all new interpreters were tested for language competency and that they attended classes for interpreters before being assigned to provide interpreting services.
- Designed and implemented new work procedures and protocols for the new Syphax Education Center location.
- Achieved 89 percent alignment (from a previous alignment of 75 percent) between entry assessment of secondary students, placement recommendations, and actual placement.
- Conducted pilot study for administration and use of Spanish assessment (Spanish IPT) but rejected it in view of the excessive time needed to test students.

### **FY 2014 GOALS**

- By May 2014, the LSRC will have explored the feasibility and affordability of implementing the WIDA MODEL and discontinuing use of W-APT initial screener; aimed at an implementation rate of 90 percent.
- By March 2014, the LSRC will have developed and implemented an automated system for requesting and providing language interpreters for exclusive use during parent-teacher conference periods, at 95 percent implementation rate.
- By February 2014, the LSRC will design and implement necessary changes to work procedures and protocols required by the new redesign and relocation of the LSRC offices within the Syphax Education Center, at 80 percent implementation rate.

### **FY 2015 PRIORITIES**

- Research, study, and consider use of WIDA Spanish language student assessment.
- Consider feasibility of updating reading and math assessments.
- Continue the implementation of interpreter testing with levels of qualification and seek differentiated pay.
- Provide professional development about translation and interpreting to APS and non-APS language service providers.
- Provide professional development for Test Administrators.

### **FISCAL/ORGANIZATIONAL CHANGES FY 2015**

#### **SALARIES AND BENEFITS**

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Language Services Registration Center

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$837,901	\$825,356	\$889,299
Employee Benefits	\$239,526	\$233,747	\$273,005
Staff Development	\$47	\$0	\$0
Contractual Services	\$23,619	\$0	\$0
Materials & Supplies	\$4,892	\$3,298	\$4,298
Equipment	\$0	\$0	\$0
Other Operating Costs	\$490	\$0	\$0
<b>TOTAL</b>	<b>\$1,106,475</b>	<b>\$1,062,401</b>	<b>\$1,166,602</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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>

# Gifted Services

## DESCRIPTION

The Gifted Services Office supports the provision of differentiated instruction for students who meet the multiple criteria established by the Arlington Local Plan for the Education of the Gifted, 2012-2017 in compliance with the Virginia Department of Education regulations.

## MAJOR SERVICES PROVIDED

The major services provided by the Gifted Services office can be found at the following link on the APS web site: <http://www.apsva.us/site/Default.aspx?PageID=1838>.

## FY 2013 ACCOMPLISHMENTS

- Worked with Gifted Services Advisory Committee (GSAC), Department of Instruction and Office of Assessment to provide a culturally unbiased universal screening assessment for all 2nd graders with the addition of the Naglieri Nonverbal Test (NNAT-2)
- Worked with GSAC, Department of Instruction and Office of Assessment to provide universal screening assessment for all 4th graders with the addition of the Cognitive Abilities Test (CogAT)
- Worked with Instructional Services, principals, RTGs and GSAC to raise awareness and subsequently the number of schools who are cluster grouping (minimum of 5 – 8 students) as the delivery model for gifted students
- Worked with Mathematics Office to infuse the Project M<sup>2</sup> Geometry and Measurement units for grades K, 1, and 2 in the Program of Studies
- Worked with the Math Office to infuse the Project M<sup>3</sup> Geometry/Measurement unit for grades 3, 4, and 5 in the Program of Studies
- Provided training opportunities for classroom teachers to learn curriculum and strategies written for gifted/advanced learners to support daily differentiation and modifications to the Program of Studies to meet the needs of gifted/advanced students within the general education classroom (SEM-R, Jacob's Ladder, Navigator Novel Guides, Project M<sup>2</sup> and Project M<sup>3</sup>, Concept Based Instruction, Socratic Seminar)
- Worked with Instructional Services and Special Services to plan and host the first Festival of the Minds Summer Professional Development event for elementary teachers
- Worked with Instructional Services, Summer School Office and Minority Achievement Office to offer a pilot summer school program at Drew Elementary School for three classes of 5th grade students where basic skills were strengthened through concept-based instruction and hands-on experiences in science
- Worked with three RTGs to develop summer school curriculum to infuse concept based instruction, hands-on science experiences and basic skills needed in math, reading and writing to support transition to middle school
- Worked with Language Services to create translated referral forms and parent information forms (in the five major languages) now available on the Gifted Services webpage
- Redesigned Gifted Services Blackboard site based on request from RTGs and to highlight initiatives of Gifted Services Office
- Summer Laureate Program 2013
- Superintendent's Seminar 2013

## Gifted Services

### FY 2014 GOALS

- Increase the percentages of historically underrepresented students in gifted programs by reviewing school and division data, especially the two new universal screening tests implemented this year, to identify gaps; increase referrals and identification; and target staff development needs
- Increase the number of schools adhering to the APS Cluster Model regulation (as adopted in the 2012-2017 APS Local Plan for the Gifted) to strategically serve identified gifted with a cluster of intellectual peers
- Increase the number of general education teachers who are trained in curriculum and strategies written for gifted/advanced learners to support daily differentiation and modifications to the Program of Studies to meet the needs of gifted/advanced students within the general education classroom

### FY 2015 PRIORITIES

To address the Strategic Plan goals of ensuring that every student is challenged and engaged, eliminating achievement gaps, and recruiting and retaining high quality staff, the office of Gifted Services has the following priorities:

- Reevaluate and develop new Screening and Identification Process with all stakeholder groups to include GSAC, Instructional Services, RTGs, principals and teachers to ensure it is a responsive system appropriate for all gifted learners to include culturally and linguistically diverse students and students from poverty
- Provide staff development for RTGs on collaboration/coaching strategies to increase the collaboration between RTGs and classroom teachers to support daily differentiation of gifted students within the general education classroom
- Provide staff development for RTGs, principals, Instructional Services, teachers and other stakeholder groups to increase the understanding of the cluster grouping model to provide manageable groups for differentiated instruction and to provide intellectual peers for gifted learners
- Provide staff development for RTGs, principals, Instructional Services, teachers and other stakeholder groups to direct services to identified gifted students through collaboration with classroom teachers with both push-in and push-out models
- Work with Instructional Services, Assessment Office, Principals, RTGs, GSAC and other stakeholder groups to create a protocol for automatic referrals for gifted education using NNAT-2 and CogAT data
- Collaborate with the Office of Minority Student Achievement and ESOL/HILT Office to increase the proportion of historically underrepresented populations for gifted services and implement a staff development plan to increase teacher understanding of the characteristics and instructional needs of gifted learners from culturally and linguistically diverse populations
- Continue to work with the Office of Mathematics to align current mathematics pacing guide with curriculum and resources written for mathematically advanced learners to facilitate continued differentiation in the general education classroom
- Provide staff development to resource teachers of the gifted on research-based, best practices, curriculum, units and strategies written for gifted learners to include students from poverty, ESOL/HILT and twice exceptional learners
- Create a Curriculum and Resources Framework for Advanced Learners for Grades K-12
- Continue to improve Gifted Services workshops to further develop teacher understanding of the needs of gifted learners especially students who have been historically underrepresented in gifted programs

## Gifted Services

- Continue to improve communication to parent community through the Gifted Services website page to clarify identification process, services at elementary, middle and high school, and articles/resources on gifted education topics
- Collaborate with Summer School committee to redesign the curriculum and instruction and professional development for summer school teachers and students

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$115,644	\$124,903	\$127,401
Employee Benefits	\$36,307	\$34,261	\$39,253
Staff Development	\$51,138	\$50,157	\$50,481
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$16,570	\$17,476	\$17,476
Equipment	\$0	\$0	\$0
Other Operating Costs	\$29,442	\$36,650	\$36,650
<b>TOTAL</b>	<b>\$249,101</b>	<b>\$263,447</b>	<b>\$271,261</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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 (formerly Fine Arts for the Gifted) promotes outstanding student achievement in the arts among highly-motivated and highly able artistic students. The program provides specialized fine arts experiences beyond the core curriculum. These programs are administered by the Arts Education Office under the supervision of the Arts Education Supervisor. The programs include Honors Elementary Chorus, 4-5; Junior Honors Band, 4-6; Junior Honors Orchestra, 4-6; Honors Band, 7 & 8; Honors Orchestra, 7 & 8; and the Fine Arts Apprentice Program, 10 – 12.

## MAJOR SERVICES PROVIDED

- The major services provided by the fine arts office can be found at the following link: <http://www.apsva.us/site/Default.aspx?PageID=1716>.

## FY 2013 ACCOMPLISHMENTS

- Increased participation in all Honors Programs.
- Increased participation and opportunities in the Fine Arts Apprentice Program.

## FY 2014 GOALS

Smart Goals for the Arts Education Office are provided under the Department of Curriculum and Instruction.

## FY 2015 PRIORITIES

To address the Strategic Plan goals of rising student achievement and responsive education, the Office of Arts Education has as a priority to provide enrichment opportunities for students in the visual and performing arts to include:

- Honors Band Program 4-6, 7-8
- Honors Orchestra Program 4-6, 7-8
- Honors Chorus Program 5, 6-8
- Fine Arts Apprentice Program

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.



## Fine Arts

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,065	\$7,912	\$8,070
Employee Benefits	\$2,043	\$604	\$618
Staff Development	\$6,533	\$0	\$0
Contractual Services	\$845	\$0	\$0
Materials & Supplies	\$2,306	\$3,065	\$3,065
Equipment	\$0	\$0	\$0
Other Operating Costs	\$6,500	\$7,192	\$9,721
<b>TOTAL</b>	<b>\$19,292</b>	<b>\$18,773</b>	<b>\$21,474</b>

### POSITION SUMMARY

	FY 2014	FY 2015
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 (OMA) works to promote, support, and advance the academic and personal excellence of students. Activities sponsored by OMA:

- Enable students to discover and utilize resources that will help them progress towards their personal goals;
- Promote effective communication with parents, staff, and the community;
- Contribute to the development of a culturally-competent organization where staff and students develop positive relationships and work effectively in cross-cultural situations.

## MAJOR SERVICES PROVIDED

- The major services provided by the office of minority achievement can be found at the following link: <http://www.apsva.us/site/Default.aspx?PageID=2521>.

## FY 2013 ACCOMPLISHMENTS

- In collaboration with the Council for Cultural Competence, members of the office developed and implemented curriculum used in professional development focusing on developing the knowledge, attitudes, and skills required for a culturally-competent organization. Administrators and staff members in five schools and the Department of Instruction participated in various aspects of the training. In addition, Office-supported staff members participation in Seeking Educational Equity and Diversity (SEED) I, SEED 2 and professional development provided by the Mid-Atlantic Equity Consortium, focusing students who are acquiring English as an additional language, the Classroom Assessment Scoring System (CLASS) and other professional development opportunities that build staff capacity to achieve the strategic plan.
- OMA also supported leadership opportunities for students including, but are not limited to, the Boys Cohort and the United Minority Girls (Wakefield), the Minority Student Achievement Network (MSAN) boy's leadership program (Yorktown), individual conferences for middle school boys and girls, and Latinas Leading Tomorrow (both countywide)

## FY 2014 GOALS

In order to address the Strategic Plan Goals of rising achievement, eliminating gaps in achievement, creating responsive education, developing effective relationships, and meeting the need of the whole child, the Office of Minority Achievement has the following priorities:

- Implementing activities that support students as they make positive choices, take responsibility, develop self-awareness, practice assertiveness, cultivate creativity and pride, practice problem solving and self-advocacy.
- Strengthening parental involvement and parent engagement by
  - Developing a clear series of processes for communicating and ensuring the continuity of services provided internally and externally to students and families.
  - Working directly with counseling, Minority Achievement Coordinators, bilingual resource assistants, and school-based administrators to create support systems of counseling services to minority students.
  - Supporting parent-driven initiatives

## Office of Minority Achievement

- Increasing delivery of services to minority students enrolled in college preparation courses, i.e. Early Identification Program, Wakefield Cohorts, SAT Preparation Courses, etc.
- Maintain professional development offerings to teachers, administrators, and other staff members related to creating a culturally competent organization
- Supporting the collaboration of the MSAN network.

### FY 2015 PRIORITIES

- Supporting the Council for Cultural Competence as it continues to implement the curriculum and sustained professional development that prepares staff to create equitable teaching and learning environments and eliminates race and the acquisition of English as additional language barriers to students' achievement on identified indicators of success.
- Collaborating with departments and offices to identify gaps in service delivery for students who represent groups for whom race/ethnicity and economic disadvantage continue to be predictors of success by:
  - Working directly with student counseling, minority achievement coordinators, bilingual resource assistants, and administrators to create a support system of counseling services to all minority students.
  - Developing a clear system for communicating and ensuring continuity of services provided internally and externally to students and parents.
  - Creating a structure that is networked across departments to conduct a gap analysis of system-wide achievement in an effort to promote and support teacher effectiveness and increase student performance.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

#### STAFF DEVELOPMENT

- Funds of \$90,000 are added for SAT preparation in order to extend the opportunity to additional students. This includes \$50,000 for training, \$3,000 for curriculum development, \$25,000 for materials, and \$12,000 for professional development. (805000, 41220, 41210, 46519, 45478)

## Office of Minority Achievement

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$381,710	\$410,027	\$420,939
Employee Benefits	\$105,880	\$90,878	\$111,099
Staff Development	\$24,231	\$25,768	\$91,828
Contractual Services	\$45	\$0	\$0
Materials & Supplies	\$15,574	\$9,609	\$34,609
Equipment	\$0	\$0	\$0
Other Operating Costs	\$184,177	\$246,166	\$216,166
<b>TOTAL</b>	<b>\$711,617</b>	<b>\$782,448</b>	<b>\$874,641</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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 Media Services

## DESCRIPTION

Library Media Services oversees the operation of and the development of 35 culturally rich and diverse library programs to meet the academic, social, and leisure interests of students and staff of the Arlington school community. Currently there are over 600,000 items in the collection with a district average of 173,000 circulations per month.

Library Media Services provides a Professional Library for use by all APS staff. Library Media Services supports all instructional areas through the purchase of high quality online resources that align with and extend the APS curriculum, while meeting the demands of the VA SOL.

Library Services is charged with overseeing the implementation of the division's Internet Safety program and works closely with Information Services to maintain the filtering software as required by state and federal legislation.

## MAJOR SERVICES PROVIDED

The major services provided by Library Media Services can be found at the following link on the APS website: <http://www.apsva.us/site/Default.aspx?PageID=22176>.

## OTHER SERVICES

- Library Services works with Information Services to ensure that the Internet Safety bypass process is in alignment with state and federal regulations
- The Professional Library provides research assistance to all APS staff members
- Library Services works with others outside of the Department of Instruction to implement new division initiatives such as providing input to the division technology plan, identifying appropriate applications for iPads, etc., and identifying options for students who do not have computer access at home

## FY 2013 ACCOMPLISHMENTS

- Each school continued to analyze data related to the library collection to inform future purchases and practices.
- Librarians used data collected in 2011 to align the library program to the curriculum and to identify gaps in services and instruction.
- Library Services replaced over 200 computers to meet the needs of the new platform
- Microsoft Office was installed on all circulation stations to allow for better productivity for both librarians and their support staff
- A curriculum alignment was completed using core content and technology SOL, and Standards for the 21st Century Learner. An online assessment tool was identified as a way to gather data on student knowledge
- Librarians worked as part of a professional learning community to reflect on their work in areas of instruction, professional responsibilities and technology support. The work connected the reflection to components outlined by Danielson's Enhancing Professional Practice.

## FY 2014 GOALS

- The average age of the collection in APS school libraries will be no more than 15 years
- Library Services will work with Planning and Assessment to develop and identify resources for the 2014-15 Program Evaluation
- Updates to the library software program will be installed with little noticeable impact by users
- Relocate and adjust workflows to new facility

## Library Media Services

### FY 2015 PRIORITIES

- Establish procedures to complete a physical inventory of the library's collection
- Continue the implementation and training of staff to utilize enhanced features and reporting capabilities of the library software
- To identify the data elements for use in the Program Evaluation
- Continue to work with staff to eliminate gaps that exist within the instructional services provided to students and staff
- Use of TRAILS Assessment will be expanded at all levels

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$501,646	\$506,179	\$483,543
Employee Benefits	\$154,252	\$157,759	\$174,593
Staff Development	\$3,340	\$10,731	\$3,231
Contractual Services	\$185,333	\$195,605	\$190,405
Materials & Supplies	\$53,490	\$33,718	\$58,918
Equipment	\$104,399	\$73,750	\$53,750
Other Operating Costs	\$1,000	\$1,375	\$1,375
<b>TOTAL</b>	<b>\$1,003,460</b>	<b>\$979,117</b>	<b>\$965,815</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Technical	2.00	2.00
Clerical	4.00	4.00
<b>TOTAL</b>	<b>7.00</b>	<b>7.00</b>

# Outdoor Laboratory

## DESCRIPTION

The Phoebe Hall Knipling Outdoor Laboratory is located in Fauquier County, near Gainesville, Virginia. This 210-acre tract of land is owned by the Arlington Outdoor Education Association (AOEA). Through a lease arrangement with AOEA, the property is made available to the school system as an outdoor science laboratory during the academic year and as an environmental education camp for three weeks each summer.

The laboratory is used as an extension of classes conducted by Arlington Public Schools. Student groups are scheduled for day or overnight visits for specific learning activities. Programs conducted at the laboratory are related to the grades 3-12 science curriculum, as well as other curricular areas. Students learn to observe in this natural environment, generalize about the interrelationships within the environment, and develop environmental awareness. Students learn how their decisions and behavior affect other living things. As they acquire knowledge and understanding from and about the environment, students develop competence in evaluating alternatives for using and managing resources.

## MAJOR SERVICES PROVIDED

The major services provided by Library Media Services can be found at the following link on the APS website: <http://www.apsva.us/Page/2050>.

## FY 2013 ACCOMPLISHMENTS

- Over 6,000 students attended day or overnight programs at the Outdoor Lab.
- Over 80 elementary and middle school students attended the Outdoor Lab Summer Camp.

## FY 2014 GOALS

- Provide environmental instruction programs, grades 3-12, that correlate to the Standards of Learning (SOL).
- Maintain a variety of animal species in the animal lab to enhance student awareness of animal structure/adaptation, movement, feeding, and behavior.
- Provide resources to teachers on environmental education.
- Collaborate with Arlington Outdoor Education Association to increase participation of underrepresented populations in the Outdoor Lab Summer Camp program.
- Make custodial position into a permanent full-time position with benefits.

## FY 2015 PRIORITIES

- Develop long-term plans that address increased student enrollment in APS and explore options to support more students at the Outdoor Lab.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

# Outdoor Laboratory

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$192,835	\$194,359	\$198,254
Employee Benefits	\$67,414	\$70,453	\$89,773
Staff Development	\$0	\$0	\$0
Contractual Services	\$102,878	\$106,668	\$106,668
Materials & Supplies	\$14,250	\$15,650	\$15,650
Equipment	\$0	\$0	\$0
Other Operating Costs	\$293	\$0	\$0
<b>TOTAL</b>	<b>\$377,670</b>	<b>\$387,130</b>	<b>\$410,345</b>

## POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Teacher Specialists	1.00	1.00
Teacher Assistants	2.00	2.00
<b>TOTAL</b>	<b>3.00</b>	<b>3.00</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, 18 of the 20 fastest-growing occupations within the next decade will require career and technical education.

The office is responsible for curriculum design and implementation, recommending repairs and updates of equipment for exploratory and technical programs in the middle schools, high schools, and the Career Center. This involves selecting and purchasing functional, safe, state-of-the-art equipment for Business and Information Technology, Computer Science, Marketing, Technology Education, Trade and Industrial Program, and Family and Consumer Sciences.

Knowledge and skill attainment have become the most important factors in deciding a student's future success. In a knowledge-based economy, national data continue to show the market value of a high school diploma falling significantly. Parents and students need to understand the requirements and urgency for raising their skills achievement to higher levels, including technical skills. The reality is that students must reach higher academic levels as reflected by Virginia's State Standards of Learning, be prepared for some post-secondary training, and engage in a lifetime of learning if they are to keep pace with the rapidly changing work and social environment. Arlington's Career and Technical Education program is well positioned to raise achievement of a growing number of students who benefit from rich and rigorous academic and technical skills taught within an applied context.

Career and Technical Education (CTE) programs are mandated by the Standards of Quality and the Standards for Accreditation in Virginia. Periodic evaluations are made by the state staff and visiting committees. Reporting procedures are in place to collect data on student participation and progress in programs. Follow-up studies of graduates are conducted. As part of the instructional program in all middle and high schools, technical program effectiveness is assessed by each school in relation to the school's philosophy and evaluation criteria.

## MAJOR SERVICES PROVIDED

The major services provided by Career Technical and Adult Education can be found at the following link on the APS website: <http://www.apsva.us/domain/88>

## FY 2013 ACCOMPLISHMENTS

- Increased the number of state-approved industry certification and/or license exams taken by students in CTE classes in APS by 14%.
- Increased the number of formalized pathways by two for the 2012-2013 school year.
- Increased the number of program completers that pass certification exams to 68%.
- Increased the program completer competency attainment rate, as reported by the completer demographics verification report, to 86%.

## Career, Technical, and Adult Education

### FY 2014 GOALS

- Promote career and technical education programs to increase student preparation for college and career success.
- Increase student interaction with employers by fostering linkages between career and technical education programs and business/industry and government.
- Maintain technical laboratories and classrooms that meet curricular guidelines, enhance program outcomes, and promote safe program/operations.
- Foster collaboration between area post-secondary institutions, employers, and the Arlington Public Schools.
- Increase the overall competency attainment rate while decreasing the achievement gap in CTAE K-12 program areas as they relate to differences among ethnic, gender, and special population groups.
- Expand and maintain the use of a competency tracking system throughout CTE programs.
- Support continued implementation and expansion of the Governor's Career and Technical Academy in Arlington.
- Increase the number of state approved industry certifications and/or license exams taken and passed by students enrolled in CTE classes in APS.
- Continue to enhance pathways so students are able to participate in a sequence of classes that would help prepare students for a related career.
- Enhance and expand STEM opportunities for APS students in kindergarten through twelfth grade

### FY 2015 PRIORITIES

- Increase the number of state approved industry certifications and/or license exams taken and passed by students enrolled in CTE classes in APS.
- Enhance and expand STEM opportunities for APS students in kindergarten through twelfth grade
- Support continued implementation and expansion of the Governor's Career and Technical Academy in Arlington and the Arlington Tech proposal.
- Promote career and technical education programs to increase student preparation for college and career success.
- Foster collaboration between area post-secondary institutions, employers, and the Arlington Public Schools.
- Increase the overall competency attainment rate while decreasing the achievement gap in CTAE K-12 program areas as they relate to differences among ethnic, gender, and special population groups.

# Career, Technical, and Adult Education

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- A 1.0 business supervisor position and 1.0 family and consumer sciences supervisor position will be integrated to create a 1.0 career and technical education supervisor position. (810000-41356)

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$622,815	\$701,443	\$585,952
Employee Benefits	\$168,808	\$203,254	\$224,239
Staff Development	\$10,950	\$0	\$5,000
Contractual Services	\$33,019	\$34,826	\$27,051
Materials & Supplies	\$67,258	\$71,986	\$84,861
Equipment	\$110,560	\$57,698	\$46,398
Other Operating Costs	\$52,095	\$137,415	\$55,731
<b>TOTAL</b>	<b>\$1,065,505</b>	<b>\$1,206,622</b>	<b>\$1,029,232</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.50	0.50
Specialist	0.50	0.50
Coordinator	0.50	0.50
Teacher	1.30	1.30
Clerical	2.00	2.00
<b>TOTAL</b>	<b>6.80</b>	<b>5.80</b>

# Extended Instruction

## DESCRIPTION

The office of Extended Instruction supports the educational needs of students outside of the traditional school program which including the oversight of SOL remediation programs and Supplemental Education Services for the Title I schools.

## MAJOR SERVICES PROVIDED

The major services provided by the Extended Instruction office can be found at the following link on the APS website: <http://www.apsva.us/site/Default.aspx?PageID=1835>.

## FY 2013 ACCOMPLISHMENTS

- Project Graduation Summer Academy of \$20,000 awarded to support SOL remediation classes in summer school.
- Funded after school interventions at all schools and programs

## FY 2014 GOALS

- Increase accountability and assessment of student progress in after school remediation programs

## FY 2015 PRIORITIES

- Continued support for SOL remediation

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$457,807	\$444,671	\$452,564
Employee Benefits	\$115,844	\$71,833	\$30,796
Staff Development	\$0	\$0	\$0
Contractual Services	\$2,959	\$2,375	\$375
Materials & Supplies	\$4,731	\$3,974	\$1,974
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$581,341</b>	<b>\$522,853</b>	<b>\$485,709</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# Summer School

## DESCRIPTION

The Summer School office manages all aspects of Arlington Public School's summer program for students from Pre-Kindergarten through 12th grade. The program includes elementary summer courses that teach basic skills in language arts and mathematics. Secondary summer school programs offer courses that provide students the opportunity to retake courses they have failed or in which they received a lower than desired grade during the regular school year and classes to assist students who have not passed the Standards of Learning assessments. Students may also take a limited number of high school classes as new work for credit. Enrichment programs are offered at the Outdoor Lab, the Global Village Summit Program, and the Summer Laureate Program.

## MAJOR SERVICES PROVIDED

The major services provided by the Summer School office can be found at the following link on the APS web site: <http://www.apsva.us/page/2106>.

## FY 2013 ACCOMPLISHMENTS

- Approximately 27% of Arlington Public Schools students enrolled in the Summer School 2013 program.
- 98.9% of students enrolled in a New Work for Credit class were successful in earning credit.
- Project Graduation Summer Academy of \$20,000 awarded to support SOL remediation classes in summer school.
- 95% of students enrolled in courses for credit recovery were successful in earning a passing grade.
- 903 students participated in summer school enrichment opportunities.
- Implementation of a Project Based Learning Pilot for Drew Elementary 5th grade students
- Increased the number of students enrolled in online classes
- 40 students participated in an online Economics and Personal Finance class to satisfy the graduation requirement
- Planning and implementation of a new SOL remediation initiative increasing the pass rate in all subject areas

## FY 2014 GOALS

- In summer School 2014 there will be a 100% graduation rate for seniors who need a summer school course in order to receive a diploma
- Plan and implement a redesign of the elementary summer curriculum that reflects best practices and provides research based summer learning for all students
- Continue the implementation of the summer SOL initiative that includes Interactive Achievement as an assessment tool for teachers

## FY 2015 PRIORITIES

- Continue to increase the SOL pass rates in all curriculum areas
- Increase the number of students taking online courses
- Collect evidence of the impact of participation in summer school on student achievement during the school year
- Monitor and support summer graduates to ensure completion

## Summer School

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In order to expand opportunities for additional remediation and acceleration in summer instruction at the elementary level, three additional sites have been identified to have a four-hour day. Funds of \$300,000 are added for hourly funds for staffing. (809300-41250)

#### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$895,323	\$2,730,275	\$3,126,804
Employee Benefits	\$167,604	\$237,642	\$256,211
Staff Development	\$4,405	\$0	\$0
Contractual Service	\$11,127	\$41,702	\$41,702
Materials & Supplies	\$37,085	\$196,844	\$196,844
Equipment	\$0	\$0	\$0
Other Operating Costs	\$11,332	\$14,820	\$14,820
<b>TOTAL</b>	<b>\$1,126,876</b>	<b>\$3,221,283</b>	<b>\$3,636,381</b>

#### POSITION SUMMARY

	FY 2014	FY 2015
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 & COMMUNITY RELATIONS

### DEPARTMENT SUMMARY

The Department School and Community Relations is responsible for media relations, community outreach, public information, the maintenance of the school system's website, the Volunteers and Partners in Education Programs, Arlington Educational Television (AETV), Printing Services and the Instructional Materials Production Center. The FY 2015 School Board's Adopted Budget for School & Community Relations totals \$2,168,118 and includes 13.0 positions.

PROGRAM	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School and Comm Relations	\$1,508,800	11.00	\$1,671,595	11.00	\$1,893,422
Printing Services	\$113,895	2.00	\$272,742	2.00	\$274,696
<b>TOTAL</b>	<b>\$1,622,695</b>	<b>13.00</b>	<b>\$1,944,337</b>	<b>13.00</b>	<b>\$2,168,118</b>

# School & Community Relations

## DESCRIPTION

To support effective communications, the Department of School & Community Relations works to enhance internal and external communications for all segments of the Arlington Public Schools (APS) and between schools and the Arlington community. The department publishes a wide range of brochures; publicizes news and activities about APS; provides a communication link to the community through the AETV cable programming, electronic bulletin board, and informational programs; responds to media inquiries; organizes a number of annual events designed to inform parents and citizens about APS schools and programs; maintains the APS website, the APS School Talk service, and the countywide social media sites; recruits school volunteers and business partners; offers a variety of opportunities to connect parents and community members with APS; and provides communication counsel, training and support to schools and departments to help them meet their objectives, engage the community and build effective relationships with the diverse segments of APS and Arlington County.

## MAJOR SERVICES PROVIDED

The major services provided by the Department of School & Community Relations can be found at the following link on the APS website: [www.apsva.us/scr](http://www.apsva.us/scr).

## FY 2013 ACCOMPLISHMENTS

- Assisted schools in the development of business, civic and community partnerships, with an emphasis on developing Strategic Partnerships, in support of Goal 5 of the APS Strategic Plan. By the end of the 2012-13 school year, APS had developed a total of 527 community partnerships (up from 506 in 2011-12 or +4%), including 176 or one-third are Strategic Partnerships with formal, written partnership agreements (up from 159 in 2011-12 or a 10% increase).
- Increased school-based use of APS SchoolTalk to communicate with families. School-based messaging grew from 1,285 messages sent in FY 2012 to 2,267 sent in FY 2013.
- Maintained the APS website as a key source for information about APS schools and programs. In FY 2013, the website had 6.6 million visits, averaging 547,000 visits per month, a 24% increase.
- Collaborated with the Department of Student Services to develop the Academic Planning Map for families and related family engagement sessions. In the spring of 2013, APS piloted and conducted seven Academic Planning family sessions, with 228 APS parents/family representatives attending.
- Edited and coordinated production and distribution of APS publications including the First Day Packet (including APS Handbook and Calendar), APS Registration Packets, APS Guidebooks (K, MS, HS), 30 School Overviews, NewsCheck and News Tips (20 issues annually for each), The Citizen (5 issues). Provided support to schools and departments for production of special publications.
- Collaborated with Information Services to upgrade the APS School Talk platform to "Connect 5" in coordination with the transition to Synergy.
- Planned upgrades with Information Services to transition the "First Day Packet" online and print options to accommodate changes in the new Student Information System.
- Developed the 2012 School Bond FAQ and provided support as needed to successfully communicate the projects and details about the proposed school bond issue.
- Planned and finalized equipment upgrade for the APS Print Shop and Materials Center to increase productivity in materials support for schools and departments.
- Responded to 55 Freedom of Information Act (FOIA) requests during the 2012-13 school year on a wide range of topics. Provided training and ongoing counsel and advice to APS administrators to build a greater understanding of the Virginia FOIA requirements, procedures and compliance.



## School & Community Relations

- Reviewed and responded to 266 requests from individuals and outside organizations for distribution or posting of materials in schools in accordance of the School Board's Printed Materials policy.
- Developed the APS social media policy and procedures to ensure uniform utilization of social media by schools, programs, departments and individual teachers.
- Upon adoption of the APS Social Media Policy, developed the APS Facebook page, Twitter account, and You Tube channels to broaden the communication outlets available to APS constituents.
- Initiated the development of an APS App to support expanded communication options for families and to enable engagement via smartphones and android devices; coordinated with Information Services to select the vendor and develop the components for the App.
- Produced 44 segments of APS Snapshots and 22 segments of Green Scene for broadcast on AETV and webcast to showcase the work and accomplishments of APS.
- Sponsored and produced a wide range of well-attended APS events including the annual College Night, Teacher of the Year/Principal of the Year Celebration, Support Service Employee of the Year, APS Service Awards, APS Information Nights (K, MS, HS), APS Partnership Celebration, and numerous student and staff recognitions at School Board meetings.
- Coordinated countywide initiatives including the APS/GMU Rain Barrel Project in celebration of Earth Day, the fall Walk & Bike to School Day, and the spring Bike & Walk to School Day (with 100% school participation).
- Collaborated with volunteer school and department-based PR Liaisons to gather news for publication in NewsCheck, News Tips and other communication channels including Snapshots, Green Scene or local media.
- Developed communications strategies in response to specific issues or in support of APS deliberations, including the APS More Seats for More Students capacity planning, Boundary deliberations, and communications for the APS Budget.
- Initiated and developed plans to produce live broadcasts and webcasts of the 2013 APS Graduation ceremonies for the three comprehensive high schools. The web-based streaming resulted in 1,203 unique viewers, with viewers from 33 states and 21 countries.
- Provided communications training and support for APS staff, administrators and the APS Future Leaders cohort.

### **FY 2014 GOALS**

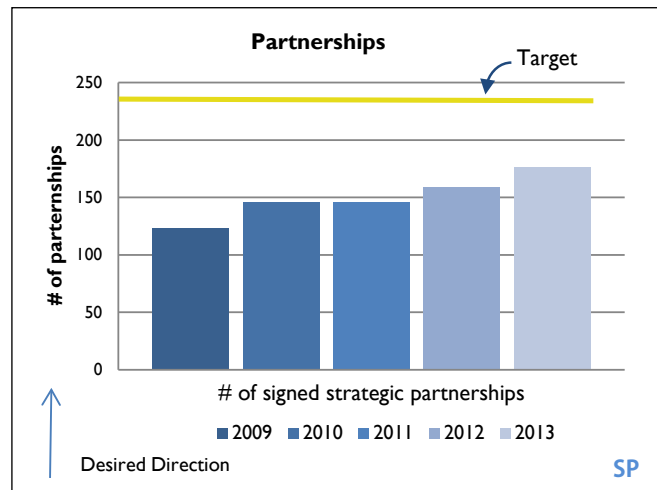
- Increase by 10% the number of strategic partners who officially sign agreements with an APS school program or department to strengthen and support services to support instruction and to meet the needs of the whole child.
- Coordinate and expand the number of sessions available through the APS Parent Academy to bring the total of course offerings available for families to 150 courses for the 2013-14 school year. Develop a method to measure parent satisfaction of participants.
- Actively promote APS options for Pre-K, elementary, and secondary students through a variety of strategies including family information meetings at Arlington community centers; meetings with Arlington Realtors; and meetings with Private Preschool and/or Head Start family organizations.
- Offer at least 15 academic planning sessions for families at APS schools and programs that have not previously participated, with an attendance goal of 450 APS family members in attendance.
- Increase the school-based use of APS School Talk, train at least two staff members at each school and provide ongoing training materials and support.

## School & Community Relations

- Increase the APS digital presence in the community through social media and mobile applications, as evidenced by at least a 20% increase in Facebook and Twitter likes/follows and mobile app downloads.
- Collaborate with volunteer school liaisons to increase the number, quality and timeliness of notices and news stories to promote the work of APS and to strengthen effective communications with parents and the larger Arlington community.

### FY 2015 PRIORITIES

- Develop and implement a stipend pilot program for school-based PR Liaisons. Provide training and support to the liaisons to strengthen APS communications, support family engagement, and enhance the quality and quantity of news that is shared with families, residents, news media and other community groups.
- Develop a new, customized web platform and Content Management System (CMS) for [www.apsva.us](http://www.apsva.us) in collaboration with the new Learning Management System (LMS) to be developed by Information Services, so that the two new platforms are compatible, flexible and can grow with future technologies. The new APS website will be ready for public launch by July 2015 to serve the instructional and communication needs of APS students, families, staff and the Arlington community.



### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- One-time funding of \$50,000 is provided for a pilot program for public relations liaison stipends in order to strengthen our communications efforts and enhance the quality and quantity of news that is shared with families, residents, news media, and other community groups. (103000-41346)

#### CONTRACTUAL SERVICES

- One-time funding of \$50,000 is provided to enable APS to develop a new, customized web platform and content management system (CMS) for [www.apsva.us](http://www.apsva.us). (103000-43544)

## School & Community Relations

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$912,626	\$997,280	\$1,073,257
Employee Benefits	\$248,397	\$314,867	\$402,642
Staff Development	\$12,626	\$11,303	\$11,303
Contractual Services	\$164,316	\$172,020	\$238,020
Materials & Supplies	\$21,261	\$35,021	\$35,021
Equipment	\$7,707	\$62,829	\$14,829
Other Operating Costs	\$141,867	\$78,275	\$118,350
<b>TOTAL</b>	<b>\$1,508,800</b>	<b>\$1,671,595</b>	<b>\$1,893,422</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Professional	5.00	5.00
Technical	3.00	3.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>11.00</b>	<b>11.00</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 three digital copiers (one Kodak HDI50, one Kodak HDI25 and one Ricoh Pro 901s) and ancillary equipment, the Print Shop handles over 90 percent of the reproduction tasks originating at the Education Center as well as requests for individual schools and other departments. Capabilities continue to expand and include a greater variety of colors, variations in folding, drilling, binding and printing of larger off-size documents. In addition, the Print Shop handles the printing needs for the adjacent Materials Production Center. The Print Shop supervisor is responsible for ordering supplies, maintaining all equipment, coordinating service and support, scheduling and prioritizing print projects, and the 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 and the Materials Production Center.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$79,356	\$142,508	\$145,559
Employee Benefits	\$20,735	\$52,987	\$59,965
Staff Development	\$0	\$0	\$0
Contractual Services	\$216,754	\$64,999	\$217,306
Materials & Supplies	\$48,167	\$34,173	\$54,173
Equipment	\$286	\$0	\$0
Other Operating Costs	(\$251,403)	(\$21,925)	(\$202,307)
<b>TOTAL</b>	<b>\$113,895</b>	<b>\$272,742</b>	<b>\$274,696</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Professional (Supervisor)	1.00	1.00
Technical (Assistant)	1.00	1.00
<b>TOTAL</b>	<b>2.00</b>	<b>2.00</b>

## ADMINISTRATIVE SERVICES

### DESCRIPTION

The FY 2015 School Board's Adopted Budget for Administrative Services totals \$656,368 and includes 4.0 positions.

### DEPARTMENT SUMMARY

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Administrative Services	\$501,249	2.00	\$369,090	4.00	\$656,368
<b>TOTAL</b>	<b>\$501,249</b>	<b>2.00</b>	<b>\$369,090</b>	<b>4.00</b>	<b>\$656,368</b>

# 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/AdmServDept](http://www.apsva.us/AdmServDept).

## FY 2013 ACCOMPLISHMENTS

- Implemented professional development sessions for the APS Aspiring Administrative Leaders Program.
- Collaborated with APS staff on revised administrators evaluation process.
- Collaborated with the Department of Human Resources to implement the APS Succession Plan.
- Focused on proactive measure to resolve issues.
- 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.
- Collaborated with county partnerships and school administrators to promote and support system wide initiatives.

## FY 2014 GOALS

- Collaboration with other departments to address leadership development.
- Enhance scholarship offerings to support aspiring leaders pursuing administrative endorsement.
- Collaboration with county/school partnerships to address student needs.
- Collaborate with APS and County staff to address enacted legislation pertaining to safety and security.

## FY 2015 PRIORITIES

- Support and collaborate with the Department of Human Resources on succession planning for administrators.
- Support school administrators in addressing safety and security needs related to students. Collaborate with county partnerships and school administrators to promote developmental assets in students.
- Support and collaborate with Department of Facilities & Operation on safety and security needs within each school and across the system in accordance with state requirements.
- Support and collaborate in the implementation of the Second Chance Program for first-time marijuana/alcohol incidents.

# Administrative Services

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- A new neighborhood elementary school is scheduled to open in September 2015. Funds are provided in FY 2015 to hire a 1.0 principal position and 1.0 administrative assistant position. These positions are budgeted in the Administrative Services Department. (104000-41232, 41364)

### STAFF DEVELOPMENT

- Funds of \$6,000 are added to restore 50% of administrator professional development funds previously reduced. (104000-45478)

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$301,049	\$239,413	\$428,143
Employee Benefits	\$89,450	\$69,864	\$168,412
Staff Development	\$39,720	\$37,735	\$36,235
Contractual Services	\$17,350	\$6,280	\$6,280
Materials & Supplies	\$4,390	\$10,288	\$11,788
Equipment	\$45,446	\$760	\$760
Other Operating Costs	\$3,844	\$4,750	\$4,750
<b>TOTAL</b>	<b>\$501,249</b>	<b>\$369,090</b>	<b>\$656,368</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Principal	0.00	1.00
Clerical	1.00	2.00
<b>TOTAL</b>	<b>2.00</b>	<b>4.00</b>

## DEPARTMENT OF STUDENT SERVICES & 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 two programs: the Office of Student Services (OSS) and the Office of Special Education (OSE). The department is responsible for ensuring the provision of a wide range of support services to all students in the Arlington Public Schools system.

### 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 2015 School Board's Adopted Budget for the Department of Student Services and Special Education totals \$21,929,265 and includes 152.50 positions. IDEA funds are budgeted in the Grants and Restricted Programs Fund.

### DEPARTMENT SUMMARY

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Department of Student Services and Special Education	\$1,614,643	3.70	\$1,650,705	4.70	\$1,921,076
Special Education	\$13,652,817	117.10	\$13,256,529	101.80	\$13,876,979
Student Services	\$5,357,131	44.20	\$5,755,117	46.00	\$6,131,210
<b>TOTAL</b>	<b>\$20,624,591</b>	<b>165.00</b>	<b>\$20,662,351</b>	<b>152.50</b>	<b>\$21,929,265</b>



# Department of Student Services & Special Education

## DESCRIPTION

The 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 3200 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

- Mandated Services – Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, Pre-Kindergarten, Special transportation, Speech-language, Transition, Vision
- Coordination of countywide special education programs
- Instructional intervention supports
- Behavior and Autism Specialists support
- Dispute Resolution Process
- Homebound Instruction
- Parent Resource Center
- IDEA, Section 504, OCR, McKinney-Vento Compliance
- Residency

# Department of Student Services & Special Education

## FY 2013 ACCOMPLISHMENTS

- Increased the percent of students with disabilities earning an advanced diploma.
- Provided professional development focused on co-teaching with general education, ELL, and special education teachers.
- Worked with all APS secondary schools to recruit and train 20 teachers using the Eliminating Barriers for Learning mental health curriculum.
- Distributed the Special Education Parent Resource handbook.

## FY 2014 GOALS

- Continued use and expansion of assistive technology in special education programs
- Continued program development in Autism
- Collaborate with schools and Department of Instruction to examine student assessment results in math and reading, and assist schools with appropriate interventions to increase student achievement
- Continued use of reading and mathematics intervention programs
- Professional development for staff on differentiation of instruction for dually-identified students
- Provide support to ASEAC in the areas of reading, mathematics, autism, ADHD, and Twice Exceptional services
- Professional development of staff in evidence-based practice/positive behavioral supports in provision of mental health services
- Ensure appropriate programs and services are available for students with disabilities as a critical link in the continuum of services
- Provide individualized services for students with emotional disabilities requiring therapeutic intervention.
- Collaborate with Department of Instruction to implement Multi-Tiered System of Support (MTSS).
- Student Services and Instruction will produce an electronic Standard Operations Manual (SOM) to post policies, procedures and practices of MTSS, 504, and Special Education Related Services.

## FY 2015 PRIORITIES

- In collaboration with the Department of Instruction, Information Services and Administration, implement and monitor systemwide Arlington Tiered System of Support (ATSS)
- Continue to provide professional development LEA and 504 for all school administrative staff to monitor and maintain County, State and Federal compliance
- Increase interagency collaboration to streamline and reduce fiscal expenditures for county- and state-involved students
- Improve communication and collaboration with the Department of Transportation to offer improved transportation services for students with disabilities
- In collaboration with the Department of Information Services, provide professional development to school teams that includes a school administrator and registrar with a focus on residency verification

## Department of Student Services & Special Education

- In collaboration with the Department of Instruction, provide professional development on co-teaching
- Work with school master scheduling teams to ensure that all students have equitable access and opportunities to take rigorous courses.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In order to implement the Arlington Tiered System of Support (ATSS) as part of the Integrated Reading initiative, a 1.0 supervisor position is added. (105100-41356)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$495,903	\$392,809	\$481,117
Employee Benefits	\$126,109	\$115,858	\$172,921
Staff Development	\$16,173	\$34,079	\$34,079
Contractual Services	\$897,013	\$1,005,925	\$1,005,925
Materials & Supplies	\$21,118	\$50,424	\$72,424
Equipment	\$3,422	\$10,070	\$10,070
Other Operating Costs	\$54,905	\$41,540	\$144,540
<b>TOTAL</b>	<b>\$1,614,643</b>	<b>\$1,650,705</b>	<b>\$1,921,076</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Supervisor	0.00	1.00
Specialist	0.20	0.20
Clerical	2.50	2.50
<b>TOTAL</b>	<b>3.70</b>	<b>4.70</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 all students with disabilities in need of special education and related services. OSE ensures that services are provided in the Least Restricted Environment (LRE) to the maximum extent possible for students from pre-K to age 21. The purpose of special education services is to assure the ability of the school system to meet the needs of all students. OSE is charged with providing support for students with disabilities, in evaluation, identification, placement, instruction, and transitional services. This support extends to all stakeholders involved in educating students with disabilities, to include parents, administrators, and school staff.

The OSE firmly supports the idea that students with disabilities will be educated in an age appropriate environment with non-disabled persons to the maximum extent possible. Students with disabilities should be served within the general classroom setting to the degree that is consistent with meeting the specific needs of each student and providing an appropriate education. Students with disabilities will be provided special education services within their neighborhood or selected choice school, unless there is a compelling educational reason for change in school placement. For 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 State and Federal regulations. Evaluations required to make this determination are completed only with parent permission. Policies and procedures governing special education services can be found in Arlington Public Schools' Special Education Policies and Procedures. OSE staff members work with school staff to eliminate the disproportionate identification of students with disabilities.

Upon referral by either school staff or parents, school-based student study committees review available information regarding students who are experiencing challenges that adversely affect their education performance. Based on that review, the committee may refer students suspected of having a disability for evaluations. Upon completion of those evaluations, an eligibility committee at the student's school reviews assessment data and determines if the student has a disability which requires special education services. When a student is found eligible for special education services, an Individualized Education Program (IEP) is developed with the participation of the school staff, the parents and the student (when appropriate). An IEP describes the program of the special education and related services to be provided to the student. Eligibility for special education services is reviewed periodically, at approximately three year intervals or upon the request of the IEP team. IEP's are updated at least annually throughout the student's eligibility for special education.

The OSE also oversees the Interlude Program, a therapeutic program for students in grades one through twelve whose major disabling condition requires the combination of individualized education, highly-structured daily activities, and individual and family counseling, provided in a protective and supportive environment. Students enrolled in this program are provided therapeutic treatment by a licensed social worker or psychologist within a regular school setting. The program provides academic and therapeutic environments involving parental participation and a strong behavioral management component to prepare these students for transition back into a less restrictive local school program. Intensive academic remediation is offered as well as emphasis on self-concept and interpersonal relationships. Behavior modification strategies may be utilized to teach coping skills and to assist students to achieve positive behavioral changes.

The department provides alternative programs such as homebound instruction, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities. The department also oversees the administration of several grant-funded programs and services.

# Office of Special Education

## MAJOR SERVICES PROVIDED

- Disability Specific Support
- Low incidence disability support
- Instruction Support, including general and special education curriculum
- Parent Support
- Mandated Services:
  - Assistive Technology
  - Audiological and Hearing
  - Child Find
  - Extended School Year (ESY)
  - Occupational Therapy
  - Physical Therapy
  - Speech/Language
  - Transition (Preparation for Post-Secondary Plans)
  - Functional Vision Services
- Provide an internal process for dispute resolution: Special Education Review Committee (SERC)
- Provide state-mandated process for dispute resolution: Due Process and Appeals
- Oversee Arlington Public Schools' role in the Comprehensive Services Act (CSA). The CSA is a state law enacted in 1993 that establishes a single state pool of funds to purchase services for at-risk youth and their families. The state funds, combined with local community funds, are managed by local interagency teams who plan and oversee services to youth.
- Provide Homebound Instruction

## FY 2013 ACCOMPLISHMENTS

- Completed the 2nd year of the Virginia Commonwealth University's Autism Center for Excellence (VCU/ACE) Grant. Supported the development of a Social Skills Inventory to be used in assessing and monitoring student progress in specific skills.
- Developed and Implemented Standards-Based IEPs K-12. Trained special education teachers in writing Standards-Based IEPs.
- Completed the first ever program evaluation.
- Published an award-winning special education resource guide for parents.
- Developed a co-teaching teaching class on Blackboard.
- Collaborated with Department of Instruction to offer for the 13-14 school year a literacy cohort, plan for Interactive Achievement, and an Intervention Pyramid Chart.
- Provided professional development training opportunities for educational assessments and instructional intervention programs.
- Upgraded current intervention strategies to be recorded and monitored via a web-based system (Synergy)

## Office of Special Education

- Collaborated with Department of Information Services to begin the first phases of Synergy Student Information System (SIS) and Synergy Special Education (SE)
- Increasing Transition Staff and job coaching support
- Transition staff received a grant from T/TAC for the purpose of promoting collaboration between middle and high schools staff for effective transitioning planning.

### FY 2014 GOALS

- Create a Special Education standard operating procedure manuals (SOPM), including an online version, as recommended by Program Evaluation.
- Publish and implement new Homebound Procedures Implementation Guide.
- Collaboration with Information Services to continue development of Synergy SE (an electronic IEP online system that integrates with the County's Student Information Services) to increase data availability.
- Continue training of APS staff in Synergy SE, as well as continuing to inform parents/community of the documents used for Synergy SE.
- Redesign the Department of Student Services-Office of Special Education Blackboard Course as recommended by Program Evaluation to maximize collaboration between personnel in the Department of Instruction and Student Services, and within Student Services staff, to facilitate the coordination of APS resources to support teaching and learning for all students.
- Lead and train special education pre-K teachers on Standards-Based IEPs for Pre-Kindergarten students with disabilities.
- Collaborate with Human Resources to increase the number of dually certified special education among existing APS special education teaching staff and in the applicant pool.
- Continued alignment work with Department of Instruction goals and priorities in the areas of core instruction and summer school offerings.
  - Pilot implementation of Math 180
  - Expand education of co-teaching at the secondary level in math
- In alignment with House Bill 325 and program evaluation, provide training to paraprofessionals and develop a plan for training standards to become a part of the hiring process for paraprofessionals within Arlington Public Schools.
- Strengthen the internal mediation process for resolving disputes by creating a new Special Education Review Committee (SERC) that will allow for an internal problem-solving venue for student/school/family support.
- Create clear and concise process documentation for:
  - Countywide programming

# Office of Special Education

## FY 2015 PRIORITIES

- Support and collaborate with Department of Instruction to implement a multi-tier system of support to include evidence-based intervention programs and resources for all students.
- Support and collaborate with the Department of Human Resources on dual certified special education teachers.
- Support school administrators in addressing special education services, instruction and compliance.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Planning factors provide certain central staffing based on the number of children receiving special education services. Based on the planning factors, speech pathologists increase by 1.0 position, vision specialists increase by 0.5 position, hearing specialists increase by 0.5 position, occupational therapists increase by 1.0 position, and interlude psychologists increase by 0.5 position. (105110-41222, 105120-41222, 105130-41222, 105150-41281, 41235)
- The planning factor for special education coordinators is eliminated for FY 2015. This decreases 1.0 coordinator position that would have been added in FY 2015 based on the current planning factor. (105100-41208)
- A 1.0 teacher position for the twice exceptional program is eliminated. Other staff will serve the needs of these students. A 0.2 teacher position and \$25,000 for professional development is added to transition the program to an integrated model. (105100-41254, 41220)
- 20.0 special education assistants are reduced. Any future needs for additional special education assistants will be provided from the staff contingency fund based on planning factors. Funds of \$194,185 are added to the staff contingency fund in the Department of Human Resources to ensure sufficient funding is available to accommodate any additional assistant staffing needs. (105100-41375, 106030-40414)
- A planning factor for vision assistants is added in FY 2015. As a result, 2.0 vision assistants are added to support students that are visually impaired and/or legally blind. (105120-41375)

### CONTRACTUAL SERVICES

- Funds of \$150,000 for contract services are added to hire contractors to fill hard-to-staff mandated service positions. (105100-43544)
- Due to increased demand for mandated nursing services for medically fragile students, funds of \$150,000 for contract services are added. (105330-43544)

## Office of Special Education

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,612,993	\$9,456,111	\$8,955,414
Employee Benefits	\$2,835,884	\$2,855,522	\$3,381,069
Staff Development	\$17,410	\$9,840	\$34,840
Contractual Services	\$750,786	\$501,221	\$803,301
Materials & Supplies	\$316,393	\$315,035	\$312,955
Equipment	\$117,458	\$118,800	\$118,800
Other Operating Costs	\$1,893	\$0	\$270,600
<b>TOTAL</b>	<b>\$13,652,817</b>	<b>\$13,256,529</b>	<b>\$13,876,979</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinators	12.20	12.20
Teacher Specialists	81.9	84.6
Teacher Assistants	21.00	3.00
<b>TOTAL</b>	<b>117.10</b>	<b>101.80</b>



## Office of Student Services (formerly Pupil Services)

### DESCRIPTION

The Office of Student Services (OSS) supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to meet the social/emotional needs of all students in the Arlington Public Schools. The OSS manages the system-wide programs in student services, elementary, middle and high school counseling services, and special education. The Office of Student Services provides systemwide services in school psychology, social work and counseling. Student Services staff members provide assessments of students being referred for special education services, reevaluate identified students with disabilities in accordance with federal and state regulations, and serve as consultant to schools for instructional issues, behavior management, and social/emotional development. Counseling staff provide a comprehensive K-12 counseling program, based on National Standards for School Counseling Programs and are school based. Student Services staff members work collaboratively with community agencies to provide assistance to students. School psychologists and social workers/visiting teachers are assigned to schools as itinerant personnel.

The Office of Student Services oversees the monitoring of students receiving home instruction, requests for psychological transfer, professional training for teaching and administrative staff, and consultative costs for specialized student diagnostic activities. The department also oversees the administration of several grant-funded projects aimed at children who are homeless or families in need.

### MAJOR SERVICES PROVIDED

- Academic Planning
- Counseling services
- Home instruction
- Homeless services
- Psychological services
- Psychological transfers
- Scholarship and financial aid information services
- School attendance specialists
- Section 504 services
- Social work services
- Student Records
- Student Records and FERPA Requests
- Substance abuse services

### FY 2013 ACCOMPLISHMENTS

- Completed stage three of the implementation process for ADHD Task Force Five Year Strategic plan. Transitioned to monitoring.
- Developed twice yearly ADHD newsletter for administrators and teachers – “For Your Attention.”
- Developed ADHD cadre of teachers (begins March 2014).
- In collaboration with the Office of Special Education, several staff received an award for ADHD programming and supports from CHADD.
- Provided professional development of staff in provision of mental health services in support of students experiencing anxiety or mental health crisis.
- Developed and implemented a Customer Satisfaction Survey process for Section 504
- Section 504 brochure and Homeless manual and forms (translated to Spanish & uploaded to website).

## Office of Student Services (formerly Pupil Services)

- Increased the identification and provision of accommodation and supports to students with disabilities under Section 504 by over 50%
- Developed academic planning map and companion documents to assist students and families to better navigate the APS system.
- Continued alignment of School Counseling Plans with ASCA model and APS focused objectives; six schools applied for the Recognized American School Counselor Model Program (RAMP). Two schools earned award – January 2014
- Supported implementation process for Naviance Success in grades 6-8; developed and implemented 6-12 scope and sequence to create consistency as students transition from level to level
- Aligned all schools with the ASCA National model - increase in the number of data driven programs comprehensive counseling programs across the division
- Supported the development of SMART goals for counselors for T-scale evaluation toward increasing KPIs
- Facilitated academic planning parent meetings to begin early education of students and parents with a focus on increasing KPI goals (Algebra I by 8th grade, Advanced diploma)
- Implemented cultural competence professional development for counselors to address the work of eliminating gaps among our students - focus on KPIs (Algebra I, Advanced diploma, AP & IB enrollment and performance, dual enrollment, graduation rates)
- Implemented collaborative day for counselors 2013 to strengthen PLC work amongst counseling staff and increase KPIs and college and career outcomes
- Updated counseling manual to establish expectations and consistent counseling practices across the school division
- Successfully transitioned the coordination of the application and testing process for students applying to TJHSST with a focus on increasing opportunities for minority students
- Developed and/or maintained partnerships with NOVA, College Board, College Summit, Naviance, POSSE DC, DREAMERS, Mytonomy, coordinate several state and local scholarship opportunities
- Established a process for conducting screenings of potential counseling staff in collaboration with Human Resources to develop strong pool of candidates to support strategic plan goal of developing highly qualified staff

### FY 2014 GOALS

- Maintain Section 504 standard operating procedures document including an online version, as recommended by Program Evaluation. Increase Section 504 compliance monitoring.
- Maintain Comprehensive Counseling Handbook and alignment with ASCA. Monitor monthly counseling program data submissions
- Maintain Homeless standard operating procedures document including an online version.
- Collaboration with Information Services to explore implementation of Synergy 504 (an electronic section 504 online system that integrates with the County's Student Information Services) to increase data availability.
- Continue training of APS counselors, psychologists, social workers, substance abuse counselors, and interlude therapists in various counseling techniques and mental health supports for students.
- Implement and monitor enrollment in Direct Step virtual professional development pilot.

## Office of Student Services (formerly Pupil Services)

- Collaborate with Human Resources to screen counselors for potential employment opportunities
- Continue enhancements to the academic planning process, focusing on communication of options, streamlining the process, increased enrollment in advanced courses, and earning of advanced diploma.
- Work with Information Services to fully implement Naviance course planner system
- Continue provision of parent information opportunities via the parent academy (Section 504, mental health, wellness).

### FY 2015 PRIORITIES

- Support the Department of Student Services and Special Education and Department of Instruction to implement a multi-tier system of support to include evidence-based intervention programs and resources for all students.
- Support school administrators in addressing Section 504 accommodation and services, and compliance.
- Continue implementation of enhancements to the academic planning process.
- College and Career Counseling Program Review.
- Continue APS/NOVA Partnership expanded to include the Pathways Connections program to allow students to begin college planning in 10th grade.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- A 0.50 substance abuse counselor position to expand preventative/educational substance abuse services to middle schools is added. (105250-41219)
- In order to provide additional professional development to counselors and oversight of counseling staff at all levels throughout the school division, a 0.50 coordinator of counseling position is added. (105200-41208)
- 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 0.4 position and school psychologists increase by a 0.4 position. (105200-41267, 105210-41235)
- In the FY 2014 budget, 2.0 site-based coordinator positions were added in the Curriculum and Instruction program of the Department of Instruction for Wakefield and Arlington Mill to support dropout prevention activities. For FY 2015, funds for a 1.0 site-based coordinator position are moved to a contract services account in the Office of Student Services in the Department of Student Service and Special Education. The second site-based coordinator position is eliminated as it is no longer required. (801000-41208, 105200-43544)

#### CONTRACTUAL SERVICES

- Funds of \$14,000 for transportation of homeless students are added to better reflect actual need. (105200-45472)

## Office of Student Services (formerly Pupil Services)

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,949,621	\$4,104,994	\$4,368,646
Employee Benefits	\$1,263,364	\$1,324,925	\$1,511,266
Staff Development	\$17,627	\$16,984	\$56,484
Contractual Services	\$92,288	\$131,032	\$142,632
Materials & Supplies	\$34,231	\$74,182	\$52,182
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$103,000	\$0
<b>TOTAL</b>	<b>\$5,357,131</b>	<b>\$5,755,117</b>	<b>\$6,131,210</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Teacher Specialists	35.20	36.00
Counselors	4.50	5.00
Coordinator	0.00	0.50
Clerical	2.50	2.50
<b>TOTAL</b>	<b>44.20</b>	<b>46.00</b>

# HUMAN RESOURCES

## DEPARTMENT SUMMARY

Human Resources includes four programs: Substitutes, Payroll, Employee Benefits and the Employee Assistance Program (EAP). The FY 2015 School Board's Adopted Budget for Human Resources totals \$15,595,595 and includes 28.50 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Human Resources	\$3,304,844	18.00	\$4,719,048	18.00	\$3,480,001
Substitutes	\$3,948,727	0.00	\$3,125,666	0.00	\$3,164,295
Payroll	\$503,074	5.00	\$524,582	5.00	\$555,992
Employee Benefits	\$11,079,651	0.00	\$5,824,431	0.00	\$7,919,396
Employee Assistance Program	\$366,552	5.50	\$458,342	5.50	\$475,911
<b>TOTAL</b>	<b>\$19,202,848</b>	<b>28.50</b>	<b>\$14,652,069</b>	<b>28.50</b>	<b>\$15,595,595</b>

# Human Resources

## DESCRIPTION

The Human Resources Department provides collaborative, proactive and responsive leadership in the human resources field to all levels of the school system in order to further the effective and efficient delivery of quality services to APS employees, parents and students, and to Arlington residents. Human Resources is responsible for the administration of all aspects of the personnel and payroll programs for APS including recruitment and selection of staff; maintaining the STARS Oracle database; classification and reclassification of positions; employee benefits programs; licensure of teachers; evaluation of staff; retirement programs; employee recognition programs; board-staff communications program; payroll programs; and grievances, discipline and terminations.

## MAJOR SERVICES PROVIDED

The major services provided by the Human Resources Department can be found at the following link on the APS web site: [www.apsva.us/hr](http://www.apsva.us/hr).

## FY 2013 ACCOMPLISHMENTS

- Achieved gains in increasing highly-qualified teacher applicants.
- Refined the process for collecting evaluations and reporting data in response to the Virginia Department of Education guidelines.
- Conducted ongoing review of 403b fund performance.
- Continued process of revising personnel policies.
- Provided updates on Human Resources policies and procedures to administrators and other employees.
- Focused on customer service with an emphasis on resolving issues in a proactive manner.
- Increased the percentage of staff meeting the “highly qualified” standard as identified in the Virginia Department of Education Instructional Personnel Report.
- Enhanced the procedure for centralized tracking and receipt of contracts.
- Increased the proportion of staff using self service online functions.
- Collaborated with the Department of Instruction in fine tuning the teacher evaluation program...
- Enhanced the APS Benefits at a Glance online document which provides a brief summary of APS employee benefits.
- Completed open enrollment online using the self service feature of STARS.
- Provided several opportunities for employees to meet with 403b vendors and receive advice regarding contributions for retirement.
- Improved Human Resources’ ability to capture, report and provide updated data to enhance the decision-making process.
- Collaborated with the Department of Instruction in providing staff development on effective implementation of the evaluation system.
- Refined the process for collecting evaluations and recording their receipt in the STARS system.

## FY 2014 GOALS

- Analyze recruitment data including the need for dual endorsed teachers to guide the FY14 recruitment plan.
- Strengthen recruitment of highly-qualified dual endorsed teachers in specified areas of need with a continued focus on retention.
- Enhance scholarship offerings to support teachers pursuing dual licensure endorsement as well as endorsement in critical shortage areas.

## Human Resources

- Focus on offering a compensation package, including salaries that are competitive with neighboring local school districts.
- Collaborate with the Department of Instruction in developing and providing training for staff regarding the Administrator Evaluation Process as specified by the Virginia Department of Education.
- Continue Human Resources office staff development sessions with an emphasis on service to clientele and cultural competence.
- Implement an online orientation program to streamline the onboarding process.
- Review health insurance offerings and rates to provide competitive cost-saving plans.
- Utilize data to track health insurance costs and utilization rates to determine revisions and changes in plans and offerings.
- Work with Arlington County Government to assess health insurance contracts for FY15.
- Create opportunities for career development and growth by expanding the APS Assistant to Teacher Program as a component of succession planning.
- Implement the Oracle Performance Management (Online Evaluation) module resulting from the upgrade of Oracle.

### FY 2015 PRIORITIES

- Enhance systematic recruitment initiatives to increase the availability of highly-qualified teachers, administrators, and other employee applicants.
- Continue recruitment efforts with special focus on increasing the highly-qualified applicant pool.
- Increase the roster of eligible substitutes by expanding recruitment and screening efforts.
- Enhance professional development offerings for support staff.
- Expand online tools for employees to enhance self service access to information and benefits enrollments.
- Collaborate with the Arlington Employment Center as we focus on enhancing APS support staff applicant pool.
- Continue the focus on customer service and timely delivery of services to employees.
- Implement expanded functionality and control within position management.
- Increase monitoring and analysis of benefit programs for efficiencies and cost-saving opportunities.
- Track new guidelines for the Affordable Care Act and change health plans as needed.
- Continue to explore opportunities to identify savings which can be realized by collaborating with the County Government on benefits program interests.
- Increase communications of benefits through NewsCheck, meetings, fairs, etc.
- Implement the iRecruitment module resulting from the upgrade of the Oracle system to enhance functionality in the area of recruitment.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Human Resources

- In FY 2015, a number of changes in the practice of rehiring retirees will be implemented. These changes include establishment of a fixed rate of pay corresponding to the work being performed and limiting access to the funds to critical school vacancies or division-wide initiatives. To implement these changes, an additional \$50,000 is provided in the Early Retirement account in HR which is offset by additional salary lapse of \$250,000. (106000-41299,41391)
- One-time funding of \$100,000 is provided for a classification study of administrative (exempt) pay scales (E and P) to ensure that APS remains competitive. (106000-43565)
- 20.0 special education assistants are reduced in the Department of Student Services and Special Education. Any future needs for additional special education assistants will be provided from the staff contingency fund based on planning factors. Funds of \$194,185 are added to the staff contingency fund to ensure sufficient funding is available to accommodate any additional assistant staffing needs. (106030-40414, 105100-41375)

### MATERIALS AND SUPPLIES

- To cover required ParaPro testing for assistants to become highly qualified, funds of \$4,000 are added. (106020-46532)

### OTHER OPERATING COSTS

- Funds of \$237,120 are provided for two initiatives to support teachers in obtaining additional teaching credentials in two areas of need for APS: dual endorsement for special education teachers and dual enrollment credentials for high school teachers to teach college-level courses. (106020-43433)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,892,711	\$6,645,716	\$5,255,062
Employee Benefits	\$480,586	\$521,606	\$593,093
Lapse and Turnover	\$0	(\$3,362,500)	(\$3,612,500)
Staff Development	\$489,080	\$643,164	\$624,164
Contractual Services	\$336,697	\$147,711	\$255,711
Materials & Supplies	\$25,075	\$15,915	\$19,915
Equipment	\$23,734	\$12,496	\$12,496
Other Operating Costs	\$56,961	\$94,940	\$332,060
<b>TOTAL</b>	<b>\$3,304,844</b>	<b>\$4,719,048</b>	<b>\$3,480,001</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Assistant Director	2.00	2.00
Professional (Specialists)	7.00	7.00
Clerical	8.00	8.00
<b>TOTAL</b>	<b>18.00</b>	<b>18.00</b>



# Substitutes

## DESCRIPTION

The substitute program includes recruitment, hiring, compensation, and termination of substitutes as well as oversight of a computerized assignment system for teachers and assistants. Substitutes are employed to act as replacements for teachers as well as other staff who are absent due to illness, leave or in-service training.

## MAJOR SERVICES PROVIDED

The major services provided by the Substitute program can be found at the following link on the APS web site: [www.apsva.us/substitutes](http://www.apsva.us/substitutes).

## FY 2013 ACCOMPLISHMENTS

- Increased the roster of eligible substitutes by expanding recruitment efforts;
- Increased the roster of highly-qualified substitutes for Title I schools;
- Managed payroll process for substitutes in an efficient manner;
- Continued on-going updates of the Substitute Teacher Assignment Network (STAN).

## FY 2014 GOALS

- Increase the roster of highly-qualified substitutes with teaching credentials who will be available to cover short-term and long-term positions.
- Design and implement an automated online substitute interview scheduler to streamline the hiring process thus increasing the availability of substitutes.

## FY 2015 PRIORITIES

- Increase the roster of eligible substitutes with teaching credentials by expanding recruitment and screening efforts.
- Continue on-going updates for the Substitute Teacher Assignment Network (STAN).
- Expand online tools for employees to enhance self-service access to information.
- Continue the accurate and timely delivery of services to employees.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### CONTRACTUAL SERVICES

- Due to the contractual increase in the maintenance contract for the sub calling system, funds of \$2,000 are added. (106040-43875)

## Substitutes

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,620,935	\$2,856,481	\$2,913,611
Employee Benefits	\$301,996	\$243,389	\$222,888
Staff Development	\$0	\$0	\$0
Contractual Services	\$25,796	\$25,796	\$27,796
Materials/Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$3,948,727</b>	<b>\$3,125,666</b>	<b>\$3,164,295</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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 disbursing semi-monthly payroll for all employees, maintaining leave records, filing state and federal taxes, and processing and mailing W-2's.

## MAJOR SERVICES PROVIDED

The major services provided by the Payroll Department can be found at the following link on the APS web site: [www.apsva.us/payroll](http://www.apsva.us/payroll).

## FY 2013 ACCOMPLISHMENTS

- Expanded online opportunities for employees through self service.
- Continued the accurate and timely delivery of services to employees and administrators.
- Increased the utilization of W-2 online service.
- Increased timekeeper training to decrease the number of out-of-cycle payments.
- Provided overtime and pay run results reporting to finance and the Executive Leadership Team.

## FY 2014 GOALS

- Continue to refine implementation of various aspects of the Oracle system to support monitoring of payroll processes.
- Increase the training sessions for payroll staff to improve efficiencies of the department.
- Increase timekeeper training and accountability.

## FY 2015 PRIORITIES

- Expand online resources for employees to view paychecks and taxation calculations.
- Streamline process work flows through timesheet management.
- Effectively manage input of time at the school level.
- Provide opportunities for employees to enter work time through employee self-service.
- Explore opportunity for leave requests to be entered and approved online.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Payroll Services

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$388,371	\$412,830	\$416,827
Employee Benefits	\$113,950	\$111,752	\$137,665
Staff Development	\$753	\$0	\$1,500
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$503,074</b>	<b>\$524,582</b>	<b>\$555,992</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Professional (Supervisor)	1.00	1.00
Professional (Specialist)	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. The benefits offered are as follows:

- Retirement Plans
- Social Security
- Life Insurance
- Health Programs
- Worker's Compensation
- Unemployment Compensation
- Long-term Disability
- Flexible Benefits
- Long Term Care

## MAJOR SERVICES PROVIDED

The major services provided by the Benefits Department can be found at the following link on the APS web site: [www.apsva.us/benefits](http://www.apsva.us/benefits).

## FY 2013 ACCOMPLISHMENTS

- Focused on customer service with an emphasis on resolving issues in a proactive manner.
- Reviewed long-term disability insurance policy and contracted with new insurance carrier for cost-savings to APS.
- Implemented a new supplemental Medicare plan for APS retirees.
- Provided on-going opportunities for employees to meet with 403b vendors and receive advice regarding contributions for retirement.

## FY 2014 GOALS

- Increase monitoring and analysis of benefit programs for efficiencies and cost-savings opportunities.
- Ongoing review of 403(b) committee to review vendor investment selections.
- Review FMLA process.
- Collaborate with Arlington County Government to assess health and dental insurance contracts to explore opportunities to identify savings.
- Reconvene Health Insurance Committee to review and recommend changes as needed to the health insurance plan.
- Implement changes required for FY 14 for the Virginia Retirement System Hybrid Plan.

## FY 2015 PRIORITIES

- Increase communications of benefits through newsletters, meetings, fairs, and through the benefits website.
- Create option for new employees to complete benefits enrollments online using the self service feature of STARS

## Employee Benefits

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Certain positions in the departments of Student Services and Special Education, Instruction, and Information Services work extra days over the regular contract year. In order to provide consistency across departments in the type of assignments and work for which extra days are provided, the number of days available is restructured and reduced, resulting in a savings of \$161,800. (106200-40429)

#### EMPLOYEE BENEFITS

- APS currently caps its contribution to retiree health insurance at \$1200 per month, regardless of years of service whereas the monthly contribution to retiree health insurance is a sliding scale based on years of service. In order to better mirror the monthly contribution rates, APS is implementing a sliding scale for the cap on retiree health insurance contributions based on years of service. This results in a savings of \$3,894. (106200-42420)
- In order to ensure that all dependents currently enrolled in APS health insurance plans are entitled to those benefits, APS will undergo an audit of the eligibility of all dependents. This audit is anticipated to result in a savings of \$300,000 in health insurance premiums for FY 2015. (106200-42420)
- The types of compensation eligible for creditable compensation for VRS is reduced and results in a savings of \$190,000. (106200-42419)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,951,241	\$2,550,000	\$4,638,200
Employee Benefits	\$7,945,072	\$3,118,939	\$3,130,396
Staff Development	\$480	\$0	\$0
Contractual Services	\$72,339	\$70,000	\$70,000
Materials & Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$110,519	\$85,492	\$80,800
<b>TOTAL</b>	<b>\$11,079,651</b>	<b>\$5,824,431</b>	<b>\$7,919,396</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

# Employee Assistance Program

## DESCRIPTION

The mission of Arlington Employee Assistance Program is to have happy, healthy and productive employees of Arlington Public Schools and Arlington County Government.

## MAJOR SERVICES PROVIDED

The major services provided by EAP can be found at the following link on the APS web site: [www.apsva.us/eap](http://www.apsva.us/eap).

## FY 2013 ACCOMPLISHMENTS

- Increased employees participating in Wellness Activities such as Kickball, Volleyball, Bowling Tournaments and programs such as Active for Life and Biggest Loser.
- Provided immediate response to Critical Incidents experienced by APS and ACG.
- Made available 24-hour telephone accessibility for supervisors either through EAP Director or EAP emergency cell phone.
- Provided increased number of internal training and orientation to both ACG and APS.

## FY 2014 GOALS

- Increase EAP training offered to ACG and APS employees.
- Stream-line the Process Referrals to EAP.
- Update Bloodborne Pathogen Emergency Control Plan.

## FY 2015 PRIORITIES

- Implement a supervisor training program for APS and ACG supervisors on how to use the EAP.
- Provide an Annual Report to identify APS and ACG EAP usage.
- Increase employee participation in Wellness activities in order to reduce the overall use of healthcare.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- To better reflect historical cost trends, various accounts are changed. These changes result in a net decrease of \$7,808. (106300-41363, 41220, 43453, 45465, 45478, 43565, 46725, 46528, 43587, 45477, 45582, 45583)

### CONTRACTUAL SERVICES

- The Lease Agreement and Leased Space Building Costs accounts increased a net total of \$3,579 to reflect the increase in the lease for the Marshall building. (106300-45643, 48653)

### OTHER OPERATING COSTS

- County Board Shared Costs increases \$9,885. Because the Employee Assistance Program is funded equally by the County and the Schools, any increases in this program are also shared equally, increasing the County's contribution. (106300-43413)

## Employee Assistance Program

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$565,360	\$531,542	\$537,566
Employee Benefits	\$165,591	\$170,317	\$186,042
Staff Development	\$9,072	\$15,882	\$10,296
Contractual Services	\$0	\$117,048	\$117,990
Materials and Supplies	\$3,176	\$10,645	\$10,845
Equipment	\$20	\$7,041	\$6,141
Other Operating Costs	(\$376,667)	(\$394,133)	(\$392,969)
<b>TOTAL</b>	<b>\$366,552</b>	<b>\$458,342</b>	<b>\$475,911</b>

### POSITION SUMMARY

STAFFING	FY 2014	FY 2015
	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 & MANAGEMENT SERVICES

### DEPARTMENT SUMMARY

The Department of Finance and Management Services includes four programs: Finance, Other Administrative Accounts, Purchasing, and School/County Shared Buildings. The Finance Department also has oversight of the Extended Day program. This program includes 53.0 positions, is budgeted in the Community Activities Fund, and does not appear in the Operating Fund programs summarized below. Likewise, the Finance Department has oversight for the Food and Nutrition Services program. This program includes 7.0 FTE positions and 120 cafeteria staff and is budgeted in the Food and Nutrition Services Fund.

The FY 2015 School Board's Adopted Budget for Finance & Management Services totals \$11,179,220 and includes 19.75 positions.

PROGRAM	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Finance	\$1,554,950	13.75	\$1,890,539	14.75	\$2,024,534
Other Admin. Accts.	\$3,636,196	0.00	\$17,450,318	0.00	\$9,006,461
Purchasing	\$1,137,374	5.00	\$620,629	5.00	\$619,542
School/Cty Shared Bldgs.	(\$474,633)	0.00	(\$471,317)	0.00	(\$471,317)
<b>TOTAL</b>	<b>\$5,853,887</b>	<b>18.75</b>	<b>\$19,490,169</b>	<b>19.75</b>	<b>\$11,179,220</b>

# Finance & 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.

## FY 2013 ACCOMPLISHMENTS

- Association of School Business Officials International (ASBO) – Meritorious Budget Award for Fiscal Year 2011-2012.
- Government Finance Officers Association (GFOA) – Distinguished Budget Presentation Award for Fiscal Year 2011-2012.
- Fully implemented the new student activity software and train all new users; develop training materials for new users.
- Created a complete library of division wide Memorandums of Understanding.
- Provided support and data needed for the state efficiency study.
- Began a pilot project that allows schools to receive payments online for various fees and charges payable directly to the school activity accounts.

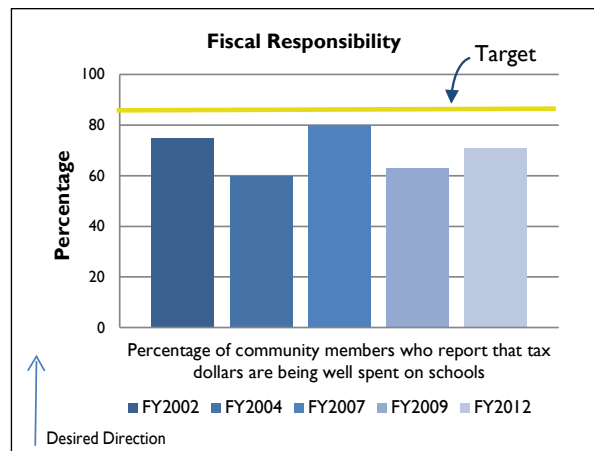
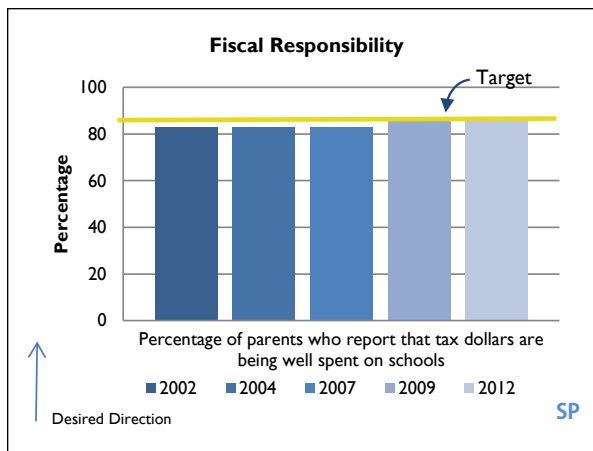
# Finance & Management Services

## FY 2014 GOALS

- Develop the implementation plan for the division's ERP system (STARS). Implement changes in financial policy as needed. Prepare for and participate in the RFI and RFP process to either implement a new ERP system or upgrade the current Oracle system that supports all financial activity. Document the critical areas that should be addressed in implementing or upgrading the financial system. Develop a plan for reassigning work or reorganizing the department to ensure that the implementation is successful.
- Continue plan for expanding the use of p-cards division wide; solicit advice from program managers to ensure that their needs and concerns are addressed by changes to the program.
- Continue to update Finance and Budget policies and procedures to reflect current practices and to make them easier to follow. This is a two year goal with the most complex policies updated first.
- Put a budget calendar in place for internal users; bring more financial staff into the budget development process and redesign the review process.
- Provide the Superintendent and the School Board with periodic budget reviews.
- After the successful pilot project, implement online payment for any school that chooses to receive payments online for various fees and charges payable directly to the school activity accounts.

## FY 2015 PRIORITIES

- Continue to modify and improve the budget document in order to provide greater transparency and readability as well as to continue receiving the ASBO and GFOA budget awards.
- Streamline a variety of financial activities and redeploy resources to better support the division in meeting its goals.
- Improve financial reporting and develop training for program managers.



## Finance & Management Services

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- A 1.0 budget analyst position is added in order expand the capacity of the Budget office to meet the demands of a \$500+ million budget in a data-driven culture where information is central to decision-making. (107100-41205)

#### CONTRACTUAL SERVICES

- Based on recent experience, audit services, actuarial services, school activity fund software costs and consultant fees are reduced \$58,000. (107100-43544)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,095,364	\$1,289,696	\$1,397,176
Employee Benefits	\$325,107	\$379,358	\$462,873
Staff Development	\$5,608	\$7,705	\$7,705
Contractual Services	\$106,013	\$200,595	\$142,595
Materials & Supplies	\$8,081	\$5,040	\$6,040
Equipment	\$7,042	\$0	\$0
Other Operating Costs	\$7,735	\$8,145	\$8,145
<b>TOTAL</b>	<b>\$1,554,950</b>	<b>\$1,890,539</b>	<b>\$2,024,534</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Professional (Analysts)	5.00	6.00
Technical	3.00	3.00
Clerical	2.75	2.75
<b>TOTAL</b>	<b>13.75</b>	<b>14.75</b>

## Other Administration Accounts

### DESCRIPTION

The Department of Finance and Management Services manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's Reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by Education Center personnel, is also funded by this program, as are postage needs of the system for payroll, accounts payable and purchasing mailings.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- In FY 2014, a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase was added. These funds are eliminated for FY 2015. (107110-40429)

#### CONTRACTUAL SERVICES

- Funds of \$339,195 are added for capital lease costs to include FY 2014 leases. (107140-43544)
- Due to both an increasing need for legal services as the division becomes larger, and the discontinuation of the County's legal support, funds of \$175,000 for legal fees are added. (107110-43451)

#### EQUIPMENT

- A centrally-budgeted planning factor allocation for replacement of classroom furniture is increased by \$1,353 based on student enrollment. (107110-48848)
- Funds for furniture and technology for relocatables are reduced in FY 2015 due to fewer relocatables being installed for FY 2015 than were installed for FY 2014.

#### OTHER OPERATING COSTS

- The Arlington Public Schools supports learning opportunities for adults recognizing that children learn better in a community that fosters lifelong learning for parents and residents. These opportunities are supported through the provision of classroom space and some administrative services. Beginning in FY 2015, this program will be charged overhead based on the State indirect cost rate of 14.5 percent. This results in an offset of expenditures of \$142,000. (107110-43435)
- The OPEB Reserve is reduced \$1,300,000 to reflect a cost savings based on current projections from the OPEB actuary. These costs are reduced based on implementation of new assumptions that were obtained from a study of the actual experience that has occurred over the last 5 years. Additionally, changes made in APS health insurance plan design have reduced the amount required to be contributed to the OPEB Trust Fund. (107110-40404)
- A Budget Reserve of \$6,162,283 from FY 2012 Closeout was included in the FY 2014 Budget. This reserve is eliminated in FY 2015. A Budget Reserve of \$275,622 from FY 2013 Closeout is included in the FY 2015 Budget.

## Other Administration Accounts

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries	\$0	\$1,434,500	\$0
Employee Benefits	\$0	\$0	\$0
Staff Development	\$1,102	\$0	\$0
Contractual Services	\$2,082,022	\$2,101,882	\$2,616,077
Material/Supplies	\$14	\$43,000	\$43,000
Equipment	\$2,090,947	\$2,109,717	\$1,914,826
Other Operating Costs	(\$537,889)	\$11,761,219	\$4,432,558
<b>TOTAL</b>	<b>\$3,636,196</b>	<b>\$17,450,318</b>	<b>\$9,006,461</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Positions	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 making the purchase of goods, services and construction on behalf of all departments and schools throughout Arlington Public Schools.

The Purchasing Office ensures that all purchasing actions are fair and impartial with no impropriety nor appearance of impropriety, that all buyers and sellers have access to Arlington Public Schools business and no vendor is arbitrarily excluded.

The Purchasing Office purchases high quality goods, services and construction at the right price, in the right quantity and delivered at the time when needed by departments and schools.

The Purchasing Office seeks the maximum feasible amount of competition by following the policies of the Arlington Public Schools' Purchasing Resolution and the Virginia Public Procurement Act (VPPA).

## 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), and 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

## FY 2013 ACCOMPLISHMENTS

- Significantly increased the level of competition obtained for Arlington Public Schools requirements by utilizing the Commonwealth of Virginia's web based vendor purchasing system.
- Increased the profile of the Purchasing Office by developing effective business relationships with schools and departments
- Worked closely with schools and departments to award contracts for the ERP Consultant for the Oracle Upgrade to Release 12.1.3, Construction Services for the Addition/Renovation to Ashlawn Elementary School, Architecture & Engineering Services for McKinley Elementary School and provide Multi-Model Transportation Services.

## FY 2014 GOALS

- Update the Arlington Public Schools Purchasing Resolution.
- Review the Arlington Public Schools Purchasing Policies and Policy Implementation Procedures (PIPs) for Purchasing; revised policies will be approved by Executive Leadership Team
- Complete training materials to facilitate purchasing goods, services and construction to ensure best practices are followed.

# Purchasing

## FY 2015 PRIORITIES

- Introduce efficiencies within the Purchasing Office by utilizing the technology available in upgraded ERP Release 12.1.3.
- Continue to increase the awareness to schools and departments of the services the Purchasing Office provides
- Update Purchasing Office Website content and design
- Review invitation for bid, request for proposal, contract documentation and update where necessary.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$384,201	\$455,340	\$452,774
Employee Benefits	\$105,085	\$149,728	\$152,207
Staff Development	\$2,265	\$7,200	\$10,500
Contractual Services	\$645,538	\$3,920	\$1,920
Materials & Supplies	\$58	\$3,641	\$1,341
Equipment	\$0	\$0	\$0
Other Operating Costs	\$227	\$800	\$800
<b>TOTAL</b>	<b>\$1,137,374</b>	<b>\$620,629</b>	<b>\$619,542</b>

## POSITION SUMMARY

	FY 2014	FY 2015
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.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	(\$474,633)	(\$471,317)	(\$471,317)
<b>TOTAL</b>	<b>(\$474,633)</b>	<b>(\$471,317)</b>	<b>(\$471,317)</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
<b>TOTAL</b>	<b>0.00</b>	<b>0.00</b>

## FACILITIES & OPERATIONS

### DEPARTMENT SUMMARY

The Facilities and Operations Department includes seven program areas: Facilities and Operations Management, Risk Management and Safety, Plant Operations, Other Plant Operations (Buildings), Maintenance, and Transportation Services. In addition to the positions shown below, 7.25 positions and supply funds associated with Design & Construction are budgeted in the Major Construction program in the Capital Projects Fund. A project manager position for the Minor Construction/Major Maintenance program is also budgeted in the Capital Projects Fund.

The FY 2015 School Board's Adopted Budget for Facilities & Operations totals \$31,928,601 and includes 281.25 positions.

	FY 2013	FY 2014	FY 204	FY 2015	FY 2015
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Facilities and Operations	\$664,224	4.75	\$787,547	4.75	\$905,255
Risk Management	\$595,369	0.00	\$644,332	0.00	\$3,369,937
Plant Operations	\$1,916,269	14.00	\$2,336,759	14.00	\$2,353,126
Other Plant Operations	\$4,152,814	8.00	\$3,131,418	6.00	\$1,010,140
Maintenance	\$7,727,619	68.00	\$8,079,406	68.00	\$8,512,991
Transportation	\$14,825,932	183.50	\$16,289,087	188.50	\$15,777,152
<b>TOTAL</b>	<b>\$29,882,227</b>	<b>278.25</b>	<b>\$31,268,549</b>	<b>281.25</b>	<b>\$31,928,601</b>

# Facilities & Operations Management

## DESCRIPTION

Facilities and Operations Management provides oversight and authority for facilities planning, capital improvement programs, building and grounds maintenance, custodial services, energy management, risk management and safety, and transportation. Approximately 4.5 million square feet of space in 39 buildings and more than 400 acres of land are managed and maintained by Facilities and Operations, as well as a bus and support vehicle fleet of over 270 vehicles including buses, vans, pickups, sedans, trailers, and moveable equipment. The Facilities and Operations Department provides facilities, facility services, and transportation services for the APS community that are consistently inviting, appropriate, safe, comfortable, accessible, and clean.

## MAJOR SERVICES PROVIDED

**Facilities Planning** is responsible for developing, analyzing, and evaluating APS student demographic data to improve enrollment projections, capital improvement priorities, student accommodation, and boundary decision processes.

**Design and Construction Services** is responsible for the oversight and management of multiple major capital construction projects through all phases from initial planning and community involvement through design to final construction and occupancy. 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 includes coordinating the development of Memorandums of Understanding/Agreement/Use with outside entities for real estate and property usage, including Arlington County/APS joint use facilities, and working with APS legal counsel in drafting 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 including coordinating with Arlington County on purchasing, replacement, fueling, repair, and preventative maintenance.

**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.

**Plant Operation or Custodial Services** is responsible for managing the daily cleaning of approximately 4.5 million square feet of school building and office space. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance staff to coordinate Minor Construction and Major Maintenance (MC/MM) projects.

**Maintenance Services** performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function of the department is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy and is based on a ten year plan of scheduled maintenance and system replacement, minor capital improvements, and facility renewal which aligns with the CIP. The ten year plan is reviewed and adjusted annually following updated systematic condition analysis by subject experts and to compliment major renovations/additions which Design and Construction Services execute to address the need for 'more-seats-for-more-students'.

## Facilities & Operations Management

**Transportation Services** is responsible for the safe, effective, and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. The amount of transportation needed is governed by the needs of the neighborhood schools, countywide program offerings, and the extent to which students are transported to non-neighborhood schools. Transportation Services provides the required services based on student placement and the policies governing pupil transportation. Transportation services include support for Pre-K, after-school activities, athletics, summer school, and Arlington County Department of Parks and Recreation summer camps.

**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.

### FY 2013 ACCOMPLISHMENTS

- Initiated OSHA training for specific identified workplace hazards.
- Material safety data sheet and chemical handling safety training for instructional and support staff.
- Increased the volume of recycled mixed waste materials to 513.1 tons in FY2013, a 13% increase over the volume recycled in FY2012.
- Added 28 classroom spaces via additional relocatables and existing interior space conversions.
- Completed a new roof at the APS Trade Center building.
- Completed third phase of security upgrades - additional Aiphones, desk sets, swipe stations for enhanced security, lockdown capability, and increased operational efficiency at multiple APS locations.
- Installed new west (home) side bleachers at Washington-Lee High School stadium and upgraded to full ADA compliance.
- Installed new Terraflex Gym floors at Nottingham and Oakridge Elementary schools.
- Installed new playground at Barcroft Elementary school.
- Upgraded to energy efficient LED gym lighting.

### FY 2014 GOALS

- Reduce the incidence of student accidents during athletic and play events 10% by the end of the reporting period for FY 2014.
- Reduce the frequency of losses for which APS is responsible by 15% in FY 2014.
- Implement an APS Vehicle Incident Review Committee to promote APS driver safety and responsibility.
- All locations will achieve the target score of 85% for cleanliness, as evaluated by the semi-monthly Quality Control Reports in FY2014.
- Increase recycling tonnage in Arlington Public Schools facilities by 5% from 503 to 515 tons.
- Increase the proportion of Green custodial supply products from 35% to 40%.

# Facilities & Operations Management

## FY 2015 PRIORITIES

- Improve communication of green initiatives among APS departments.
- Improve building security throughout the division.
- Continue physical and procedural inspections in areas of high risk exposure.
- Coordinate with Assistant Superintendent, Administrative Services in completion of School Safety Inspection Checklist for Virginia Public Schools.
- Continue to increase the proportion of Green products in use.
- Continue to execute HVAC master plan, seeking additional resources and/or reorganizing existing resources to maximize efficiency.
- Continue to execute the long term roofing plan with 2-3 more major replacements.
- Start systematic replacement program for major school refrigeration appliances (walk-ins).

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$424,276	\$517,160	\$513,428
Employee Benefits	\$111,685	\$176,083	\$268,300
Staff Development	\$1,472	\$2,210	\$10,695
Contractual Services	\$117,648	\$71,148	\$104,548
Materials & Supplies	\$8,347	\$18,284	\$8,284
Equipment	\$439	\$2,662	\$0
Other Operating Costs	\$357	\$0	\$0
<b>TOTAL</b>	<b>\$664,224</b>	<b>\$787,547</b>	<b>\$905,255</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Professional	2.00	2.00
Clerical	1.75	1.75
<b>TOTAL</b>	<b>4.75</b>	<b>4.75</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.

## FY 2013 ACCOMPLISHMENTS

- Initiated OSHA training for specific identified workplace hazards.
- Worked with Assistant Superintendent, Administrative Services to update APS Emergency Management Handbook.
- Developed updated Fire Plans for all APS schools and facilities.
- Conducted earthquake disaster exercise at Facilities and Operations Trades Center location, and drafted after-action report/lessons learned.
- Participated in Arlington County OEM Emergency Operations Center training.
- Conducted pedestrian and vehicle traffic safety assessments for Nottingham Elementary School and Arlington Science Focus.
- Represented APS on Arlington County Risk Management Council.
- Coordinated Serious Incident and Student Injury reporting.
- Material safety data sheet and chemical handling safety training for instructional and support staff.

# Risk Management

## FY 2014 GOALS

- Reduce the incidence of student accidents during athletic and play events 10% by the end of the reporting period for FY 2014.
- Reduce the frequency of losses for which APS is responsible by 15% in FY 2014.
- Implement an APS Vehicle Incident Review Committee to promote APS driver safety and responsibility.
- Coordinate with Information Services to create an online reporting system for serious incidents and student/staff injuries.
- Develop and disseminate an APS Risk Management Handbook for staff use in coordinating risk management activities and reporting, and to answer frequently asked questions related to risk management.
- Develop a formal program for creation and enforcement of official APS safety guidelines.

## FY 2015 PRIORITIES

To provide essential support to achieve Strategic Plan goals, Risk Management and Safety will pursue the following:

- Continue Incident Command awareness for school emergency response plans.
- Monitor fire drill and other evacuation and shelter drill compliance at individual school sites.
- Continue physical and procedural inspections in areas of high risk exposure.
- Coordinate with Assistant Superintendent, Administrative Services and APS Security Coordinator in completion of School Safety Inspection Checklist for Virginia Public Schools.
- Promote further partnership with Arlington County Government emergency services.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### CONTRACTUAL SERVICES

- Building leases are moved from Other Plant Operations to this program.
- The Lease Agreement account increased by \$4,448 and the Leased Space Building Costs account increased \$1,915 for the Marshall building. (108100-45643, 45653)
- The Lease Agreement account increased by \$11,700 for the Career Center. (108100-45643)
- The Lease Agreement account increased by \$255,969 for the Sequoia building. (108100-45643)

### EQUIPMENT

- Replacement of support vehicles is moved from Transportation to this program.

# Risk Management

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Staff Development	\$0	\$0	\$1,500
Contractual Services	\$595,369	\$644,332	\$3,064,430
Materials & Supplies	\$0	\$0	\$1,200
Equipment	\$0	\$0	\$302,807
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$595,369</b>	<b>\$644,332</b>	<b>\$3,369,937</b>

## POSITION SUMMARY

	FY 2014	FY 2015
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 4.5 million square feet of school building and office space in 39 buildings and maintain more than 400 acres of exterior grounds. Plant Operations works with school administrators and custodial staff in order to augment staff performance, staff hiring and selection, and management of custodial staff. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance staff to 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

## FY 2013 ACCOMPLISHMENTS

- Made periodic reports through the Plant Operations' portion of the APS goes Green website.
- Updated the Plant Operations Departmental website.
- Conducted training seminars for custodial supervisors in the summer and at Spring Break and for line custodial staff in summer.
- Green products use was increased and maintained at 35% for FY 2013.
- Supervised and provided support for the custodial clean-up of Design and Construction projects at Wakefield, Career Center, Reed, and Yorktown Phase II, and post-summer school cleaning.
- Increased the number of inspections by 19% to 15,774 and increased the proportion of inspected areas scoring over 85% to 93% in FY 2013.
- Increased the volume of recycled mixed waste materials to 513.1 tons in FY 2013, a 13% increase over the volume recycled in FY 2012.
- Continued implementing trash volume reduction by diverting furniture and related items to scrap metal dumpsters.

## FY 2014 GOALS

- All locations will achieve the target score of 85% for cleanliness, as evaluated by the semi-monthly Quality Control Reports in FY 2014.
- Increase recycling tonnage in Arlington Public Schools facilities by 5% from 503 to 515 tons.
- Increase the proportion of Green custodial supply products from 35% to 40%.

# Plant Operations

## FY 2015 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Plant Operations department will pursue the following:

- Continue to increase recycling collections.
- Improve cleanliness of buildings as evidenced in higher Quality Control Report scores.
- Continue to increase the proportion of Green products in use.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Plant Operations program is a decrease of \$15,999. (108210-45624, 45630, 45680)

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$933,475	\$986,553	\$1,007,075
Employee Benefits	\$296,170	\$308,348	\$329,192
Staff Development	\$10,753	\$12,350	\$12,350
Contractual Services	\$470,686	\$830,386	\$761,387
Materials & Supplies	\$104,546	\$152,068	\$142,068
Equipment	\$93,365	\$42,496	\$92,496
Other Operating Costs	\$7,274	\$4,558	\$8,558
<b>TOTAL</b>	<b>\$1,916,269</b>	<b>\$2,336,759</b>	<b>\$2,353,126</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Specialist	1.00	1.00
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 Other Plant Operations 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 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- 2.0 custodian positions are moved from the office of Operation of Plant-Other Buildings in the Department of Facilities and Operations to Langston High School Continuation Program to better reflect management responsibility. (108220-41316, 809710-41316)

### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Plant Operations program is a decrease of \$43,185. (108220-45624, 45630, 45680)
- Building leases are moved from this program to Risk Management.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$429,913	\$236,657	\$269,852
Employee Benefits	\$133,916	\$143,562	\$191,074
Staff Development	\$0	\$0	\$0
Contractual Services	\$3,569,643	\$2,727,552	\$523,301
Materials & Supplies	\$19,342	\$23,647	\$25,913
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$4,152,814</b>	<b>\$3,131,418</b>	<b>\$1,010,140</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Custodians	8.00	6.00
<b>TOTAL</b>	<b>8.00</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 non-emergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy that includes scheduled maintenance and system replacement, minor capital improvements and facility renewal.

## MAJOR SERVICES PROVIDED

- Preventive Maintenance
- Routine repairs
- 365/24/7 Emergency Service
- MC/MM and Bond funded Project Work - Infrastructure and equipment upgrades
- Relocatable installation/moves/extractions
- Energy Management
- Security/Alarms
- Collaboration with the Design & Construction Division in new building specification review and commissioning
- Works with Plant Operations Division and County in Snow/Ice removal
- Moves of APS functions/Offices

## FY 2013 ACCOMPLISHMENTS

- Added 28 classroom spaces via additional relocatables and existing interior space conversions.
- Completed a new roof at the APS Trade Center building.
- Completed third phase of security upgrades - additional Aiphones, desk sets, swipe stations for enhanced security, lockdown capability and increased operational efficiency at multiple APS locations.
- Installed new west (home) side bleachers at Washington Lee High school stadium and upgraded to full ADA compliance.
- Retained customer satisfaction rating in the 90+ percentile via our 'K12 Insight' automated feedback system for work orders.
- Satisfied every staff request for career development training courses.
- Continued comprehensive re-painting (3 schools) and re-carpeting (3 schools) program.
- Completed automation of HVAC equipment system-wide.
- Installed new Terraflex Gym floors at Nottingham and Oakridge Elementary schools.
- Installed new playground at Barcroft Elementary school.
- Replaced Cafeteria built-ins at Randolph.
- Resurfaced and re-stripped the parking lot at Barrett Elementary school.
- Upgraded to energy efficient LED gym lighting.
- Contributed significant MC/MM funding to Ashlawn Elementary expansion/refurbishment project to ensure parallel enhancement to existing portions.
- Established position and recruited full time Security Coordinator

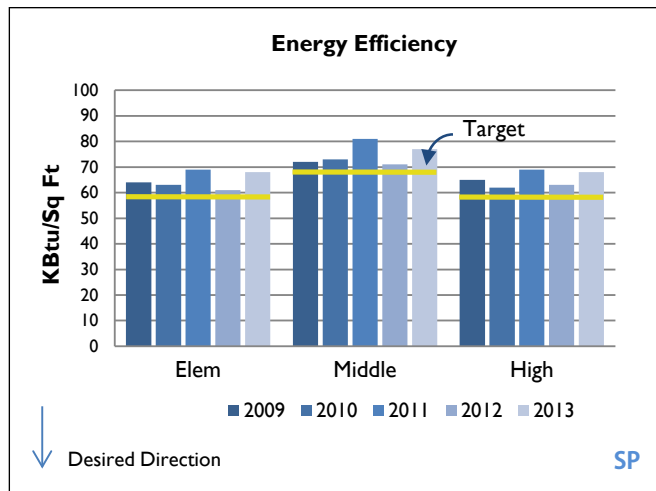
# Maintenance Services

- Succession planning - converted two existing positions and recruited 2 HVAC apprentices who will undergo 4-years of (evening) schooling while riding with a variety of senior technicians to gain practical knowledge and skills.

## FY 2015 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Maintenance Services department will pursue the following:

- Continue to execute HVAC master plan, seeking additional resources and/or reorganizing existing resources to maximize efficiency.
- Continue to execute the long term roofing plan with 2-3 more major replacements
- Complete all MC/MM programmed projects within allocated fund year.
- Add ETOP at additional schools as resources permit.
- Start systematic replacement program for major school refrigeration appliances (walk-ins).



## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Maintenance Services

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,526,805	\$4,648,247	\$4,637,877
Employee Benefits	\$1,204,333	\$1,361,921	\$1,388,727
Staff Development	\$11,918	\$30,200	\$30,200
Contractual Services	\$834,956	\$837,426	\$1,134,575
Materials & Supplies	\$1,037,094	\$1,076,816	\$1,196,816
Equipment	\$109,128	\$76,746	\$121,746
Other Operating Costs	\$3,385	\$48,050	\$3,050
<b>TOTAL</b>	<b>\$7,727,619</b>	<b>\$8,079,406</b>	<b>\$8,512,991</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Coordinator	1.00	1.00
Specialists	3.00	3.00
Maintenance Workers	60.00	60.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>68.00</b>	<b>68.00</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, countywide 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 Pre-K, 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 special transportation for special needs students
- Providing buses for county-wide focus program offerings such as IB, Spanish Immersion, HB Woodlawn, and VPI
- Providing buses for extracurricular field trips, Planetarium, 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

## FY 2013 ACCOMPLISHMENTS

- Implemented new strategies that resulted in reduced overtime and other operating costs
- Continued a collaborative partnership with Arlington County Equipment Bureau to improve bus maintenance services and customer satisfaction
- Continued implementation of a routing software system to efficiently route school buses

## FY 2014 GOALS

- Continue to use process and performance management to study transportation services procedures and operations.
- Study transportation processes to determine opportunities for efficiency and improved customer service.

## FY 2015 PRIORITIES

To provide essential support to achieve Strategic Plan goals, the Transportation Services Department will pursue the following:

- Expand operations and staff to address current and projected enrollment growth.
- Continue collaboration efforts with Arlington County Transportation.

# Transportation Services

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- As a result of necessary cost reductions, non-mandated field trip allocations are reduced by 65 percent. This results in a savings of \$159,000. (108400-41363)
- 4.0 bus driver positions are added to accommodate current need and projected increased enrollment. (108400-41322)
- A 1.0 special needs bus routing coordinator position is added to meet the demands of transporting special education students whose IEPs require transportation accommodations. (108400-41208)

### EQUIPMENT

- Replacement of support vehicles is moved from this program to Risk Management.
- One-time funding of \$303,000 in FY 2014 for additional buses is eliminated in FY 2015. (108400-48804)
- One-time funding of \$145,000 in FY 2014 for GPS devices and bar code scanners for buses is eliminated in FY 2015. (108400-48800)

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,815,343	\$7,646,926	\$7,657,627
Employee Benefits	\$2,299,309	\$2,714,299	\$2,956,605
Staff Development	\$3,421	\$3,095	\$13,000
Contractual Services	\$1,930,403	\$2,321,785	\$2,310,745
Materials & Supplies	\$1,213,594	\$1,212,968	\$1,236,968
Equipment	\$1,468,704	\$2,156,902	\$1,431,095
Other Operating Costs	\$95,158	\$233,112	\$171,112
<b>TOTAL</b>	<b>\$14,825,932</b>	<b>\$16,289,087</b>	<b>\$15,777,152</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Specialist	1.00	2.00
Dispatcher	1.00	1.00
Clerical	3.00	3.00
Bus Drivers	133.50	137.50
Bus Attendants	44.00	44.00
<b>TOTAL</b>	<b>183.50</b>	<b>188.50</b>



# INFORMATION SERVICES

## DEPARTMENT SUMMARY

The Information Services Department includes Information Services Management and six other areas: Service Support Center, Enterprise Solutions, Network and Infrastructure Services, Technology Training Services, Instructional and Innovative Technologies, and Accountability, Assessment and Evaluation. The FY 2015 School Board's Adopted Budget for Information Services totals \$18,044,660 and includes 78.80 positions.

	FY 2013	FY 2014	FY 2014	FY 2015	FY 2015
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Information Services Management	\$3,190,914	8.00	\$1,136,218	8.00	\$1,667,710
Service Support Center	\$2,643,251	18.00	\$3,175,676	18.00	\$3,757,380
Enterprise Solutions	\$3,522,504	14.00	\$5,311,699	14.00	\$4,085,715
Network & Infrastructure Services	\$2,774,891	9.00	\$2,620,735	9.00	\$2,984,208
Technology Training Services	\$1,009,461	8.00	\$1,117,883	8.00	\$1,116,268
Instructional & Innovative Technologies	\$2,582,567	13.80	\$2,360,573	13.80	\$2,288,843
Accountability, Assessment & Evaluation	\$2,500,081	8.00	\$1,983,272	8.00	\$2,144,536
<b>TOTAL</b>	<b>\$18,223,669</b>	<b>78.80</b>	<b>\$17,706,056</b>	<b>78.80</b>	<b>\$18,044,660</b>

# 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 technology, data, integrations, and systems strategies to support all schools and departments in accomplishing the goals of the APS Strategic Plan.

## MAJOR SERVICES PROVIDED

- Technical support and solutions which promote student learning
- Management of the APS data systems in support of all APS departments
- Guidance in the effective and efficient use of technology
- Daily processing and delivery of APS school mail, parcel and US mail services

## FY 2013 ACCOMPLISHMENTS

- Establishment of disaster recovery systems for email and data systems
- Establishment of a secondary Network Operations Center for redundancy and improved services
- Upgrading of wireless capacity in secondary schools
- Completed Phase I of the Synergy@APS student information system project
- Completed Phase I of the Insight@APS data warehouse system
- Completed Phase I of the InteractiveAchievement@APS formative assessment system
- Completed program evaluations for: English Language Learners, Services for Students with Special Needs, World Languages, and English Language Arts

## FY 2014 GOALS

- Complete Phase II of the Synergy@APS student information system project
- Complete Phase II of the Insight@APS data warehouse system
- Complete Phase II of the InteractiveAchievement@APS formative assessment system
- Upgrade wireless capacity at elementary schools
- Pilot alternative technology devices at each school
- Pilot one Virtual@APS regular school year course

## FY 2015 PRIORITIES

- Ensure all classrooms have standard interactive technologies
- Phase I of the student 1:1 project
- Phase III (completion) of the Synergy@APS student information system project
- Phase III (completion) of the Insight@APS data warehouse system
- Phase III (completion) of the InteractiveAchievement@APS formative assessment system
- Establish baseline technology infrastructure replacement cycles

## Information Services

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

#### OTHER OPERATING COSTS

- In order to replace and upgrade the technology infrastructure throughout the division, \$500,000 is added using one-time funds. (900000-43433)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$857,754	\$841,980	\$865,407
Employee Benefits	\$239,578	\$246,051	\$282,116
Staff Development	\$2,431	\$5,925	\$5,925
Contractual Service	\$68,032	\$6,000	\$6,000
Materials & Supplies	\$12,980	\$8,262	\$8,262
Equipment	\$2,000,663	\$28,000	\$0
Other Operating Costs	\$9,476	\$0	\$500,000
<b>TOTAL</b>	<b>\$3,190,914</b>	<b>\$1,136,218</b>	<b>\$1,667,710</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Supervisor	1.00	1.00
Coordinator	1.00	1.00
Technology Architect	1.00	1.00
Data Architect	1.00	1.00
AV Materials Inspector	1.00	1.00
Mail Clerk/Driver	1.00	1.00
Clerical	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

- Email services
- Inventory and replacement of all computers
- Software delivery to computers at schools and administrative offices
- Consultation services on technology related initiatives
- Help desk for all IS provided services
- Wireless Network Services
- Network Infrastructure Services \ Routing \ Internet Access \ Network Authentication \ Network Filtering
- Single Sign-On
- Provide leadership, coordination, and consultation in areas of information technology management which have system-wide impact
- Telecommunications services including wireless
- Consultation services on technology related initiatives
- Technical and engineering support for electronic classrooms and the distance learning program
- Support for the cable television/video distribution systems
- Installation and support of classroom video equipment
- Design and construction of the data, voice and video cable infrastructure
- Manage district wide copiers

## FY 2013 ACCOMPLISHMENTS

- Completed Phase II of the Platform Project
- Expanded support for Apple OSX computers
- Upgraded internet capacity
- Upgraded Core network services
- Increase the quality of service provided to customers
- Initial roll out of VOIP
- Establishment of disaster recovery systems for email and data systems
- Establishment of a secondary Network Operations Center for redundancy and improved services
- Upgrading of wireless capacity in secondary schools

## FY 2014 GOALS

- Complete Phase III of the Platform Project
- Upgrade wireless capacity at elementary schools
- Expand support for additional types of network hardware
- Expand the wireless network availability at secondary schools to support mobile devices and online testing

## FY 2015 PRIORITIES

- Phase III of the Platform Project
- Expand the wireless network availability at all schools to support mobile devices and online testing

## Service Support Center

- Ensure all classrooms have standard interactive technologies
- Expand network infrastructure services
- Expand VOIP to 7 sites
- Establish baseline technology infrastructure replacement cycles

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$150,000 for part-time hourly staff are added for assistance during the summer to help pick up and deploy new computers and assist with imaging student loaner computers. (911200-41386)

#### CONTRACTUAL SERVICES

- To better match historical expenditures, funds of \$50,000 are added for copier contracts across the division. (911000-43699)
- To increase the capacity of internet circuits in order to keep pace with the growing demand for mobile devices, funds of \$60,000 are added. (911000-48836)
- Funds of \$90,000 for on-line services are added to pay for maintenance contracts on help desk software which allows staff to request services without calling for assistance. (911100-46538)

#### EQUIPMENT

- To reflect recent e-rate trends, technology equipment reimbursement is reduced \$150,000. (911000-48821)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,824,093	\$1,670,677	\$1,818,991
Employee Benefits	\$534,459	\$561,054	\$637,241
Staff Development	\$14,356	\$13,000	\$21,850
Contractual Services	\$156,866	\$808,900	\$1,277,158
Materials & Supplies	\$8,186	\$20,835	\$22,930
Equipment	\$105,291	\$101,210	(\$20,790)
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$2,643,251</b>	<b>\$3,175,676</b>	<b>\$3,757,380</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Manager	1.00	1.00
Specialist	1.00	1.00
Analyst	7.00	7.00
Technician	7.00	7.00
Clerical	1.00	1.00
<b>TOTAL</b>	<b>18.00</b>	<b>18.00</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

- Management of all APS data and business systems
- Efficient generation of reports
- Support of the data and reporting requirements of all departments and schools

## FY 2013 ACCOMPLISHMENTS

- Initiated and implemented the new Synergy@APS Student Information System replacement project.
- Initiated and Implemented Phase I of the new Insight@APS data warehouse.
- Initiated the STARS ERP Upgrade project.

## FY 2014 GOALS

- Complete Phase II of the Synergy@APS student information system project
- Complete Phase II of the Insight@APS data warehouse project
- Implement the STARS ERP Upgrade project

## FY 2015 PRIORITIES

- Design the Student Dashboards for School Administration and teachers that will provide a complete snapshot of the student performance and help identify individual student needs.
- Continue the alignment of all Business and Student centric systems to support mobile devices.
- Implement a new Budgeting system.
- Enhance business reporting in Enterprise Resource Planning Applications (STARS) with more Functionality that aligns the system with improved Business Practices.
- Complete Phase III of the Synergy@APS student information system project
- Complete Phase III of the Insight@APS data warehouse project

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

# Enterprise Solutions

## CONTRACTUAL SERVICES

- The data warehouse needs detailed work around loading valid data, including student demographics as well as many different student assessments from diverse data sources. Funds of \$125,000 are added to allow APS to continue to engage the data warehouse vendor in order to expand its use. (913000-43569)
- One-time funding of \$150,000 for contractual services for technology in FY 2014 is eliminated in FY 2015. (913000-43569)

## OTHER OPERATING COSTS

- Funds of \$75,000 are added for changes and customizations for the ERP system as a result of ongoing process and policy changes. (913000-43433)
- Funds of \$125,000 for the Student Information System are added. This includes \$50,000 for SIS maintenance and \$75,000 for yearly system upgrades and customizations. (913000-46518)
- One-time funding of \$150,000 for technology in FY 2014 is eliminated in FY 2015. (913000-46518)
- One-time funding of \$1,600,000 in FY 2014 for the implementation of additional ERP tools and modules is eliminated in FY 2015. (913000-43433)

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,403,656	\$1,697,375	\$1,744,347
Employee Benefits	\$402,504	\$492,527	\$594,571
Staff Development	\$1,501	\$9,702	\$9,702
Contractual Services	\$305,140	\$230,000	\$205,000
Materials & Supplies	\$17,163	\$27,095	\$227,095
Equipment	\$4,877	\$5,000	\$5,000
Other Operating Costs	\$1,387,663	\$2,850,000	\$1,300,000
<b>TOTAL</b>	<b>\$3,522,504</b>	<b>\$5,311,699</b>	<b>\$4,085,715</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Project Manager	1.00	1.00
Analyst	7.00	7.00
Supervisor	1.00	1.00
Developer	2.00	2.00
Database Administrator	2.00	2.00
<b>TOTAL</b>	<b>14.00</b>	<b>14.00</b>

## Network & Infrastructure Services

### DESCRIPTION

To improve efficiencies and service, the services of Network & Infrastructure Services have been placed under the Service Support Center. These departments will be fully merged in the adopted budget document.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

#### EQUIPMENT

- Due to new services created as a result of the recent platform upgrade project, funds of \$120,000 are added for software maintenance (for VMWare, Aruba Wireless). (912100-43567)
- Funds of \$300,000 are added for maintenance on wireless network as a result of increased capacity added in schools. (912100-48849)
- One-time funding of \$125,000 in FY 2014 for iNet equipment is eliminated in FY 2015. (912100-48822)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$865,146	\$917,344	\$930,898
Employee Benefits	\$234,916	\$267,272	\$301,394
Staff Development	\$74	\$8,850	\$0
Contractual Services	\$1,260,598	\$1,338,355	\$1,244,097
Materials & Supplies	\$25,396	\$17,095	\$15,000
Equipment	\$388,761	\$17,819	\$492,819
Other Operating Costs	\$0	\$54,000	\$0
<b>TOTAL</b>	<b>\$2,774,891</b>	<b>\$2,620,735</b>	<b>\$2,984,208</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Assistant Director	1.00	1.00
Supervisor	1.00	1.00
Analyst (Network)	3.00	3.00
Technician (Network)	1.00	1.00
Analyst (Telecommunications)	1.00	1.00
Video Technicians	2.00	2.00
<b>TOTAL</b>	<b>9.00</b>	<b>9.00</b>



# Technology Training Services

## DESCRIPTION

The Office of Technology Training Services provides district-wide technology training and support to all APS personnel in business resources including, but not limited to, STARS, Synergy, and desktop software.

## MAJOR SERVICES PROVIDED

- User support and training for Synergy
- User support and training for STARS
- Guidance and best practices on reporting and use of business systems
- Support of grade exporting

## FY 2013 ACCOMPLISHMENTS

- Conducted system-wide training program for office staff in MS Excel.
- Developed and delivered training modules for implementation of the new Student Information System, Synergy.
- Developed two asynchronous online courses for teachers using Synergy.

## FY 2014 GOALS

- Provide professional development opportunities and materials for APS staff and parents related to the new Student Information System, Data Warehouse, and ERP upgrade.
- Expand number of virtual and asynchronous professional development opportunities and materials to provide resources to a greater number of APS staff anytime and anywhere.

## FY 2015 PRIORITIES

- Provide professional development for APS staff and community related to the new Student Information System, Data Warehouse, and ERP upgrade.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$772,715	\$814,081	\$781,349
Employee Benefits	\$220,189	\$229,306	\$260,423
Staff Development	\$16,057	\$73,800	\$73,800
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$80	\$696	\$696
Equipment	\$420	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,009,461</b>	<b>\$1,117,883</b>	<b>\$1,116,268</b>

## POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Specialist	7.00	7.00
<b>TOTAL</b>	<b>8.00</b>	<b>8.00</b>

# Instructional & 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

To provide essential support to instructional programs and administrative staff to achieve Strategic Plan goals, the Instructional & Innovative Technologies office will:

- Implement the use of technology to increase productivity and to strengthen and enhance instructional programs.
- Coordinate support to schools through the selection, support, and professional development of Instructional Technology Coordinators.
- Coordinate support to schools designed to strengthen and enhance the instructional program through the use of instructional video subscriptions, digital resources, & e-textbooks, Blackboard Learn and other software/online resources.
- Provide all staff with the professional development, hardware, and software necessary to use technology to effectively support the instructional program and administrative tasks.
- Support and coordinate all distance learning/online learning classes, including development and revision of the online classes.
- Collaborate with Department of Instruction offices to implement the digital resources and e-textbooks adopted in this textbook cycle.
- Coordinate support to schools in collaboration with Department of Instruction offices to implement Formative Assessment System.
- Support the creation and design of online professional development offerings, using online tools such as Blackboard, Collaborate and Google.
- Research, evaluate and recommend new and innovative technologies to support and enhance student learning.

## FY 2013 ACCOMPLISHMENTS

- Supported distance learning/online classes in which 500+ students participated.
- Hired one Instructional Technology Coordinator, provided orientation and ongoing assistance.
- Expanded services provided through Arlington's implementation of Blackboard Learn, including training, support, and additional digital resources.
- Designed, developed and piloted an Economics & Personal Finance course. 44 students successfully completed the summer course.
- Customized the German I-IV online curriculum provided during the 2013-2014 school year to middle and high school students.
- Developed and provided Arabic, Chinese and Japanese online courses.

## Instructional & Innovative Technologies

- Coordinated and facilitated the “Teaching Students in a Blended Classroom” course for APS teachers. 42 teachers successfully completed the two cohorts during 2013.
- Coordinated TSIPs review process to ensure that APS instructional personnel new to Arlington meet or exceeded the State of Virginia technology competencies; over 300 staff successfully completed TSIPs.
- Provided staff with over 115,000 instructional video clips through online subscriptions.

### FY 2014 GOALS

- Continue to review instructional applications to determine their effectiveness in supporting instructional and/or curriculum content goals, increased motivation for student learning, and provide opportunities that extend the learning experiences outside the classroom.
- Increase by 25% the number of students served, and the number of professional development courses facilitated through distance/online learning services,
- Increase by 25% the use of digital resources provided through Blackboard.
- Increase by 25% the use of online professional development resources, including Atomic Learning tutorials, Collaborate Sessions, NorthTier Courses and webinars.

### FY 2015 PRIORITIES

- Continued support for digital textbook adoption.
- Continue to collaborate with World Languages Office to modify and improve the online Arabic, Chinese, German, and Japanese courses.
- Collaborate with Social Studies office to provide a 24/7 online Economics & Personal Finance Course.
- Collaborate with Schools to provide courses needed for students to meet requirements.
- Collaborate with school and curriculum staff to pilot innovative technologies to support and enhance student learning.
- Continue to work with offices, programs and schools to utilize Blackboard Learn to support goals and objectives.
- Continue to support the creation of online professional development offerings, using online tools including Blackboard and Collaborate.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

#### EQUIPMENT

- As a result of necessary cost reductions, funds for computer equipment and software are reduced by \$150,000. (916000-46528)

## Instructional & Innovative Technologies

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,352,558	\$1,099,036	\$1,093,965
Employee Benefits	\$371,039	\$358,039	\$441,380
Staff Development	\$61,799	\$49,409	\$49,409
Contractual Services	\$304,555	\$305,400	\$305,400
Materials & Supplies	\$172,450	\$163,179	\$163,179
Equipment	\$280,080	\$346,115	\$146,115
Other Operating Costs	\$40,086	\$39,395	\$89,395
<b>TOTAL</b>	<b>\$2,582,567</b>	<b>\$2,360,573</b>	<b>\$2,288,843</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Specialist	1.00	1.00
Teachers School-Based	6.80	6.80
Professional Staff	1.00	1.00
Teacher Assistants	4.00	4.00
<b>TOTAL</b>	<b>13.80</b>	<b>13.80</b>

# Accountability, Assessment & Evaluation

## DESCRIPTION

The Office of Accountability, Assessment and Evaluation is responsible for administering, supervising and/or coordinating the testing program, program evaluation, research, strategic plan, department and school management plans, accreditation, enrollment and numerous federal, state and local reports. Information is collected, analyzed and disseminated to the public, Arlington Public Schools staff, and the Virginia Department of Education.

## MAJOR SERVICES PROVIDED

- Coordinating and administering assessment program
- Reporting on the APS strategic plan
- Completing federal and state reports
- Coordinating compliance with accreditation requirements
- Monitoring enrollment
- Evaluating instructional programs
- Reporting on satisfaction survey results

## FY 2013 ACCOMPLISHMENTS

- Administered and reported results for more than 30,000 SOL tests across all schools and programs.
- Administered 98% of elementary and 99% of secondary SOL tests online.
- Conducted and reported on the results of the 2013 Site Based Surveys of parents, teachers and students to gauge satisfaction with APS schools.
- Reported the results of the evaluations of Services for Limited English Proficient Student, Services for Students with Special Needs, World Languages and English Language Arts.

## FY 2014 GOALS

- Implement Nagleri and CoGAT assessments.
- Report results of the Program Evaluations for:
  - Science
  - Summer School
- Conduct and report on the results of the 2014 Community Satisfaction Survey.
- Implement a data request management system and record baseline data on the requests and resolutions.

## FY 2015 PRIORITIES

- Administer and report results for more than 30,000 SOL tests and 5,000 ACCESS for ELLs tests across all schools and programs.
- Support data requirements of the 2011-2017 Strategic Plan.
- Publish a user friendly data dictionary for APS data systems.

## Accountability, Assessment & Evaluation

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

#### OTHER OPERATING COSTS

- Funds for evaluations are moved from the Superintendent's Office to Accountability and Evaluation to better reflect the actual use of these funds. (102000-43449,921000-43449)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$782,611	\$685,328	\$841,822
Employee Benefits	\$192,679	\$262,189	\$266,959
Staff Development	\$23,067	\$17,880	\$17,880
Contractual Services	\$336,208	\$274,570	\$494,570
Materials & Supplies	\$1,099,498	\$737,605	\$737,605
Equipment	\$2,464	\$0	\$0
Other Operating Costs	\$63,554	\$5,700	\$5,700
<b>TOTAL</b>	<b>\$2,500,081</b>	<b>\$1,983,272</b>	<b>\$2,364,536</b>

### POSITION SUMMARY

	FY 2014	FY 2015
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	2.00	2.00
Data Architect	0.00	0.00
Specialist	3.00	3.00
Clerical	2.00	2.00
<b>TOTAL</b>	<b>8.00</b>	<b>8.00</b>

# Other Funds

Community Activities Fund

Comprehensive Services Act Fund

Food and Nutrition Services Fund

Capital Projects Fund

Bond Fund

Debt Service Fund

Grants & Restricted Programs Fund

OTHER FUNDS

## Other Funds Summary

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer	\$84,343,411	\$55,367,279	\$53,866,775
County Transfer - Re-Estimate	\$0	\$2,722,486	\$0
State	\$5,652,807	\$5,213,038	\$5,727,683
Local	\$15,404,220	\$14,996,072	\$14,777,951
Federal	\$13,557,158	\$12,279,070	\$12,058,400
Carry Forward	\$5,975,000	\$4,956,705	\$7,136,451
<b>TOTAL</b>	<b>\$124,932,596</b>	<b>\$95,534,650</b>	<b>\$93,567,260</b>
<b>EXPENDITURES</b>			
Community Activities Fund	\$14,392,231	\$16,374,684	\$15,651,210
Capital Projects Fund	\$12,113,257	\$8,002,195	\$6,912,903
Debt Service Fund	\$37,423,396	\$44,723,691	\$45,237,778
Food & Nutrition Services Fund	\$7,283,176	\$7,478,683	\$7,668,854
Comprehensive Services Act Fund	\$4,775,699	\$4,520,000	\$4,745,000
Grants & Restricted Programs Fund	\$16,270,409	\$14,435,397	\$13,351,515
<b>TOTAL</b>	<b>\$92,258,167</b>	<b>\$95,534,650</b>	<b>\$93,567,260</b>



# Community Activities Fund

## DESCRIPTION

The Community Activities Fund provides support for the operation of joint community/school facilities and programs. These include the Humanities Project, the Planetarium, Alternatives for Parenting Teens, Extended Day, Swimming Pools, Drew, Carver, Gunston and Thomas Jefferson Community Centers, and the Career Center. Conceptually, these programs and facilities directly benefit both students and community members 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.

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$5,388,998	\$7,730,084	\$6,344,395
Local Revenue/Fees	\$9,003,233	\$8,581,600	\$9,306,815
Carry Forward	\$0	\$63,000	\$0
<b>TOTAL</b>	<b>\$14,392,231</b>	<b>\$16,374,684</b>	<b>\$15,651,210</b>
<b>EXPENDITURES</b>			
The Humanities Project	\$162,720	\$165,460	\$173,540
Planetarium	\$136,619	\$208,176	\$183,165
Alt for Parenting Teens	\$252,859	\$262,615	\$273,549
Extended Day	\$8,330,615	\$9,285,756	\$8,775,424
Swimming Pools	\$1,435,233	\$1,702,214	\$1,797,343
Career Center	\$834,910	\$981,775	\$941,629
Gunston Comm Center	\$1,421,143	\$1,659,310	\$1,543,362
Jefferson Comm Center	\$1,670,044	\$1,954,200	\$1,804,405
Drew Comm Center	\$49,878	\$51,413	\$53,344
Carver Comm Center	\$98,210	\$103,765	\$105,449
<b>TOTAL</b>	<b>\$14,392,231</b>	<b>\$16,374,684</b>	<b>\$15,651,210</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/site/Default.aspx?PageID=1879>

### FY 2013 ACCOMPLISHMENTS

- Provided at least two unique opportunities for each school through the Artists in the Schools program (including 11 residencies, over 150 in school artist performances and poetry workshops)
- Offered additional opportunities: Kids Euro-Fest, NSO, Washington National Opera
- Received grant from VA Commission for the Arts
- Created 2013-14 Directory, an updated virtual showcase website
- Co-hosted professional development workshops for teachers with the Kennedy Center

### FY 2014 GOALS

- Smart Goals for the Humanities Project are provided under the Department of Curriculum and Instruction.

### FY 2015 PRIORITIES

- Continue working with artists to create and adjust programs to incorporate the Virginia Standards of Learning and support the Strategic Plan goals for Arlington Public Schools;
- Encourage teachers from all subject areas to take full advantage of The Humanities Project and its resources;
- Work with APS and the Kennedy Center to create meaningful workshop opportunities through the education partnership with the Professional Development for Teachers Office of the Kennedy Center's Education Division;
- Identify and apply for grants to accommodate both the growing school demands for residencies and higher artist fees; and
- Further align the Humanities Project with the APS Strategic Plan to be "responsive to each student, in collaboration with families and the community" through dynamic partnerships and programs that allow students to appreciate the fine and performing arts, further develop the skills needed to succeed in the 21st century, and nurture the needs of the whole child.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## The Humanities Project

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$162,720	\$165,460	\$173,540
<b>TOTAL</b>	<b>\$162,720</b>	<b>\$165,460</b>	<b>\$173,540</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$62,031	\$68,443	\$72,949
Employee Benefits	\$22,919	\$22,059	\$25,628
Staff Development	\$0	\$263	\$268
Contractual Services	\$2,400	\$380	\$380
Materials & Supplies	\$1,255	\$1,898	\$1,898
Other Operating Costs	\$74,115	\$72,417	\$72,417
<b>TOTAL</b>	<b>\$162,720</b>	<b>\$165,460</b>	<b>\$173,540</b>

### POSITION SUMMARY

CATEGORY		FY 2014	FY 2015
		ADOPTED	ADOPTED
<b>STAFFING</b>			
Coordinator		1.00	1.00
<b>TOTAL</b>		<b>1.00</b>	<b>1.00</b>

## Planetarium

### DESCRIPTION

The Planetarium offers programs to school children and the general public in astronomy and other related subjects. The newly renovated 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 the exclusive use of students and programs are offered for kindergarten through Grade 12. 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 Humanities Project can be found at the following link on the APS web site: <http://apsva.us/Page/2706>

### FY 2013 Accomplishments

- Upgraded instructional programs offered at the Planetarium, including shows for Grades K, 3, 4, 5, 6, and 7.
- Developed the program schedule, including an online calendar to assist scheduling school and public programs.

### FY 2014 Goals

- Upgrade remaining instructional programs to include Grades 1 and 2.
- Collaborate with the Friends of the Planetarium to support teacher professional development and to expand public programs.

### FY 2015 Priorities

- Continue to collaborate with the Friends of the Planetarium.
- Provide ongoing needs assessment and program evaluation of the instructional programs provided at the Planetarium.
- Develop grade-level curriculum materials for use in tandem with the instructional shows.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### REVENUE

- Projected revenue from fees for community use of the planetarium is decreased based on historical trends.

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

## Planetarium

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$131,011	\$199,676	\$177,465
Local Revenue/Fees	\$5,608	\$8,500	\$5,700
<b>TOTAL</b>	<b>\$136,619</b>	<b>\$208,176</b>	<b>\$183,165</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$83,268	\$90,327	\$94,258
Employee Benefits	\$20,936	\$51,249	\$22,307
Staff Development	\$2,490	\$0	\$0
Contractual Services	\$16,872	\$25,350	\$25,350
Materials & Supplies	\$4,256	\$5,000	\$5,000
Equipment	\$3,723	\$2,000	\$2,000
Other Operating Costs	\$5,074	\$34,250	\$34,250
<b>TOTAL</b>	<b>\$136,619</b>	<b>\$208,176</b>	<b>\$183,165</b>

### POSITION SUMMARY

CATEGORY	FY 2014	FY 2015
	ADOPTED	ADOPTED
<b>STAFFING</b>		
Teacher	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.

### FY 2013 ACCOMPLISHMENTS:

- A total of 51 students attended school at Reed (21 pregnant and 30 teenage mothers) and 48 babies were cared for in the Reed and Career Center Infant Care Centers.
- A total of 92 young parents participated (51 at Reed, 10 in other APS schools, 15 in the community or graduated, and 16 young fathers).
- No low birth weight babies were born to adolescent mothers in Arlington Public Schools.
- Creation of a Fatherhood Specialist position with existing staffing allocation to assist young fathers to enroll in school, stay in school, and/or find employment.
- Continued reduction in adolescent pregnancy

## Alternatives for Parenting Teens

### FY 2014 GOALS:

- Successful transition to the Arlington Career Center.
- Provide high quality, nurturing child care for the children of young mothers.
- Meet the medical, academic, and transportation needs of pregnant and parenting students.

### FY 2015 PRIORITIES:

- Provide ongoing professional development for all Teenage Parenting Program staff.
- Continue efforts to educate young parents and their children and reduce adolescent pregnancy.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$252,859	\$262,330	\$273,549
Carry Forward	\$0	\$285	\$0
<b>TOTAL</b>	<b>\$252,859</b>	<b>\$262,615</b>	<b>\$273,549</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$189,174	\$194,822	\$196,601
Employee Benefits	\$59,707	\$64,222	\$73,377
Staff Development	\$0	\$0	\$0
Contractual Services	\$92	\$0	\$0
Materials & Supplies	\$2,082	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$1,804	\$3,571	\$3,571
<b>TOTAL</b>	<b>\$252,859</b>	<b>\$262,615</b>	<b>\$273,549</b>

### POSITION SUMMARY

		FY 2014	FY 2015
CATEGORY		ADOPTED	ADOPTED
<b>STAFFING</b>			
Coordinator		1.00	1.00
Supervisor		0.25	0.25
Program Specialist		0.75	0.75
<b>TOTAL</b>		<b>2.00</b>	<b>2.00</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 3,700 children. The Program operates in 22 elementary schools, five middle schools and the Stratford Program, with over 300 child care professionals working to meet the individual needs of each child and the expectations of every family. Extended Day is funded entirely through participation fees and a contribution from Arlington County. The Code of Virginia prohibits school funds from being used for child care programs.

Established in 1969, the Extended Day Program is the state's oldest school-sponsored child care program and a leader in the industry. An integral part of the Arlington community, Extended Day supports the educational mission of the schools by:

- Offering daily opportunities for children to participate in asset-building activities and experiences
- Instilling feelings of value, competence and confidence in each child
- Building positive relationships with children, families and the community
- Valuing the cultural diversity of the students
- Providing a high level of customer service to meet the needs of families
- Hiring and training qualified and experienced staff

The Extended Day Program plays a critical role in the development of young people's social and academic skills and experiences. Cognitive and social competencies are enhanced through the building of positive relationships and participation in a wide variety of activities, including games, art, drama, cooking, science, literacy, recreation and other projects and events.

The Extended Day Program is operated under the Department of Finance and Management Services and meets state licensing standards as established by the Virginia Department of Social Services. These standards include requirements for staff qualifications, adult-to-child ratios, programmatic and administrative procedures and expectations and a number of "best practice" principles.

### MAJOR SERVICES PROVIDED

The major services provided by the Extended Day Program can be found at the following link on the APS web site: <http://apsva.us/Page/24427>

### FY 2013 ACCOMPLISHMENTS

- Provided high quality child care services to over 3,500 children each day during the school year.
- Provided high quality child care services to over 850 children during the summer.
- Established SMART goals for each supervisor and site in support of APS 2011-2017 Strategic Plan Goals.
- Acquired a new Specialist position to provide specific on-site program support and staff development.
- Completed business process mapping of all Extended Day Central Office functions to identify and resolve inefficiencies as part of a commitment to continuous improvement.
- Aligned staff schedules to provide additional time for planning, staff development and collaboration between sites.
- Compiled approximately 4,000 staff hours of professional development.
- Participated in the development, distribution and analysis of OST Council's Out of School Time survey.



## Extended Day

### FY 2014 GOALS

- Support APS 2011-2017 Strategic Plan Goals by identifying specific Developmental Assets at each site as points of focus for programming and planning.
- Develop and implement a pilot literacy program in six Extended Day sites, then expand to other sites.
- Develop and implement a rigorous "Leadership Academy" for Extended Day supervisors.
- Revise the process for calculating Extended Day fees.
- Revise the Extended Day income-based fee scale to ensure accessibility and equity.
- Develop and implement a more "user friendly" Extended Day web page.
- Increase collaboration between APS instructional staff and Extended Day staff.
- Participate in the Out of School Time Council's Developmental Asset Conference.

### FY 2015 PRIORITIES

- Support APS 2011-2017 Strategic Plan Goals through asset-based programming and planning.
- Expand the pilot literacy program to all Extended Day sites.
- Implement a more robust orientation program for new employees.
- Implement a Trainee-to-Aide Staff Development program.
- Increase enrollment and decrease the number of students on wait lists.
- Expand awareness and knowledge of the Extended Day Program in APS and the community.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### REVENUE

- Tuition fees are projected to increase \$582,547 based on increased enrollment.
- County Transfer is projected to decrease \$1,092,879 due to increased revenue from tuition fees and lower projected expenditures.

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Aides hourly funds decreased by \$248,206 to better reflect actual costs. (107310, 107320-41377)
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.
- Substitute teacher-personal leave account increased by \$299,956 to better reflect actual costs. (107310-41247)
- Translators hourly funds decreased \$484 to better reflect actual costs. (107300-41317)
- Supervision hourly funds increased \$71,641 to better reflect actual costs. (107320-41202)
- Summer hourly funds decreased \$33,008 to better reflect actual costs. (107320-41372)

#### STAFF DEVELOPMENT

- Staff development funds decreased by \$23,619 to better reflect actual costs. (107300-41242, 42470, 45430, 45478)

## *Extended Day*

### CONTRACTUAL SERVICES

- Transportation costs of \$95,751 are moved to the Student Activities account to better reflect the use of the funds. (107310, 107320, 107330-45475, 45466)
- Contract services costs increased by \$2,992 to better reflect actual costs. (107300-43544)
- Consultant services costs decreased by \$6,000 to better reflect actual costs. (107300-43565)

### MATERIALS AND SUPPLIES

- Meals and snacks increased by \$170,501 to better reflect actual costs. (107300, 107310, 107320, 107330-46725)
- General supplies increased by \$3,019 to better reflect actual costs. (107310, 107320, 107330-46519)

### EQUIPMENT

- Additional equipment funds decreased by \$500 to better reflect actual costs. (107300-48822)

### OTHER OPERATING COSTS

- Credit card fees decreased by \$3,000 to better reflect actual costs. (107300-43527)
- Transportation costs of \$95,751 are moved to the Student Activities account to better reflect the use of the funds. (107310, 107320, 107330-45475, 45466)

## Extended Day

### FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$281,527	\$1,506,048	\$444,809
Local Rev/Ext Learning	\$8,000	\$8,000	\$8,000
Local Rev/Fees	\$8,041,088	\$7,740,068	\$8,322,615
Carry Forward	\$0	\$31,640	\$0
<b>TOTAL</b>	<b>\$8,330,615</b>	<b>\$9,285,756</b>	<b>\$8,775,424</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$5,536,702	\$6,205,229	\$6,157,229
Employee Benefits	\$1,349,440	\$2,077,831	\$1,470,004
Lapse & Turnover	\$0	(\$217,849)	(\$217,849)
Staff Development	\$52,971	\$73,559	\$49,940
Contractual Services	\$87,015	\$171,637	\$74,980
Materials & Supplies	\$649,101	\$637,674	\$811,194
Equipment	\$22,275	\$35,500	\$35,000
Other Operating Costs	\$633,111	\$302,175	\$394,926
<b>TOTAL</b>	<b>\$8,330,615</b>	<b>\$9,285,756</b>	<b>\$8,775,424</b>

### POSITION SUMMARY

CATEGORY		FY 2014	FY 2015
		ADOPTED	ADOPTED
<b>STAFFING</b>			
Director		1.00	1.00
Assistant Director		1.00	1.00
Specialists		2.00	2.00
Clerical		4.00	4.00
Supervisors		23.00	23.00
Assistant Supervisors		22.00	22.00
<b>TOTAL</b>		<b>53.00</b>	<b>53.00</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

- Responsible for overall management, swimming pool operations and building maintenance of the Aquatic Centers at Wakefield, Washington-Lee and Yorktown high schools.
- Supports APS Physical Education and Athletic programs, Community Swimming, Rentals, and Community Instruction presented by Arlington Parks and Recreation.
- Delivers Water Safety instruction to all third, fourth, ninth and tenth grade students, as an integral component of the physical education curriculum.
- Provides pool management and lifeguard coverage for public swim managed by APS and programs offered Parks and Recreation.

### FY 2013 ACCOMPLISHMENTS

- Provided water safety instruction to 6,571 elementary and high school students.
- Achieved a 94% agree or strongly agree on overall satisfaction with service delivery at the Aquatic Centers.
- Exceeded overall revenue goals for Community Swimming and Rentals.
- Hosted High School Swimming and Diving District Championships.
- Supported Parks and Recreation Community Aquatics Instruction in the delivery of instruction to over 5,382 infant, pre-school, and youth; and 670 participants in Water Fitness classes for adults.
- Hosted four Age Group Potomac Valley Swim Meets and one Senior Circuit Meet.

### FY 2014 GOALS

- Increase from 94% to 95% the percentage of responses to the Annual Customer Satisfaction Survey who answer "Strongly Agree" or "Agree" on overall satisfaction with the service delivery at the Aquatic Centers.
- In FY 2014, increase by 5% over FY 2013 the amount of revenue generated by Community Swim, Facility Rentals and Special Events.
- Increase by 10% the number of birthday parties hosted by the three pools

### FY 2015 PRIORITIES

- Continue to improve customer and overall satisfaction.
- Increase revenue generated by each of the Aquatic Centers.
- Continue to implement a youth and adult water polo program in APS and the community

## Swimming Pools-Aquatics Facilities Management

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### REVENUE

- Based on increased participation in FY 2013 and the first half of FY 2014, total fees for Community Swim programs are anticipated to generate an additional \$134,468 in revenue in FY 2015.

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- Funds of \$70,000 for hourly staff are added to provide additional lifeguard coverage for the new larger pool at Wakefield High school and the larger elementary school groups visiting the pool. (108500-41377)
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.

#### STAFF DEVELOPMENT

- Staff development funds decreased by \$3,000 to better reflect actual costs. (108500-45430)

#### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Aquatics Centers is an increase of \$24,627. (108500-45624,45630,45680)
- Telephone service funds decreased by \$1,500 to better reflect actual costs. (108500-45674)

#### MATERIALS AND SUPPLIES

- General supplies increased by \$6,148 to better reflect actual costs. (108500-46519)

#### EQUIPMENT

- Equipment funds decreased by \$900 to better reflect actual costs. (108500-48822, 48831)

#### OTHER OPERATING COSTS

- Printing & Duplicating funds increased by \$3,200 to better reflect actual costs. (108500-43587)
- Travel-Local funds decreased by \$1,448 to better reflect actual costs. (108500-45477)

## Swimming Pools-Aquatics Facilities Management

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$541,620	\$909,422	\$872,343
Local Revenue/Fees	\$893,613	\$790,532	\$925,000
Carry Forward	\$0	\$2,260	\$0
<b>TOTAL</b>	<b>\$1,435,233</b>	<b>\$1,702,214</b>	<b>\$1,797,343</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$1,023,036	\$1,053,887	\$1,087,319
Employee Benefits	\$196,308	\$211,726	\$246,196
Staff Development	\$8,432	\$9,550	\$6,550
Contractual Services	\$358,103	\$560,102	\$583,229
Materials & Supplies	\$95,957	\$106,312	\$112,460
Equipment	\$36,862	\$36,900	\$36,000
Other Operating Costs	(\$283,465)	(\$276,263)	(\$274,411)
<b>TOTAL</b>	<b>\$1,435,233</b>	<b>\$1,702,214</b>	<b>\$1,797,343</b>

### POSITION SUMMARY

		FY 2014	FY 2015
CATEGORY		ADOPTED	ADOPTED
<b>STAFFING</b>			
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, 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 has 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 9:00p.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 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.
- A 0.5 custodian position is added to the Career Center as a result of increased student and community usage. (109600-41316)

#### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Career Center is a decrease of \$68,933. (109600-45624,45630,45680)

#### MATERIALS AND SUPPLIES

- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations result in an increase of \$2,848 for cleaning supplies in this program. (109600-46613)

## Career Center

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$834,910	\$973,865	\$941,629
Local Revenue/Fees	\$0	\$0	\$0
Carry Forward	\$0	\$7,910	\$0
<b>TOTAL</b>	<b>\$834,910</b>	<b>\$981,775</b>	<b>\$941,629</b>
EXPENDITURES			
Salaries (includes hourly)	\$420,244	\$413,702	\$439,158
Employee Benefits	\$139,783	\$150,772	\$151,828
Staff Development	\$0	\$0	\$0
Contractual Services	\$230,698	\$364,646	\$295,713
Materials & Supplies	\$44,186	\$52,655	\$54,930
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$834,910</b>	<b>\$981,775</b>	<b>\$941,629</b>

### POSITION SUMMARY

		FY 2014	FY 2015
CATEGORY		ADOPTED	ADOPTED
STAFFING			
Resource Assistant		1.00	1.00
Custodians		8.00	8.50
<b>TOTAL</b>		<b>9.00</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, 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 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.

#### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Gunston Community Center is a decrease of \$103,300. (109200-45624,45630,45680)

#### MATERIALS AND SUPPLIES

- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations result in an increase of \$2,200 for cleaning supplies in this program. (109200-46613)

## Gunston Community Center

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,420,694	\$1,646,770	\$1,542,862
Local Revenue/Bldg Rental	\$449	\$3,500	\$500
Carry Forward	\$0	\$9,040	\$0
<b>TOTAL</b>	<b>\$1,421,143</b>	<b>\$1,659,310</b>	<b>\$1,543,362</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$765,003	\$763,793	\$747,767
Employee Benefits	\$241,761	\$269,564	\$270,742
Staff Development	\$0	\$0	\$0
Contractual Services	\$331,167	\$536,535	\$433,235
Materials & Supplies	\$82,128	\$88,618	\$90,818
Equipment	\$1,083	\$800	\$800
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,421,143</b>	<b>\$1,659,310</b>	<b>\$1,543,362</b>

### POSITION SUMMARY

		FY 2014	FY 2015
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 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.

#### CONTRACTUAL SERVICES

- Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the Thomas Jefferson Community Center is a decrease of \$151,266. (109100-45624,45630,45680)

#### MATERIALS AND SUPPLIES

- Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations result in an increase of \$2,848 for cleaning supplies in this program. (109100-46613)

## Thomas Jefferson Community Center

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$1,615,569	\$1,912,465	\$1,759,405
Local Revenue/Bldg Rental	\$54,475	\$31,000	\$45,000
Carry Forward	\$0	\$10,735	\$0
<b>TOTAL</b>	<b>\$1,670,044</b>	<b>\$1,954,200</b>	<b>\$1,804,405</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$872,256	\$858,540	\$831,432
Employee Benefits	\$265,900	\$275,321	\$301,052
Staff Development	\$0	\$0	\$0
Contractual Services	\$433,289	\$709,313	\$558,047
Materials & Supplies	\$84,862	\$98,896	\$101,744
Equipment	\$13,737	\$12,130	\$12,130
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,670,044</b>	<b>\$1,954,200</b>	<b>\$1,804,405</b>

### POSITION SUMMARY

		FY 2014	FY 2015
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 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$49,878	\$51,413	\$53,344
<b>TOTAL</b>	<b>\$49,878</b>	<b>\$51,413</b>	<b>\$53,344</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$34,078	\$35,446	\$36,161
Employee Benefits	\$15,799	\$15,967	\$17,183
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials & Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$49,878</b>	<b>\$51,413</b>	<b>\$53,344</b>

### POSITION SUMMARY

		FY 2014	FY 2015
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

### 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 2015

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$98,210	\$102,635	\$105,449
Carry Forward	\$0	\$1,130	\$0
<b>TOTAL</b>	<b>\$98,210</b>	<b>\$103,765</b>	<b>\$105,449</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$74,509	\$75,639	\$75,999
Employee Benefits	\$23,701	\$28,126	\$29,450
Staff Development	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0
Materials/Supplies	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Operating Costs	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$98,210</b>	<b>\$103,765</b>	<b>\$105,449</b>

### POSITION SUMMARY

		FY 2014	FY 2015
CATEGORY		ADOPTED	ADOPTED
<b>STAFFING</b>			
Resource Assistant		1.00	1.00
<b>TOTAL</b>		<b>1.00</b>	<b>1.00</b>

# Comprehensive Services Act

## DESCRIPTION

The Comprehensive Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services funding to better meet the needs of children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. The intent of CSA is to provide programs and services that are child-centered, family-focused, and community-based. This program also seeks to ensure free and appropriate education to students whose severe behavioral and/or emotional problems require a more intensive level of service than can be provided within the existing special education program.

## FISCAL/ORGANIZATIONAL CHANGES FY 2015

### REVENUE

- Revenue is increased to better reflect historical trends.

### CONTRACTUAL SERVICES

- Contractual services are increased to better reflect historical trends. (105400-43564/45472)

## FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$2,533,972	\$2,527,500	\$2,508,150
Virginia CSA Funding	\$2,241,727	\$1,992,500	\$2,236,850
<b>TOTAL</b>	<b>\$4,775,699</b>	<b>\$4,520,000</b>	<b>\$4,745,000</b>
<b>EXPENDITURES</b>			
Contractual Services	\$4,775,699	\$4,520,000	\$4,745,000
<b>TOTAL</b>	<b>\$4,775,699</b>	<b>\$4,520,000</b>	<b>\$4,745,000</b>

## Food & Nutrition Services

### DESCRIPTION

The Food and Nutrition Services Fund is a self-supporting \$6.9 million business. Over 120 food service professionals take pride in serving 11,000 customers daily at 34 schools and satellite centers. Lunch, breakfast and a la carte items are available at all locations.

The food service program, as an extension of the educational programs in the schools, is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the food service program are administered by the United States Department of Agriculture through the regional office and implemented within the Commonwealth of Virginia by the State Department of Education.

The program's objective is to improve the health of students by providing a variety of palatable, high-quality, safe, nutritious foods that students will enjoy eating at a price affordable to them. Students are provided the opportunity to make educated, healthy food choices that will have positive long-term health, academic and physical outcomes.

The program supports the educational mission of the schools through:

- Providing a variety of nutritious choices that meet the Dietary Guidelines for Americans
- Offering a high level of customer service
- Valuing the cultural diversity of our students
- Hiring and training the best staff possible

### FY 2013 ACCOMPLISHMENTS

- Completed system wide kitchen renovations
- All Schools awarded HUSSC award of excellence
- Provided system-wide training for compliance with the Healthy Hunger Free Kids Act
- Grand Opening "Food For Thought Café" at the Syphax Education Center
- Increased breakfast participation by 3%
- Achieved certification for nutritional requirements resulting in additional funding
- Implemented Farmers Market Friday's at Jamestown Elementary School

### FY 2014 GOALS

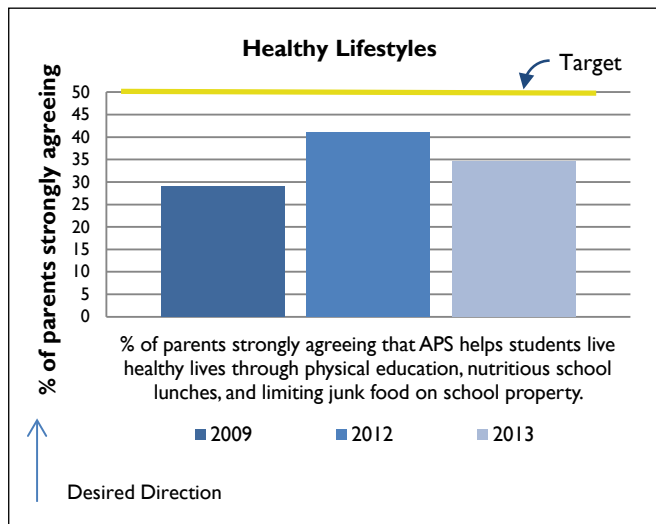
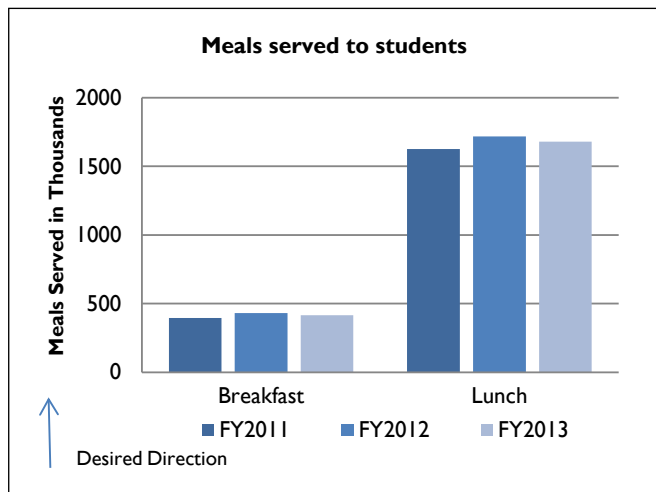
- Increase consumption of vegetables through partnership with American University and local farmers
- Participate in identifying and mapping processes for continuous improvement
- Collaborate with Arlington County to adopt healthy standards for all vending machines



# Food & Nutrition Services

## FY 2015 PRIORITIES

- Provide additional professional development opportunities for cafeteria managers
- Update menus to continue to exceed nutrition standards for the National School Lunch Program



## Food & Nutrition Services

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### REVENUE

- Local revenue is increased to reflect increased participation and a five cent increase meal prices and federal revenue is increased to reflect increased reimbursement as a result of increased participation and receipt of additional USDA commodities.

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- A 1.0 Farm-to-School Coordinator position is added to the office of Food and Nutrition Services in order to continue and expand the successful farm-to-school program designed to introduce students to new foods and build healthy eating habits. (450-107100-41208)

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
Local Revenue	\$3,325,576	\$3,469,177	\$3,543,348
State Revenue	\$82,961	\$82,046	\$82,046
Federal Revenue	\$4,118,654	\$3,927,460	\$4,043,460
<b>TOTAL</b>	<b>\$7,527,191</b>	<b>\$7,478,683</b>	<b>\$7,668,854</b>
<b>EXPENDITURES</b>			
Salaries (includes hourly)	\$2,689,219	\$2,658,790	\$2,792,930
Employee Benefits	\$864,084	\$895,307	\$992,171
Staff Development	\$3,639	\$6,700	\$6,700
Contractual Services	\$35,458	\$1,700	\$1,700
Materials & Supplies	\$3,641,394	\$3,805,100	\$3,805,100
Equipment	\$40,404	\$45,000	\$45,000
Other Operating Costs	\$8,976	\$66,086	\$25,253
<b>TOTAL</b>	<b>\$7,283,176</b>	<b>\$7,478,683</b>	<b>\$7,668,854</b>

### POSITION SUMMARY

		FY 2014	FY 2015
CATEGORY		ADOPTED	ADOPTED
<b>STAFFING</b>			
Director		1.00	1.00
Assistant Director		0.00	0.00
Management Staff		3.00	4.00
Clerical		1.00	1.00
Drivers		1.00	1.00
<b>TOTAL</b>		<b>6.00</b>	<b>7.00</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 and bond-funded construction programs are included in this fund.

## MAJOR SERVICES PROVIDED

- Project planning
- Major scheduled maintenance
- Systems replacements
- Minor capital projects
- Major capital projects at the School Board's discretion

## FY 2013 ACCOMPLISHMENTS

- Added 28 classroom spaces by purchasing additional relocatables and converting existing interior spaces.
- Completed over 84 percent of all projects within the budgeted fiscal year.
- Continued the re-introduced comprehensive painting program (7 schools completed) after many years' absence of such services.
- Installed new Terraflex gym floors at Ashlawn Elementary and Taylor Elementary.
- Completed security improvements at 28 schools, the Ed Center and Trade Center.

## FY 2014 GOALS

- Complete roofing improvements at the Career Center, Trade Center and Tuckahoe Elementary.
- Complete HVAC improvements at HB Woodlawn, Key Elementary and Taylor Elementary.
- Continue security system improvements throughout school system facilities.
- Complete majority of MC/MM programmed projects within allocated fiscal year.

## FY 2015 PRIORITIES

- Continue to execute HVAC master plan.
- Complete all MC/MM programmed projects within allocated fiscal year.
- Add ETOP at additional schools as resources permit
- Start systematic replacement program for major refrigeration appliances (walk-ins)

## Capital Projects

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### REVENUE

- County Transfer/County Transfer Re-Estimate decrease \$4,467,038 and Carry Forward increases \$4,467,038 as a result of the decision to fund the majority of the MC/MM fund with one-time funds.

#### SALARIES AND BENEFITS

- Salaries are adjusted for a 2% compensation adjustment and for changes resulting from retirement, separation, or reclassification. A \$500 one-time bonus payment is provided for all eligible employees.
- Fringe benefits are adjusted based on rate changes and historical trends.
- In FY 2014, funds were added for a \$1,000 one-time bonus for eligible employees at the top of the scale or on a longevity step who would not receive compensation with a step increase. These funds are eliminated in FY 2015.
- A 1.0 design and construction project manager position is added because the number of current and projected construction and major maintenance projects has increased beyond the scope and abilities of the current project management team. (600-111000-41370)

#### CONTRACTUAL SERVICES

- A one-time expenditure of \$1,940,500 budgeted in FY 2014 to fund the purchase of relocatables due to increasing enrollment is eliminated in FY 2015. (110000-48600)
- Twenty additional relocatables are needed in FY 2015 to accommodate increasing enrollment in those buildings where the enrollment will exceed current capacity. Funds of \$1,588,020 are allocated to purchase the additional relocatables. (110000-48600)
- To reflect the actual projects being undertaken in FY 2015 in the MC/MM program, contractual services accounts increase a net of \$52,775 across various accounts. (110000-43544, 43565, 43601, 43607, 43892, 46618, 48656, 48665, 48688)

#### MATERIALS AND SUPPLIES

- To reflect the actual projects being undertaken in FY 2015 in the MC/MM program, materials and supplies accounts decrease a net of \$897,969. (110000-46635, 46655, 48609, 48611, 48673)

#### EQUIPMENT

- To reflect the actual projects being undertaken in FY 2015 in the MC/MM program, equipment accounts increase a net of \$109,968. (110000-48863, 48868, 48890, 48897)

#### OTHER OPERATING COSTS

- The Budget Reserve decreases \$542,546 from FY 2014 to FY 2015. (111000-40403)

# Capital Projects

## FY 2015 MC/MM Projects by Location

LOCATION	PROJECT	FUNDS
<b>Ashlawn</b>		
	Kitchen upgrade	\$150,000
	Painting	\$ 59,386
	Playgrounds	\$185,443
	<b>TOTAL</b>	<b>\$394,829</b>
<b>Barcroft</b>		
	HVAC improvements	\$65,000
	<b>TOTAL</b>	<b>\$65,000</b>
<b>Campbell</b>		
	Flooring	\$67,965
	<b>TOTAL</b>	<b>\$67,965</b>
<b>Claremont</b>		
	HVAC improvements	\$150,000
	<b>TOTAL</b>	<b>\$150,000</b>
<b>Henry</b>		
	HVAC improvements	\$86,000
	<b>TOTAL</b>	<b>\$86,000</b>
<b>Jefferson</b>		
	New chiller	\$330,000
	<b>TOTAL</b>	<b>\$330,000</b>
<b>Key</b>		
	New chiller	\$250,000
	<b>TOTAL</b>	<b>\$250,000</b>
<b>McKinley</b>		
	Flooring	\$285,450
	<b>TOTAL</b>	<b>\$285,450</b>
<b>Swanson</b>		
	HVAC improvements	\$280,000
	<b>TOTAL</b>	<b>\$280,000</b>
<b>Washington-Lee</b>		
	New turf field -50% share	\$400,000
	<b>TOTAL</b>	<b>\$400,000</b>
<b>Subtotal Projects by Location</b>		<b>\$2,309,244</b>

## Capital Projects

### FY 2015 MC/MM System Projects

PROJECT	FUNDS
<b>System-Wide</b>	
ADA upgrades – various projects	\$58,742
Consulting fees – various projects	\$70,000
Floors - repairs	\$28,334
HVAC controls upgrade	\$200,000
Indoor Air Quality (IAQ) investigation and remediation	\$55,575
Painting	\$38,060
Paving	\$54,372
Playgrounds – various projects	\$200,000
Plumbing	\$105,575
Relocatables	\$1,900,645
Roofing – repairs	\$97,869
Security – various projects	\$450,000
Theater safety corrections	\$250,000
MC/MM Budget Reserve	\$22,746
Salaries & Benefits/Administrative Costs*	\$1,071,741
Subtotal System-wide	<b>\$4,603,659</b>
<b>Total Minor Construction/Major Maintenance</b>	<b>\$6,912,903</b>

\*Includes salaries and benefits for staff in Major Construction.

# Capital Projects

## FINANCIAL SUMMARY

CATEGORY	FY 2013	FY 2014	FY 2015
	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$40,972,045	\$1,786,004	\$41,452
County Transfer Re-Estimate	\$0	\$2,722,486	\$0
Carry Forward	\$4,000,000	\$3,493,705	\$6,871,451
<b>TOTAL</b>	<b>\$44,972,045</b>	<b>\$8,002,195</b>	<b>\$6,912,903</b>
<b>EXPENDITURES</b>			
Salaries	\$623,561	\$655,094	\$778,605
Employee Benefits	\$213,446	\$228,167	\$293,136
Staff Development	\$20	\$0	\$0
Contractual Services	\$12,276,477	\$3,550,686	\$3,603,461
Materials/Supplies	\$1,429,233	\$1,809,732	\$911,763
Equipment	\$2,430,574	\$1,193,224	\$1,303,192
Other Operating Costs	(\$4,860,054)	\$565,292	\$22,746
<b>TOTAL</b>	<b>\$12,113,257</b>	<b>\$8,002,195</b>	<b>\$6,912,903</b>

## POSITION SUMMARY

CATEGORY		FY 2014	FY 2015
		ADOPTED	ADOPTED
<b>STAFFING</b>			
Director		1.00	1.00
Project Manager		5.00	6.00
Clerical		1.25	1.25
<b>TOTAL</b>		<b>7.25</b>	<b>8.25</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.

Funding for the projects in the Bond Fund comes from bond financing generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (which correspond to odd-numbered fiscal years). Arlington County first began issuing bonds for the school system in 1988. Since then, each referendum has been approved by no less than 73% of the voters.

The November 2012 referendum included projects totaling \$42,600,000 and was approved by over 81% of the voters, the highest approval rating ever received. The 2012 bond funds the construction of a new elementary school on the Williamsburg Middle School site, the design of additions at Arlington Traditional School and McKinley Elementary School, the design of a new elementary school on the Carlin Springs/Kenmore campus, and various HVAC and roofing projects. With the development of FY 2015-24 CIP, changes to slated projects not yet started may be made due to changing priorities. 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 2014, the County sold \$36.46 million of APS bonds from the 2012 bond referendum. These funds are earmarked for the new elementary school at the Williamsburg campus, an addition at McKinley Elementary School, planning and design of additional secondary seats, and HVAC and roofing projects.

On June 19, 2012, the School Board adopted its FY 2013-22 CIP which outlines the major capital projects for the next ten years as well as the funding needs of those projects, including any bond referenda. More detail on these projects can be found on pages 132-175.

## MAJOR SERVICES PROVIDED

- Project planning
- Oversight of budget schedule, quality, and program compliance
- Coordination of stakeholder input through all phases
- Coordination of design team and construction team
- Collecting community input and communicating with community
- Resolution of special problems associated with major capital projects

## FY 2013 ACCOMPLISHMENTS

- Continued HVAC and roofing improvements to seven schools and the Trade Center
- Substantially completed infrastructure improvements to the Career Center
- Completed Phase III of Yorktown High School
- Continued construction of Wakefield High School



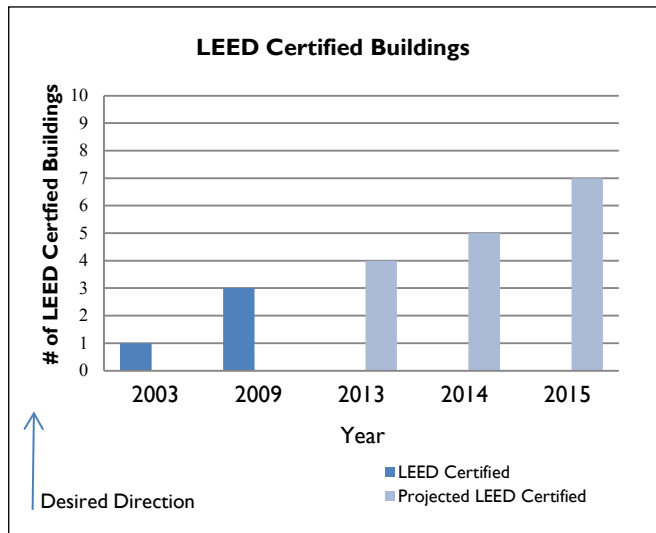
# Bond

## FY 2014 GOALS

- Complete roofing improvements at the Career Center, Trade Center and Tuckahoe Elementary
- Complete HVAC improvements at HB Woodlawn, Key Elementary and Taylor Elementary
- Complete design of McKinley Elementary School addition
- Continue construction of Wakefield High School
- Complete Yorktown High School reconstruction project
- Develop the FY 2015 – FY 2024 Capital Improvement Program
- Start construction of the new elementary school at the Williamsburg campus with current revenue; the majority of construction costs to come from bonds

## FY 2015 PRIORITIES

- Complete construction of Wakefield High School
- Start construction of McKinley Elementary School project
- Continue HVAC improvements at Barrett Elementary School
- Continue construction of new elementary school at the Williamsburg campus
- Implement FY 2015 – FY 2024 Capital Improvement Program



## Bond

### OPERATING IMPACTS OF MAJOR CONSTRUCTION PROJECTS

#### PROJECT DETAIL

*Ashlawn Addition* – The approximately 27,000 s.f. addition includes 10 new classrooms, a media center, and support space. The additional space will replace the relocatable classrooms currently at the school. The project started in September 2013 and is scheduled to be completed in December 2014.

#### OPERATING IMPACT

The table below shows the operating budget impact of the Ashlawn Elementary School addition which is scheduled to be completed in December 2014.

DESCRIPTION	OPERATING IMPACT (\$/FTE)	FIRST FY OF IMPACT
Custodians/ Cleaning Supplies	Due to additional square feet in the new building and a projected increase in enrollment, an increase of 1.0 FTE custodian and \$2,703 for cleaning supplies will be needed in FY 2015.	FY 2015
Utilities	While this project is expected to have new, more energy efficient mechanical systems, it will also increase the overall square footage of the building, resulting in an increase of approximately \$24,169 in utility costs annually.	FY 2015

# Bond

## PROJECT DETAIL

*New Elementary School* - The approximately 97,000 s.f. school will be a self-sufficient facility located on the Williamsburg Middle School campus. Construction is scheduled to start in March 2014 and is projected to be completed in the summer of 2015.

## OPERATING IMPACT

The table below shows the operating budget impact of the new elementary school which is scheduled to be completed in the summer of 2015. These costs are solely for the operation of the building and are not intended to include staffing and any start-up costs that will be needed.

DESCRIPTION	OPERATING IMPACT (\$/FTE)	FIRST FY OF IMPACT
Custodians/ Cleaning Supplies	Due to the additional square footage the new building will add to the building inventory and the projected enrollment of the school, 5.0 FTE custodians and \$13,708 for cleaning supplies will be needed in FY 2016.	FY 2016
Utilities	While this project is expected to have new energy efficient mechanical systems, the opening of a new building is expected to increase utility costs by approximately \$140,000 annually.	FY 2016
Staffing	A 1.0 FTE principal and 1.0 FTE administrative assistant position are added in the FY 2015 Budget in order to provide leadership during the year of construction at a cost of \$227,100.	FY 2015
	Additional staffing to operate the new school will be needed at a cost of \$1.4 million. Additional transportation will also be needed at a cost \$503,000.	FY 2016
Start-up Costs	One-time start-up costs of \$917,000 are required for furniture, technology, buses, and materials for the library, art and music rooms, as well as physical education and custodial equipment.	FY 2016

## Bond

### PROJECT DETAIL

*McKinley Addition* – The approximately 27,000 s.f. addition includes 9 new classrooms plus support spaces. The additional space will replace the relocatable classrooms currently at the school. Construction is scheduled to start in Spring 2015 and is scheduled to be completed in Summer 2016.

### OPERATING IMPACT

The table below shows the operating budget impact of the McKinley Elementary School addition which is scheduled to be completed in Summer 2016.

DESCRIPTION	OPERATING IMPACT (\$/FTE)	FIRST FY OF IMPACT
Custodians/ Cleaning Supplies	Due to additional square feet in the new building and a projected increase in enrollment, an increase of 1.0 FTE custodian and approximately \$3,000 for cleaning supplies will be needed in FY 2017.	FY 2017
Utilities	While this project is expected to have new, more energy efficient mechanical systems, it will also increase the overall square footage of the building, resulting in an increase of approximately \$25,000 in utility costs annually	FY 2017

It is not possible to estimate the operating impacts of other projects in the FY 2015 – FY 2024 CIP at this time as they are still in development.

## 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 2012, over 81% of voters, the highest approval rating ever, approved the 2012 school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$42,600,000 to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2013, bonds totaling \$616 million have been sold. As of December 31, 2013, the outstanding balance on all bonds issued is \$372.6 million. The FY 2015 Budget includes funds to pay the debt on all bonds previously sold as well as \$36.5 million in bonds issued in 2014.

The bond amortization schedule can be found in the Financial Section on page 177.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

#### CONTRACTUAL SERVICES

- Debt service for FY 2015 will increase by an estimated \$514,087 as a result of issuing bonds in Spring 2014 for the partial construction of the new elementary school on the Williamsburg site, design funds for upcoming construction projects as well as HVAC and roofing projects.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>REVENUE</b>			
County Transfer Funds	\$35,448,396	\$43,323,691	\$44,972,778
Carry Forward	\$1,975,000	\$1,400,000	\$265,000
<b>TOTAL</b>	<b>\$37,423,396</b>	<b>\$44,723,691</b>	<b>\$45,237,778</b>
<b>EXPENDITURES</b>			
Contractual Services	\$37,423,396	\$44,723,691	\$45,237,778
<b>TOTAL</b>	<b>\$37,423,396</b>	<b>\$44,723,691</b>	<b>\$45,237,778</b>

## Grants & Restricted Programs

### DESCRIPTION

The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards over and above those funds appropriated through the regular budget process. The Grants and Restricted Programs Fund is further broken down by source of funds. The sources are Federal, State, Local/County and Combined. Within each of these sources there could be three categories; Entitlement, Discretionary, and Adult Education Grants. Entitlement funds are monies that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in per pupil costs. Discretionary funds are monies Arlington Public Schools applies for and are awarded on a discretionary basis by the grantor.

### FISCAL/ORGANIZATIONAL CHANGES FY 2015

- 2.0 math coaches previously funded by Title I grant funds will be funded in the Operating Fund for FY15 (0.5 each at Abingdon, Carlin Springs, Drew, and Randolph). Title I grant funds can no longer support these positions. These positions were funded from the staff contingency fund in FY 2014. (201041-41254)
- For the FY 2015 School Board's Adopted Budget, the Grants and Restricted Programs position total is based on FY 2014 actual positions rather than an estimate as in previous budgets. The FY 2014 Adopted budget for the Grants and Restricted Programs Fund totaled 194.45 positions. The FY 2014 actual positions total 122.26. Positions are listed by source of funds.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local Revenue	\$3,075,411	\$2,945,295	\$1,927,788
State Revenue	\$3,328,119	\$3,138,492	\$3,408,787
Federal Revenue	\$9,438,504	\$8,351,610	\$8,014,940
<b>TOTAL</b>	<b>\$15,842,034</b>	<b>\$14,435,397</b>	<b>\$13,351,515</b>
EXPENDITURES			
Salaries	\$10,067,202	\$8,450,524	\$8,261,157
Employee Benefits	\$2,848,062	\$2,207,065	\$2,337,123
Staff Development	\$200,872	\$217,625	\$164,836
Contract Services	\$595,711	\$509,983	\$488,841
Materials and Supplies	\$568,866	\$1,648,075	\$466,812
Equipment	\$1,892,966	\$1,302,874	\$1,553,370
Other Operating Costs	\$96,728	\$99,252	\$79,375
<b>TOTAL</b>	<b>\$16,270,409</b>	<b>\$14,435,397</b>	<b>\$13,351,515</b>

# Grants & 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 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>ENTITLEMENT GRANTS</b>			
Preschool Allocation	\$72,703	\$108,127	\$101,632
Special Education - IDEA	\$3,727,150	\$4,166,573	\$4,046,383
ARRA - Longitudinal Study	\$33,750	\$0	\$0
Title I, Part A	\$2,647,560	\$2,100,455	\$1,921,139
Title I School Improvement Stimulus	\$250,125	\$0	\$0
Title I School Improvement 1003a	\$18,525	\$0	\$0
Title I School Improvement 1003g	\$917,567	\$0	\$0
Title I Reading Recovery	\$63,176	\$38,250	\$31,000
Title II, Part A	\$426,514	\$609,000	\$580,572
Title II, Part D	\$2,482	\$0	\$0
Title III, Part A-Limited English	\$476,493	\$521,377	\$507,314
<b>TOTAL ENTITLEMENT GRANTS</b>	<b>\$8,636,045</b>	<b>\$7,543,782</b>	<b>\$7,188,040</b>
<b>DISCRETIONARY GRANTS</b>			
21st Century Grant	\$39,411	\$0	\$41,007
Air Force Jr ROTC	\$76,281	\$67,900	\$67,000
Chinese & Arabic	\$104,588	\$181,052	\$89,976
Even Start Family Literacy	\$19,541	\$0	\$0
Project Extra Step	\$25,827	\$25,000	\$25,000
Safe Routes to School	\$0	\$0	\$67,600
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$265,648</b>	<b>\$273,952</b>	<b>\$290,583</b>
<b>ADULT EDUCATION GRANTS</b>			
AEFLA (Adult Education & Family Literacy)	\$0	\$0	\$172,317
REEP Civics Family Center - Adult Literacy	\$429	\$0	\$0
Vocational Disadvantaged-Perkins	\$199,458	\$235,000	\$230,000
<b>TOTAL ADULT EDUCATION GRANTS</b>	<b>\$199,887</b>	<b>\$235,000</b>	<b>\$402,317</b>
<b>TOTAL FEDERAL GRANTS</b>	<b>\$9,101,580</b>	<b>\$8,052,734</b>	<b>\$7,880,940</b>

## POSITION SUMMARY

STAFFING	ANALYST	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	SUPERVISOR	TEACHER	TOTAL
Special Education-IDEA		5.50	1.00	29.50	1.80		12.28	50.08
Title I, Part A	1.00	1.00				1.00	17.50	20.50
Title II, Part A							5.00	5.00
Title III, Part A-Limited English		1.20		2.90	1.00			5.10
Project Extra Step							0.18	0.18
Vocational Disadvantaged-Perkins					0.25		0.50	0.75
Air Force Jr ROTC							1.00	1.00
AEFLA		0.10						0.10
<b>TOTAL</b>	<b>1.00</b>	<b>7.80</b>	<b>1.00</b>	<b>32.40</b>	<b>3.05</b>	<b>1.00</b>	<b>36.46</b>	<b>82.71</b>

## Grants & 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 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
<b>ENTITLEMENT GRANTS</b>			
Career Tech Ed Equipment	\$21,576	\$21,000	\$20,000
Early Reading Intervention	\$132,692	\$78,867	\$98,221
Mentor Teacher Program	\$12,921	\$23,792	\$23,792
Preschool Initiative	\$1,350,553	\$1,521,000	\$1,458,000
SOL Algebra	\$13,251	\$54,051	\$56,358
Technology Grants	\$786,319	\$882,000	\$869,200
<b>TOTAL ENTITLEMENT GRANTS</b>	<b>\$2,317,312</b>	<b>\$2,580,710</b>	<b>\$2,525,571</b>
<b>DISCRETIONARY GRANTS</b>			
Making a Healthier Virginia a Priority	\$8,246	\$0	\$0
GAE (General Adult Education)	\$20,453	\$20,292	\$20,292
ISAEF	\$29,069	\$31,434	\$31,434
Race to GED	\$27,548	\$27,327	\$27,327
Special Education Jail Program	\$84,534	\$108,050	\$101,481
Young Fathers	\$2,475	\$10,000	\$0
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$172,325</b>	<b>\$197,103</b>	<b>\$180,534</b>
<b>TOTAL STATE GRANTS</b>	<b>\$2,489,637</b>	<b>\$2,777,813</b>	<b>\$2,706,105</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
ISAEF				0.10		0.10
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>0.10</b>	<b>6.00</b>	<b>20.60</b>



# Grants & 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 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
DISCRETIONARY GRANTS			
Claremont Spanish Materials	\$825	\$0	\$0
Driver's Ed Parent	\$724	\$0	\$0
Education Access on Cable TV Arlington	\$253,638	\$273,804	\$299,227
ESL REEP	\$1,368,880	\$1,409,509	\$809,488
ExxonMobil	\$1,626	\$0	\$0
Family Outreach - Carlin Springs	\$0	\$0	\$2,500
Healthy Community Action Team	\$393	\$0	\$0
I-Net Equipment	\$706,701	\$75,763	\$0
ISOC-Support of Children	\$2,383	\$5,000	\$5,000
Latin Youth Conference	\$1,176	\$0	\$0
Friends of Planetarium	\$382,552	\$0	\$0
Summer Outdoor Lab	\$41,476	\$45,000	\$43,573
Technology Improvement - Science Focus	\$2,538	\$0	\$0
Phoenix House	\$99,330	\$58,000	\$58,000
Wakefield College Board	\$2,194	\$0	\$0
<b>TOTAL LOCAL/COUNTY GRANTS</b>	<b>\$2,864,434</b>	<b>\$1,867,076</b>	<b>\$1,217,788</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	2.40	1.00		9.40
Phoenix House					1.00	1.00
<b>TOTAL</b>	<b>5.00</b>	<b>1.00</b>	<b>4.40</b>	<b>1.00</b>	<b>1.00</b>	<b>12.40</b>

## Grants & Restricted Programs

### COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

### FINANCIAL SUMMARY

	FY 2013	FY 2014	FY 2015
CATEGORY	ACTUAL	ADOPTED	ADOPTED
DISCRETIONARY GRANTS			
Parent/Teen/Infant	\$358,154	\$303,000	\$395,000
<b>TOTAL DISCRETIONARY GRANTS</b>	<b>\$358,154</b>	<b>\$303,000</b>	<b>\$2,525,571</b>
ADULT EDUCATION GRANTS			
Adult Basic Education	\$263,427	\$255,459	\$0
Adult Personal & Prof. Dev Prog	\$980,312	\$977,469	\$957,252
Americorps	\$120,394	\$110,846	\$104,000
Hand-n-Hand	\$25,406	\$23,000	\$21,000
The Caring Equation	\$67,063	\$68,000	\$69,430
<b>TOTAL ADULT EDUCATION GRANTS</b>	<b>\$1,456,602</b>	<b>\$1,434,774</b>	<b>\$1,151,682</b>
<b>TOTAL COMBINED GRANTS</b>	<b>\$1,814,757</b>	<b>\$1,737,774</b>	<b>\$1,546,682</b>

### POSITION SUMMARY

STAFFING	CLERICAL	COORDINATOR	INSTRUCTIONAL ASSISTANT	SPECIALIST	TEACHER	TOTAL
Parent/Teen Infant			1.00			1.00
Adult Personal & Prof. Dev Prog	1.90	2.00		0.90		4.80
Hand-n-Hand					0.25	0.25
The Caring Equation			0.50			0.50
<b>TOTAL</b>	<b>1.90</b>	<b>2.00</b>	<b>1.50</b>	<b>0.90</b>	<b>0.25</b>	<b>6.55</b>

# Supplemental Information

Fee Schedules

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INFORMATION

## Fee Schedules

APS charges tuition or fees for various types of services or products provided. The proposed fee schedules on the next pages are for the 2014-2015 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.

#### GROUP THREE

- Non-Arlington, non-profit groups, to include political events held by such groups
- Commercial groups serving the youth of Arlington

## Fee Schedules

### GROUP FOUR

- All other groups and organizations. This group includes, but is not limited to, commercial and private individual or group events.

Fees and charges for the use of school facilities for FY 2015 remain the same as the previous year.

### 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 & 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 Theater		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 & Thomas Jefferson	N/A	\$231	N/A
	Washington-Lee, Yorktown, Wakefield	N/A	N/A	\$231
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$104
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$23	\$23	\$23
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$35	\$35	\$35
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$58
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

## Fee Schedules

### RENTAL FEES – Hourly Rates (Group 4)

		Elementary	Middle	High
Cafeteria/ Multipurpose Room	Without Kitchen	\$139	\$185	\$277
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$231	\$277	\$462
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Lee)		\$162	\$208	\$300
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$162	\$208
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$35	\$70
Thomas Jefferson Gymnasium (TJ)	TJ Gym must be rented for 8 hours minimum	N/A	\$1,063	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$601
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theater		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 & Thomas Jefferson	N/A	\$462	N/A
	Washington-Lee, Yorktown, Wakefield	N/A	N/A	\$462
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$208
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$46	\$46	\$46
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Specific Purpose Classrooms	This includes: Art rooms, music rooms, dance rooms, Computer labs, library, etc. that are for a specific purpose	\$69	\$69	\$69
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$11	\$11	\$11
Athletic Facility	Field—practice or auxiliary, rectangular, Tennis Court or Outdoor Basketball Court, Track, Main Stadium—rectangular field, Baseball or Softball—90', 60'	Contact DPR	Contact DPR	Contact DPR
David M. Brown Planetarium		N/A	N/A	\$115
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$21
Swimming Pools	See separate Fee Schedule – Swimming Pool Fees	N/A	N/A	See Swimming Pools Fee Schedules

Note: Above rental fees will be hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

## Fee Schedules

### PERSONNEL SERVICE FEES

CATEGORY	FEES CHARGED PER HOUR
Custodian*	\$40
Cafeteria staff Manager**	\$36
Police Security	\$60
Facility Event Coordinator (large events)	\$41
House Manager (for Theater use only)	\$41
Maintenance technician (electrical set up)	\$44
Audio/visual equipment technician	\$44
Assistant audio/visual equipment technician	\$36
Planetarium operator	\$32
ITC/Teacher	\$32
Student technician	\$ 9

\*Payment for custodial support occurs whenever an event occurs outside of the normal building hours. Regular custodial hours are 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 & 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.

Pool rental fees have been increased where indicated to align with other public pool rental rates. Adjustments were made to 3, 4, and 6 lane rentals as well as full facility rentals.

COMMUNITY SWIM FEE SCHEDULE • EFFECTIVE JULY 1, 2014						
ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES		MEMBERSHIPS		
	Single Swim	10 Swims	20 Swims	3-Mos	6-Mos	12-Mos
Children (Infant-11)	\$1.75	\$15.75	\$28.00	\$35.00	\$65.00	\$110.00
Youth (12-17)	2.25	20.00	38.00	45.00	86.00	140.00
Adults (18-61)	5.50	50.00	95.00	115.00	215.00	343.00
Seniors (62+)	3.50	31.50	60.00	72.00	140.00	220.00
Students (w/ College ID)	5.00	45.00	85.00	100.00	195.00	315.00
Drop In Water Polo (Adult)	6.50	58.50	110.00	135.00	250.00	415.00
Drop In Water Polo (Senior)	4.50	40.00	76.50	88.00	175.00	395.00
Shower (No Pool Access)	3.00	27.00	50.00			
Drop In Aerobics (Adult)	11.00					
Drop In Aerobics (Senior)	8.75					
Drop in Masters Practice	12.00					
				MEMBERSHIP PACKAGES		
				3-Mos	6-Mos	12-Mos
Adults (2)				\$207.00	\$386.00	\$617.00
Adult & Senior				170.00	320.00	510.00
Senior (2)				133.00	252.00	400.00
Family (1 adult/1-3 children)				166.00	310.00	495.00
Family (2 adults/1-3 children)				270.00	504.00	800.00
Adults (2) Water Polo				243.00	450.00	745.00
Adult & Senior (Water Polo)				200.00	382.00	730.00
NON ARLINGTON RESIDENTS	ADMISSION	PASSES		MEMBERSHIPS		
	Daily	20 Swims		3-Mos	6-Mos	12-Mos
Children (Infant-11)	\$4.00	\$65.00		\$80.00	\$145.00	\$280.00
Youth (12-17)	4.00	65.00		80.00	145.00	280.00
Adults (18-61)	7.75	135.00		160.00	300.00	560.00
Seniors (62+)	7.75	135.00		160.00	300.00	560.00
Students (w/ College ID)	7.00	120.00		150.00	290.00	500.00
Drop In Water Polo (Adult)	8.75	150.00		180.00	335.00	630.00
Drop In Water Polo (Senior)	8.75	150.00		180.00	335.00	630.00
Shower (No Pool Access)	4.50	75.00				
Drop In Aerobics (Adult)	14.50					
Drop In Aerobics (Senior)	12.00					
Drop in Masters Practice	16.50					

## Fee Schedules

COMMUNITY SWIM FEE SCHEDULE • EFFECTIVE JULY 1, 2014		
BIRTHDAY PARTIES & GROUP ADMISSION FEES		
	ARLINGTON RESIDENT	NON-ARLINGTON RESIDENT
Party Room – Two Hour Minimum	\$130.00	\$170.00
Group Admission (1-10)	25.00	40.00
Group Admission (11-15)	35.00	60.00
Group Admission (16-20)	55.00	95.00
Group Admission (21-25)	75.00	115.00
RENTAL POOL SPACE/AREA <i>Fees are billed per hour or half hour</i>	Non-Profit (Group 4)	Non-Profit (Group 4)
Full Facility (all lanes, diving well and instructional pool)	\$235.00	\$245.00
Competition Pool B (8-Lanes)	175.00	180.00
Competition Pool X (10-Lanes – W-L Only)	195.00	200.00
Competition Pool A (6-Lanes)	130.00	135.00
Instructional Pool (Only)	130.00	135.00
8-Lanes w/ Instructional Pool	195.00	200.00
6-Lanes w/ Instructional Pool	160.00	165.00
10-Lanes w/ Instructional Pool – W-L Only	235.00	245.00
Competition Pool D (3-Lanes) – Public Swim Only	65.00	70.00
Competition Pool E (4-Lanes) – Public Swim Only	80.00	85.00
Diving Well (2 Boards)	75.00	80.00
Diving Board (1 Board)	55.00	60.00
Single Lane (Community Swim Only)	20.00	21.00
Wet Classroom (No AV Equipment)	65.00	85.00
Wet Classroom (W/AV Equipment)	95.00	125.00
Partial Instructional Pool (1/3)	12.00	13.00
SWIM MEET & TOURNAMENT RENTAL		
POOL SPACE/AREA <i>Fees are billed per hour or half hour or as indicated</i>	Non-Profit (Group 4)	Non-Profit (Group 4)
Facility Rental (Full Facility w/out Wet Classroom)	\$235.00	\$245.00
Facility Rental (Full Facility w/ Wet Classroom)	260.00	270.00
Set Up Fee (per day)	100.00	115.00
Clean Up Fee (per session)	65.00	75.00
Colorado Timing System Rental (per session)	50.00	60.00
Colorado Operator (per hour)	20.00	25.00
Water Polo Set up (per session)	25.00	35.00

## Fee Schedules

### SCHOOL BREAKFAST AND LUNCH PRICE

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 Dietician 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.

The prices for FY 2015 outlined below include a \$0.05 increase in the prices for breakfast and lunch for elementary, secondary, and adult meals and milk. Reduced price lunch prices will remain the same.

Category	FY 2014		FY 2015	
	Breakfast	Lunch	Breakfast	Lunch
Elementary	\$1.50	\$2.70	\$1.55	\$2.75
Secondary	\$1.50	\$2.80	\$1.55	\$2.85
Reduced	\$ -	\$0.40	\$ -	\$0.40
Adult	\$2.45	\$3.45	\$2.50	\$3.50
Milk	\$0.70	\$0.70	\$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 14 FEES	FY 15 FEES	% INCREASE
Income to \$24,000	685	712	4.0%
\$24,001 - \$27,000	934	971	4.0%
\$27,001 - \$30,000	1,211	1,260	4.0%
\$30,001 - \$33,000	1,606	1,671	4.0%
\$33,001 - \$37,000	2,050	2,131	4.0%
\$37,001 - \$41,000	2,632	2,737	4.0%
\$41,001 - \$46,000	3,288	3,419	4.0%
\$46,001 - \$51,000	4,017	4,178	4.0%
\$51,001 - \$57,000	4,819	5,012	4.0%
\$57,001 - \$62,000	5,816	6,048	4.0%
\$62,001 - \$67,000	6,900	7,176	4.0%
\$67,001 - \$72,000	8,075	8,398	4.0%
\$72,001 - \$77,000	8,648	8,994	4.0%
\$77,001 - \$82,000	9,262	9,633	4.0%
\$82,001 - \$86,000	9,306	9,678	4.0%
\$86,001 - \$90,000	9,306	9,678	4.0%
\$90,001 - \$96,000	9,350	9,724	4.0%
\$96,001 - \$110,000	9,395	9,771	4.0%
\$110,001 - \$125,000	9,531	9,960	4.5%
\$125,001 - \$150,000	9,668	10,152	5.0%
\$150,001 - \$175,000	9,807	10,347	5.5%
\$175,001 - \$200,000	9,947	10,544	6.0%
\$200,001 and up	10,089	10,745	6.5%

Note: \$86,000 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 2015 outlined below were approved by the School Board on November 13, 2013.

	FY 2014		FY 2015	
	FULL COST*	REDUCED COST*	FULL COST*	REDUCED COST*
Elementary Enrichment				
Global Village	\$475	\$94	\$479	\$94
Summer Laureate	\$475	\$94	\$479	\$94
Secondary Enrichment				
New Work for Credit	\$242	\$70	\$195	\$66
Driver's Education	\$488	\$95	\$955	\$142
Career Center Enrichment				
Saturday classes	\$278	\$28	\$277	\$28
Early Release Wednesday classes	\$140	\$14	\$145	\$15
9 day Summer Session	\$501	\$50	\$487	\$49
10 day Summer Session	\$557	\$56	\$541	\$54
Outdoor Lab	\$546	Contact Science Office at 703-228-6166	\$614	Contact Science Office at 703-228-6166
Summer School				
Non-Enrichment Classes	\$100	\$56	\$100	\$56

\* Includes registration fee

## Fee Schedules

### EXTENDED DAY FEES

The Extended Day Program provides a safe, enriching and fun environment before and after school each day for over 3,200 children. Offering age appropriate and asset-building activities, over 375 child care professionals work in 22 elementary schools, five middle schools and the Stratford Program to meet the individual needs of each child and the expectations of every family. Refer to the Extended Day section on pages 432-435 for more information.

The Extended Day fee scale has been revised for FY15 to meet the following goals:

- Maintain affordability for all families
- Develop a fee scale that is equitable and consistent between income levels
- Improve clarity and management by reducing the number of income levels
- Create a standard process of developing fees by calculating fees as a percentage of the top fee

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 tuition fees listed below and on the following pages, there is a non-refundable registration fee of \$40 for the first child and \$30 for each additional sibling.

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### ELEMENTARY 8 AM START TIME: FLES

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$2.00	\$2.00	\$9.00	\$7.00
\$8,001	\$12,000	\$4.00	\$3.00	\$18.00	\$14.00
\$12,001	\$16,000	\$9.00	\$7.00	\$36.00	\$27.00
\$16,001	\$20,000	\$17.00	\$13.00	\$72.00	\$54.00
\$20,001	\$26,000	\$26.00	\$20.00	\$109.00	\$82.00
\$26,001	\$32,000	\$35.00	\$26.00	\$145.00	\$109.00
\$32,001	\$38,000	\$44.00	\$33.00	\$181.00	\$136.00
\$38,001	\$46,000	\$52.00	\$39.00	\$217.00	\$163.00
\$46,001	\$55,000	\$70.00	\$53.00	\$290.00	\$218.00
\$55,001	\$65,000	\$83.00	\$62.00	\$344.00	\$258.00
\$65,001	above	\$87.00	\$87.00	\$362.00	\$362.00

## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### ELEMENTARY 8:25 AM START TIME: NON-FLES

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$3.00	\$2.00	\$9.00	\$7.00
\$8,001	\$12,000	\$7.00	\$5.00	\$17.00	\$13.00
\$12,001	\$16,000	\$13.00	\$10.00	\$35.00	\$26.00
\$16,001	\$20,000	\$27.00	\$20.00	\$69.00	\$52.00
\$20,001	\$26,000	\$40.00	\$30.00	\$104.00	\$78.00
\$26,001	\$32,000	\$54.00	\$41.00	\$139.00	\$104.00
\$32,001	\$38,000	\$67.00	\$50.00	\$174.00	\$131.00
\$38,001	\$46,000	\$80.00	\$60.00	\$208.00	\$156.00
\$46,001	\$55,000	\$107.00	\$80.00	\$278.00	\$209.00
\$55,001	\$65,000	\$127.00	\$95.00	\$330.00	\$248.00
\$65,001	above	\$134.00	\$134.00	\$347.00	\$347.00

## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### ELEMENTARY 8:25 AM START TIME: FLES

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$3.00	\$2.00	\$8.00	\$6.00
\$8,001	\$12,000	\$7.00	\$5.00	\$16.00	\$12.00
\$12,001	\$16,000	\$13.00	\$10.00	\$32.00	\$24.00
\$16,001	\$20,000	\$27.00	\$20.00	\$63.00	\$47.00
\$20,001	\$26,000	\$40.00	\$30.00	\$95.00	\$71.00
\$26,001	\$32,000	\$54.00	\$41.00	\$127.00	\$95.00
\$32,001	\$38,000	\$67.00	\$50.00	\$159.00	\$119.00
\$38,001	\$46,000	\$80.00	\$60.00	\$190.00	\$143.00
\$46,001	\$55,000	\$107.00	\$80.00	\$254.00	\$191.00
\$55,001	\$65,000	\$127.00	\$95.00	\$301.00	\$226.00
\$65,001	above	\$134.00	\$134.00	\$317.00	\$317.00



## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### ELEMENTARY 9:00 AM START TIME: NON-FLES

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$5.00	\$4.00	\$8.00	\$6.00
\$8,001	\$12,000	\$9.00	\$7.00	\$16.00	\$12.00
\$12,001	\$16,000	\$18.00	\$14.00	\$31.00	\$23.00
\$16,001	\$20,000	\$36.00	\$27.00	\$62.00	\$47.00
\$20,001	\$26,000	\$55.00	\$41.00	\$94.00	\$71.00
\$26,001	\$32,000	\$73.00	\$55.00	\$125.00	\$94.00
\$32,001	\$38,000	\$91.00	\$68.00	\$156.00	\$117.00
\$38,001	\$46,000	\$109.00	\$82.00	\$187.00	\$140.00
\$46,001	\$55,000	\$146.00	\$110.00	\$250.00	\$188.00
\$55,001	\$65,000	\$173.00	\$130.00	\$296.00	\$222.00
\$65,001	above	\$182.00	\$182.00	\$312.00	\$312.00

## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### ELEMENTARY 9:00 AM START TIME: FLES

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$5.00	\$4.00	\$7.00	\$5.00
\$8,001	\$12,000	\$9.00	\$7.00	\$14.00	\$11.00
\$12,001	\$16,000	\$18.00	\$14.00	\$27.00	\$20.00
\$16,001	\$20,000	\$36.00	\$27.00	\$54.00	\$41.00
\$20,001	\$26,000	\$55.00	\$41.00	\$81.00	\$61.00
\$26,001	\$32,000	\$73.00	\$55.00	\$108.00	\$81.00
\$32,001	\$38,000	\$91.00	\$68.00	\$135.00	\$101.00
\$38,001	\$46,000	\$109.00	\$82.00	\$162.00	\$122.00
\$46,001	\$55,000	\$146.00	\$110.00	\$216.00	\$162.00
\$55,001	\$65,000	\$173.00	\$130.00	\$257.00	\$193.00
\$65,001	above	\$182.00	\$182.00	\$270.00	\$270.00

## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### MIDDLE SCHOOL CHECK-IN

INCOME BRACKET		PM	
Bracket Low	Bracket High	1st Child	Sibling
Below	\$8,000	\$9.00	\$7.00
\$8,001	\$12,000	\$18.00	\$14.00
\$12,001	\$16,000	\$36.00	\$27.00
\$16,001	\$20,000	\$71.00	\$53.00
\$20,001	\$26,000	\$107.00	\$80.00
\$26,001	\$32,000	\$142.00	\$107.00
\$32,001	\$38,000	\$178.00	\$134.00
\$38,001	\$46,000	\$213.00	\$160.00
\$46,001	\$55,000	\$284.00	\$213.00
\$55,001	\$65,000	\$337.00	\$253.00
\$65,001	above	\$355.00	\$355.00

## Fee Schedules

### EXTENDED DAY MONTHLY TUITION FEES—REGULAR SCHOOL YEAR

#### STRATFORD PROGRAM

INCOME BRACKET		AM		PM	
Bracket Low	Bracket High	1st Child	Sibling	1st Child	Sibling
Below	\$8,000	\$5.00	\$4.00	\$9.00	\$7.00
\$8,001	\$12,000	\$9.00	\$7.00	\$18.00	\$14.00
\$12,001	\$16,000	\$18.00	\$14.00	\$36.00	\$27.00
\$16,001	\$20,000	\$36.00	\$27.00	\$71.00	\$53.00
\$20,001	\$26,000	\$55.00	\$41.00	\$107.00	\$80.00
\$26,001	\$32,000	\$73.00	\$55.00	\$142.00	\$107.00
\$32,001	\$38,000	\$91.00	\$68.00	\$178.00	\$134.00
\$38,001	\$46,000	\$109.00	\$82.00	\$213.00	\$160.00
\$46,001	\$55,000	\$146.00	\$110.00	\$284.00	\$213.00
\$55,001	\$65,000	\$173.00	\$130.00	\$337.00	\$253.00
\$65,001	above	\$182.00	\$182.00	\$355.00	\$355.00

## Fee Schedules

### EXTENDED DAY SUMMER FEES FY15 (SUMMER OF 2014)

INCOME BRACKET		3-WEEK PROGRAMS			5-WEEK PROGRAMS/8AM			5-WEEK PROGRAMS/9AM			STRATFORD
Bracket Low	Bracket High	AM Full Fee	PM Full Fee	BOTH	AM Full Fee	PM Full Fee	BOTH	AM Full Fee	PM Full Fee	BOTH	PM Full Fee
Below	\$8,000	\$5.00	\$8.00	\$13.00	\$3.00	\$17.00	\$20.00	\$6.00	\$15.00	\$21.00	\$18.00
\$8,001	\$12,000	\$9.00	\$17.00	\$26.00	\$6.00	\$39.00	\$45.00	\$12.00	\$34.00	\$46.00	\$42.00
\$12,001	\$16,000	\$16.00	\$31.00	\$47.00	\$11.00	\$73.00	\$84.00	\$21.00	\$62.00	\$83.00	\$78.00
\$16,001	\$20,000	\$26.00	\$50.00	\$76.00	\$17.00	\$118.00	\$135.00	\$34.00	\$101.00	\$135.00	\$126.00
\$20,001	\$26,000	\$39.00	\$74.00	\$113.00	\$26.00	\$174.00	\$200.00	\$50.00	\$150.00	\$200.00	\$186.00
\$26,001	\$32,000	\$54.00	\$103.00	\$157.00	\$35.00	\$241.00	\$276.00	\$69.00	\$206.00	\$275.00	\$258.00
\$32,001	\$38,000	\$71.00	\$133.00	\$204.00	\$46.00	\$313.00	\$359.00	\$90.00	\$269.00	\$359.00	\$336.00
\$38,001	\$46,000	\$88.00	\$166.00	\$254.00	\$56.00	\$392.00	\$448.00	\$113.00	\$336.00	\$449.00	\$420.00
\$46,001	\$55,000	\$108.00	\$205.00	\$313.00	\$69.00	\$481.00	\$550.00	\$138.00	\$413.00	\$551.00	\$516.00
\$55,001	\$65,000	\$121.00	\$230.00	\$351.00	\$78.00	\$543.00	\$621.00	\$156.00	\$466.00	\$622.00	\$582.00
\$65,001	above	\$125.00	\$238.00	\$363.00	\$80.00	\$560.00	\$640.00	\$160.00	\$479.00	\$639.00	\$600.00

## Acronym Index

<b>ACI</b>	Advisory Council on Instruction
<b>ACT</b>	American College Test
<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>AYP</b>	Adequate Yearly Progress
<hr/>	
<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
<hr/>	
<b>DOE</b>	Department of Education
<b>DRP</b>	Degrees of Reading Power
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<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
<hr/>	
<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
<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

## Acronym Index

<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>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>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
<b>PALS</b>	Phonemic Awareness Literacy Screening
<b>PDP</b>	Professional Development Plan
<b>PE</b>	Physical Education
<b>PESA</b>	Parent Expectations Support Achievement
<b>PIE</b>	Partners in Education
<b>PIP</b>	Policy Implementation Procedure
<b>PM</b>	Project Manager
<b>PO</b>	Purchase Order
<b>POS</b>	Program of Studies
<b>PRC</b>	Parent Resource Center
<b>PTA</b>	Parent Teacher Association

## Acronym Index

<b>REEP</b>	Arlington Education and Employment Program
<b>RFP</b>	Request for Proposal
<b>RTG</b>	Resource Teacher for the Gifted
<b>S&amp;CR</b>	Department of School and Community Relations
<b>SACS</b>	Southern Association of Colleges and Schools
<b>SBP</b>	School Board Policies
<b>SES</b>	Supplemental Educational Services
<b>SLD</b>	Specific Learning Disability
<b>SOA</b>	Standards of Accreditation
<b>SOL</b>	Standards of Learning
<b>SOQ</b>	Standards of Quality
<b>SRO</b>	School Resource Officer
<b>SWD</b>	Students with Disabilities
<b>TAP</b>	Test of Achievement and Proficiency
<b>TCI</b>	Teachers' Council on Instruction
<b>TSA</b>	Tax Sheltered Annuity
<b>TJHSST</b>	Thomas Jefferson High School for Science and Technology
<b>TPP</b>	Teenage Parenting Program
<b>TSIP</b>	Technology Standards for Instructional Personnel
<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 or Council** — A citizen's advisory group which studies particular aspects of APS programs and makes recommendations for improvement to the School Board.

**Advisory Council on Instruction (ACI)** — The primary citizens' advisory group to the Arlington School Board on instructional issues.

**Alternative Programs** — A variety of alternative and support programs, such as New Directions, that provide students with academic, counseling, and vocational opportunities aside from the comprehensive high school program for students to successfully complete their high school education. The Alternative Programs differ from the comprehensive high schools in scheduling options and instructional delivery to allow a more individualized approach to completing high school diploma requirements.

**American College Test (ACT)** — A test that may be taken by high school students as part of the college admission process.

**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.

## Glossary

**Annual Measurable Achievement Objectives (AMAOs)** — Required by No Child Left Behind (NCLB). There are three required AMAOs: (1) the percentage of LEP students who show progress in English language proficiency each year; (2) the percentage of LEP students who attain English language proficiency; and (3) the percentage of LEP students who show progress in academic achievement (reading and math).

**Appropriation** — An expenditure level granted by the Board of Supervisors to the School Board to make expenditures and to incur obligations for specific purposes. Appropriation authorizations expire at the end of the fiscal year.

**Arlington Career Center** — A facility that provides in-depth specialized career training and other career oriented classes for secondary students. It is also the site of early release enrichment programs for third to fifth graders and Saturday enrichment classes for secondary students.

**Arlington Outdoor Education Association (AOEA)** — Is the same as the Outdoor Lab, a K-12 program which focuses on students learning through nature. The Outdoor Lab is located in Fauquier County.

**Assets** — Framework that focuses on using relationships and other strengths of the community to build the developmental foundation that all children and youth need; survey based on framework administered every three years (spring 2003, 2006, and 2009) by Arlington Partnership for Youth, Children, and Families.

**Average Daily Membership (ADM)** — The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

### B

**Baseline** — The baseline budget includes funding to continue current educational and support programs.

**Basis of Accounting** — Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

**Bond** — A written promise to pay a specified sum of money (called the principal) at a specified date in future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

**Bond Fund** — The Fund used to account for proceeds from bond sales and expenditures appropriate for scheduled bond projects. Bond projects generally cost in excess of \$500,000.

**Budget** — Financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

**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.

## Glossary

**Career, Technical, and Adult Education (CTAE)** — a section of Arlington Public Schools that includes Business and Information Technology, Computer Sciences, Marketing Education, Family and Consumer Sciences, Technical Education, Trade and Industrial, and Adult Education Personal and Professional classes.

**Carryover** — The process by which certain funds for previously approved School Board commitments to pay for goods and services at the end of one fiscal year are re-appropriated in the next fiscal year.

**Community Satisfaction Survey (CSS)** — Administered to a sample of students, parents, teachers, and community members in Arlington every two years.

**Compensation** — Includes salaries and benefits paid to staff for services rendered.

**Consumer Price Index (CPI)** — Measure of the average change over time in the prices paid by urban consumers for a fixed market basket of consumer goods and services. The CPI provides a way for consumers to compare the current cost of a market basket of goods and services with what the same market basket previously (i.e. a month or a year ago).

**Core** — The academic disciplines of language arts, mathematics, social studies and science.

**Cost of Living Adjustment (COLA)** — A pay increase intended to fully or partially offset increases in the cost of goods and services.

**Cost-Per-Pupil** — The cost-per-pupil allocation provides an overall view of the cost on instructional programs that can be used to compare how school systems spend their funds. Identifying all direct and indirect costs associated with an instructional program and dividing by the unduplicated count of membership enrolled in the program determine the cost-per-pupil allocation.

**County Council of PTAs** — County Council of Parent Teacher Associations; The County Council of PTAs has representatives from all APS PTAs in Arlington as well as from specified community organizations.

**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.

## Glossary

**Encumbrance** — An obligation in the form of a purchase order or a salary commitment chargeable to an appropriation. An encumbrance reserves part of an appropriation in order to ensure funds are available for a particular obligation.

**English as a Second Language (ESL)** — general term for programs that provide English language instruction to English language learners; in Arlington Public Schools, this program is referred to as ESOL/HILT.

**English Language Learner (ELL)** — A student who is learning English and progresses through different stages of English language proficiency. NCLB and other federal legislation refer to these students as Limited English Proficient (LEP).

**English Language Proficiency Test** — Under No Child Left Behind, the English language proficiency of Limited English Proficient (LEP) students in kindergarten through grade 12 must be assessed annually. Currently, Virginia uses the Stanford English Language Proficiency (SELP) Test to assess language proficiency. SELP results may be used in determining student proficiency levels for meeting AMAOs, or it may be included as a component in a local body of evidence that is used to determine proficiency for each student. In the 2006-2007 school year, APS successfully applied to use local ESOL/HILT assessments instead of the SELP for all students receiving services. The SELP is currently administered solely to monitored and opt-out students in APS.

**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.

## Glossary

**Freedom of Information Act (FOIA)** — The Freedom of Information Act establishes the right of the public to obtain information maintained by the federal or state government and their agencies. The FOIA creates a general mechanism designed to ensure that the process for getting that information will be simple, timely, and inexpensive.

**Full-Time Equivalent (FTE)** — A measurement equal to one staff person working a full-time work schedule for the specific position for one fiscal year.

**Fund** — As defined by the state auditor of public accounts, a group of accounts that are similar in nature (have similar activities, objectives, or funding sources).

**Fund Balance** — The excess of assets of a fund over its liabilities and reserves.

**Fund Statements** — Financial statements that display receipts, expenditures, transfers in, transfers out, and changes in fund balance for each School Board fund.

### 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 Mill and Langston. The program provides academic, counseling, career and technical opportunities for students to successfully complete their high school education and differs from a comprehensive high school in that it offers flexible scheduling options and an alternative approach to instructional delivery. This approach allows for a more personalized academic plan to complete the high school diploma requirements.

**HILT/HILTEX** — High Intensity Language Training/HILT Extension: the secondary ESOL/HILT program.

**Homebound Instruction** — Academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.

**Home Instruction** — Instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia.

**Home School** — The school a student is supposed to attend based on the student's address within a boundary zone.

### I

**Immersion Program** — Offered in English and Spanish language, a method of delivering instruction in both languages by teaching prescribed classes in one language or the other to expose students to both languages during the school day.

**Individuals with Disabilities Education Act (IDEA)** — Major federal law governing the provision of special education services and supports.

**Individualized Educational Program (IEP)** — A written statement for a child with a disability that is developed, reviewed, and revised in a team meeting in accordance with federal law. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs.

**Instructional Technology Coordinator (ITC)** — Staff that serve the schools in instructional technology.

## Glossary

**International Baccalaureate Programme (IB)** — The IB Programme is an internationally recognized advanced academic program for 11th and 12th graders. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

**Intervention Assistance Team (IAT)** — Process designed to provide intervention support to students exhibiting academic and/or behavioral concerns within the general education program.

**Itinerant Teachers** — Teachers who move between buildings. This situation is especially common for art and music (and sometimes physical education) teachers.

### K

**Kindergarten Phonemic Awareness Literacy Screening (K-PALS)** — Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

### L

**Least Restrictive Environment (LRE)** — To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

**Library Media Center (LMC)** — Provides students and staff with resources in many formats to enhance learning and instruction.

**Limited English Proficient (LEP)** — Students in an English as a second language program (ESOL, HILT, HILTEX); those who are eligible but have declined services (Opt Out); those who have exited from programs within the last two years (Monitored); or those who have exited from programs within the last four years (Post-Monitored); one of the identified groups under No Child Left Behind.

**Local Composite Index (LCI)** — The relative wealth index used by the state to equalize state aid to localities.

### M

**Mainstream** — Provide instruction for students who are in specialized educational programs, such as special education or HILT, in regular classrooms with the general student population.

**Management Plan** — An annual plan developed by the Superintendent and senior staff with specific tasks designed to achieve the goals of the Strategic Plan.

**Marshall Building** — See "Thurgood Marshall Building."

**Media Center** — See "Library Media Center."

**Membership** — Another term for student enrollment; see "Average Daily Membership."

**Middle School** — A school for students in grades 6 through 8.

**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.

# Glossary

## N

**National Merit Scholarship Program** — The National Merit Scholarship Program is a privately-financed academic competition for recognition and scholarships that began in 1955. High school students enter the Merit Program by taking the PSAT/NMSQT™ — a test that serves as an initial screen of the more than one million entrants each year — and by meeting published entry and participation requirements.

**New Resources** — A term used to identify budget requests requiring additional resources above the baseline budget funding and that support the development of new programs to meet identified School Board goals.

**No Child Left Behind Act (NCLB)** — The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and is designed to close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

## O

**Operating Fund** — The general fund for the school division. It is used to account for all financial resources except those to be accounted for in other funds.

**Opt-Out** — A term used to describe the option not to take a certain course or portions of a course. For LEP students, parents have the option to decline ESOL/HILT services for their child. If a student opts out of the program, they must participate in the annual state English language proficiency assessment and the program must keep a record of their state English language proficiency level.

## P

**Parent Resource Center (PRC)** — A resource center to help parents and other family members become active partners with the school in meeting the unique needs of their children in special education programs. This center is located at the Clarendon Education Center.

**Partners in Education (PIE)** — A program based in the Community Services Department which matches schools with business, government agency or civic organizations as educational partners; also an acronym for Parents in Education, an African-American parent group.

**Pay-As-You-Go (PAY-GO)** — Capital improvements that are paid for out of the current year's budget.

**Phonemic Awareness Literacy Screening (PALS)** — Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

**Policy Implementation Procedure (PIP)** — Documents that outline procedures for implementing School Board Policies.

**Planning Factors** — Building blocks for the APS budget, specifying the level of most resources needed to run the schools. Planning factors often, but not always, are expressed as ratios of resources to students (for example, student/teacher ratio, textbook funds per student, student/counselor ratio).

**Preliminary SAT (PSAT)** — Tests taken by sophomores and juniors; determines National Merit Scholarships for college.

**Professional Development Plan (PDP)** — An evaluation tool used to demonstrate enhanced professional practices through self-directed exploration, implementation and assessment of innovative strategies designed to improve student achievement.

**Professional Library** — A library of education-oriented books and other materials for the use of APS staff; located in the Syphax Education Center.

## Glossary

**Program of Studies (POS)** — The course catalogs for Arlington middle and high schools. The POS lists all the courses offered by Arlington middle schools and high schools. If too few students register for a particular course in a particular school, that course will not be taught in that school.

**Project Go** — This is an accelerated learning program aimed at addressing the academic achievement of targeted third and fourth graders in language arts and mathematics; GO stands for Greater Opportunities.

**Project Manager (PM)** — Plans and manages school design and construction.

**Proposed Budget** — A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

**Purchase Order (PO)** — A document submitted to a vendor which requests materials or services at a specified price. The issuance of a PO establishes an encumbrance in the accounting system.

### R

**REEP (Arlington Education and Employment Program)** — An English as a second language program for adult immigrants and refugees who live and work in Arlington; housed at the Syphax Education Center and offered at several other sites.

**Relocatable** — A temporary building structure put on school property usually used as classroom space or storage space when there is not enough space available inside the school building; also known as a trailer.

**Renewal** — A complete overhaul of a school building that includes upgrading systems such as heating, air conditioning, lighting and plumbing; upgrading laboratories, multi-purpose rooms and gymnasiums; installing technology cabling for computers; refurbishing classrooms; upgrading library facilities; installing new windows; and installing new floors.

**Resource Teacher** — A special education teacher who assists in teaching students with disabilities. The instruction may take place in general education classes or in separate special education classes or settings.

**Resource Teacher for the Gifted (RTG)** — A gifted education teacher who collaborates with classroom teachers to support differentiated curriculum and instruction for students identified for gifted services.

### S

**School Board Liaison** — The School Board member who has agreed to be the contact person for an individual school but does not represent any school. Each School Board member serves as liaison for several schools; they rotate assignments every few years.

**School Board Policies (SBP)** — A framework for governance provided by the Arlington School Board and implemented by the Superintendent. SBP's require School Board approval for initial adoption and any subsequent revision.

**Secondary School** — Grades six through twelve.

**Six-Year Plan** — See Strategic Plan.

**SOL Tests (SOLs)** — Assessments based on the Standards of Learning administered to students in Virginia; used for determining school accreditation and Adequate Yearly Progress.

**Special Education** — Specially-designed instruction to meet the unique needs of a child with a disability.

**Special Projects** — Projects funded by state or federal grants or by foundations and other sources beyond the school operating fund.

**Specific Learning Disability (SLD)** — A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.



## Glossary

**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.

## 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.

## Glossary

**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.

### 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 pre-K program that is available to a limited number of children who qualify for the Federal Free and Reduced-Price Lunch Program in designated elementary schools.

### W

**Washington Area Boards of Education (WABE) Guide** — A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.

# FY 2015 Adopted Budget PLANNING FACTORS

Department of Finance and Management Services



**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 + 0.5 Assistant	1 – 499 students			214000-41288 214000-41375
	1.0 Librarian + 1.0 Assistant	500 – 749 students			
	1.0 Librarian + 1.5 Assistant	750 – 999 student			
Clerical <sup>1</sup>	<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>	A		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> <ol style="list-style-type: none"> <li>Calculate each grade according to above planning factor in COLUMN A to result in a raw number for each grade level.</li> <li>Sum the raw number for each grade level from COLUMN A.</li> <li>Round up the total to the nearest whole number.</li> <li>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.</li> <li>Sum the rounded number for each grade level from COLUMN B to get the total.</li> </ol> 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.					
<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					
<b>Arlington Traditional School</b> Grade 1-3 1.0 Teacher/24 students Grade 4-5 1.0 Teacher/24 students					

<sup>1</sup> Based on total school enrollment including K-5, Montessori 3-, 4- and 5-year old students, pre-K and full-time special education students

<sup>2</sup> 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
Pre-K 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	201000-41254
	1.0 Teacher	101 – 200 K-5 students	
	1.5 Teacher	201 – 300 K-5 students	
	2.0 Teacher	301 – 400 K-5 students	
	2.5 Teacher	401 – 500 K-5 students	
	3.0 Teacher	501 – 600 K-5 students	
	3.5 Teacher	601 – 700 K-5 students	
Art & Music (applied to schools with the FLES program)	1.0 Teacher	1 – 350 Pre-K-5 students	201011-41222 (Art) 201012-41222 (Music)
	1.4 Teachers	351 – 450 Pre-K-5 students	
	1.6 Teachers	451 – 500 Pre-K-5 students	
	2.0 Teachers	501 – 600 Pre-K-5 students	
	2.4 Teachers	601 – 700 Pre-K-5 students	
	2.6 Teachers	701 – 750 Pre-K-5 students	
	3.0 Teachers	751 – 850 Pre-K-5 students	
	3.4 Teachers	851 – 950 Pre-K-5 students	
	3.6 Teachers	951 – 1000 Pre-K-5 students	
	<b>Additional:</b> 0.2 Teacher for schools with 4 – 7.99 teachers (VPI, Pre-K Special Ed, Montessori 3 – 4 year old, ESOL/HILT) 0.4 art/music for schools with 8 – 11.99 teachers (VPI, Pre-K Special Ed, Montessori 3 – 4 year old, ESOL/HILT) 0.6 art/music for schools with 12 – 15.99 teachers (VPI, Pre-K Special Ed, Montessori 3 – 4 year old, ESOL/HILT)		
Art & Music <sup>4</sup> (applied to schools without the FLES program)	<b>Formula:</b> <ul style="list-style-type: none"> <li>Classroom Teachers, Kindergarten Teachers, Immersion Teachers, Montessori 5-year old Teachers, and Montessori Elementary Teachers, Montessori 3-4 year-old Teachers, VPI Teachers</li> <li>2 Teacher constant</li> <li>60% of ESOL/HILT Teachers</li> <li>1 if K-3 Initiative is 22 or 23/school OR +2 if K-3 Initiative is 20 or 21/school</li> <li>25% of Special Education Teachers (including Pre-K Special Education Teachers)</li> </ul> Sum of above divided by 23 students Apply strict mathematical rounding, using raw numbers, to the nearest 0.4, 0.6, or 1.0 with the exception that no school receives less than 1.0.		201011-41222 (Art) 201012-41222 (Music)
	11.30 Instrumental Music Teachers	System-wide	

<sup>3</sup> 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.

<sup>4</sup> The staffing formula for art and music teachers (for schools without the FLES program) is based on the number of classes served rather than on the number of students served.

**ELEMENTARY SCHOOL STAFFING**

STAFFING	CRITERIA		ACCOUNT
Physical Education	1.0 Teacher	1 – 350 students	201092-41222
	1.4 Teachers	351 – 450 students	
	1.6 Teachers	451 – 500 students	
	2.0 Teachers	501 – 600 students	
	2.4 Teachers	601 – 700 students	
	2.6 Teachers	701 – 750 students	
	3.0 Teachers	751 – 850 students	
	3.4 Teachers	851 – 950 students	
	3.6 Teachers	951 – 1000 students	
	0.2 Teacher	Per school w/pre-K special education program	
Math Coach <sup>5</sup>	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 learner	
	2.0 Assistants	601 – 800 second language learners	
	2.5 Assistants	801 – 1000 second language learners	

<sup>5</sup> Schools with positions previously funded by Grant Funds are funded by Operating Funds in FY 2015.

**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	0.5 Teacher	1 – 499 K-5 students	204000-41222
	1.0 Teacher	500 + K-5 student	
Lunchroom <sup>6</sup> 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)	

<sup>6</sup> Hourly accounts are increased by a 2.0 percent compensation adjustment in FY 2015.

**ELEMENTARY SCHOOL MATERIALS**

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per elementary student, including all pre-K 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 pre-K students	201011-46516
Maps and Globes	\$1.95	Per elementary student, including all pre-K students	201000-46509
Gifted Supplies	\$1.00	Per elementary K-5 student	204000-46506
Textbooks	\$25.75	Per elementary general education, pre-K Montessori and special education student	201000-46533 208100-46533
Instructional Technology Hardware/Software	\$22.80	Per elementary student, including all pre-K students	216000-48835
Computer Supplies	\$2.30	Per elementary student, including all pre-K 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 pre-K students	201092-48840
Science Equipment	\$3.15	Per elementary student, including all pre-K students	201030-48840
Library Books/Materials	\$22.70	Per elementary student, including all pre-K students 214000	214000-46507
Staff Development	\$10.05	Per elementary student, including all pre-K students	201000-41230 201000-45474
Audio-Visual Equipment	\$8.20	Per elementary student, including all pre-K students--additional and/or replacement equipment	216000-48842
Postage	\$2.60	Per elementary student, including all pre-K students	212000-45585
Furniture & Equipment	\$7.55	Per elementary student, including all pre-K 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>7</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. $((\text{Gen ed students}/23.4)/5*7)+((\text{Spec ed students}/23.4)/5*1)=\text{teachers}$	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. $((\text{HILT/HILTEX students}/23.4)/5*7)=\text{teachers}$	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	
	1.5 Teachers	200 – 299 HILT/EX students	
Bilingual Resource Assistants	0.2 Assistant	50 – 99 second language learners	302000-41237
	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 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 <sup>8</sup>	1.0 Math Teacher	Per middle school	301040-41254

<sup>7</sup> HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.

<sup>8</sup> A planning factor of 1.0 math teacher for each middle school is added in FY 2015.

**MIDDLE SCHOOL STAFFING**

STAFFING		CRITERIA							ACCOUNT
Minority Student Achievement	0.50 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 <sup>9</sup>	<b>ATTENDANCE</b> 312000-41324	<b>GUIDANCE</b> 313000-41324	<b>INSTRUCTIONAL</b> 312000-41337	<b>ENROLLMENT FOR ATTENDANCE, GUIDANCE, AND INSTRUCTIONAL CLERICAL</b>	<b>LIBRARY</b> 314000-41324	<b>ENROLLMENT FOR LIBRARY CLERICAL</b>	<b>EDUCATIONAL</b> 312000-41324	<b>ENROLLMENT FOR EDUCATIONAL CLERICAL</b>	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 <sup>10</sup>	\$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)				

<sup>9</sup> The planning factor formula for middle school educational clerical positions is changed in FY 2015.

<sup>10</sup> Hourly accounts are increased by a 2.0 percent compensation adjustment in FY 2015.

## 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 & Equipment	\$7.55	Per middle school student	301000-48814
Library Supplies	\$1.40	Per middle school student	314000-46522
Maps and Globes	\$1.95	Per middle school student	301000-46509
Gifted Supplies	\$1.00	Per middle school student	304000-46506
Postage	\$5.25	Per middle school student	312000-45585
Athletic Uniforms	\$1.90	Per middle school student	315000-46678
Athletic Equipment	\$0.90	Per middle school student	315000-48800

## HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT	
Administration	1.0 Principal	Per senior high school	412000/ 512000-41231	
	1.0 Assistant Principal	Per 450 students or major portion thereof, up to 1,499 (225 or more, round up). An additional 0.50 Assistant Principal is provided at 1,500 students and again at 2,000 students.	412000-41232	
	1.0 Assistant Principal	HB Woodlawn (high school)	512000-41232	
		(No school will be allocated more than 4 or less than 1 assistant principal. A 1.0 resource assistant will be allocated per 250 students over 1,500.)	412000-41237	
Counseling	1.0 Director of Counseling Services	Per senior high school, excluding H-B Woodlawn	413000-41318	
	0.2 Counselor (1 period)	Per 50 senior high students or major portion thereof (26 or more, round up)	413000/ 513000-41219	
	0.2 Counselor	Per 500 senior high students or major portion thereof (251 or more, round up) for transition services	413000/ 513000-41219	
	1.0 Job Placement Specialist	Per senior high school, excluding H-B Woodlawn	401000-41332	
Library	2.0 Librarians	Per senior high school	414000-41228	
	1.0 Librarian	For H-B Woodlawn grade 6 – 12 program	514000-41228	
Activities Program	1.0 Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41270	
	0.5 Asst. Director of Student Activities	Per senior high school, excluding H-B Woodlawn	415000-41284	
	0.7 Athletic Trainer	Per senior high school, excluding H-B Woodlawn	415000-41273	
Gifted	1.0 Resource Teacher for the Gifted	Per High School and H-B Woodlawn Program	404000/ 504000-41222	
Health	0.6 Health Education Specialist	Per High School	401091-41254	
	0.2 Health Education Specialist	For High School at H-B Woodlawn Program	501091-41254	
Instruction	1.0 Regular Classroom Teacher <sup>11</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.		

<sup>11</sup> HILT supplement teachers at middle and high schools and HILT transition teachers at high schools are budgeted in the regular classroom teacher account.

**HIGH SCHOOL STAFFING**

STAFFING	CRITERIA		ACCOUNT
HILT/HILTEX Supplement	0.5 Teacher	1 - 149 HILT students	401000-41254
	1.0 Teacher	150 - 299 HILT students	
	0.5 Teacher	25 - 199 HILT/EX students	
	1.0 Teacher	200 - 374 HILT/EX students	
HILT Transition	1.0 Teacher at Wakefield High School		401000-41254
	0.8 Teacher at Washington-Lee High School		
	0.2 Teacher at Yorktown High School		
Bilingual Resource Assistants	0.2 Assistant	50 – 99 second language learners	402000-41237
	0.5 Assistant	100 – 200 second language learners	
	1.0 Assistant	201 – 00 second language learners	
	1.5 Assistants	401 – 600 second language learners	
	2.0 Assistants	601 – 800 second language learners	
	2.5 Assistants	801 – 1000 second language learners	
HILT/HILTEX Resource Teachers for Dually-Identified Students (HILT/HILTEX students with IEP's)	0.5 Teacher	1 – 12 dually-identified students	802000-41254
	1.0 Teacher	13 – 24 dually-identified students	
	1.5 Teacher	25 – 36 dually-identified students	
	2.0 Teacher	37 – 48 dually-identified students	
	2.5 Teacher	49 – 60 dually-identified students	
	3.0 Teacher	61 – 72 dually-identified students	
	3.5 Teacher	73 – 84 dually-identified students	
	4.0 Teacher	85 – 96 dually-identified students	
Transition Program	1.0 Teacher Coordinator	Per school with Transition Program	601100-41254
	1.0 Assistant	Per school with Transition Program	601100-41375
	0.6 Teacher	Per school with Transition Program for Reading, Math, and P.E. support	601100-41254
Minority Student Achievement	1.0 Teacher at Wakefield High School		405000-41254
	1.0 Teacher at Washington-Lee High School		
	0.5 Teacher at Yorktown High School		
	0.2 Teacher at H-B Woodlawn Program		
Department Chair <sup>12</sup>	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		

<sup>12</sup> Hourly accounts are increased by a 2.0 percent compensation adjustment in FY 2015.

**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 <sup>13</sup>	<b>ATTENDANCE</b> 412000-41324	<b>ENROLLMENT FOR ATTENDANCE CLERICAL</b>	<b>GUIDANCE</b> 413000-41324	<b>ENROLLMENT FOR GUIDANCE CLERICAL</b>	<b>EDUCATIONAL</b> 412000-41324	<b>INSTRUCTIONAL</b> 412000-41337	<b>LIBRARY</b> 414000-41324	<b>ALLOCATION FOR EDUCATIONAL, INSTRUCTIONAL, AND LIBRARY CLERICAL</b>		
	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 <sup>14</sup>	\$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)								

<sup>13</sup> The planning factor formula for high school guidance clerical positions is changed in FY 2015.

<sup>14</sup> Hourly accounts are increased by a 2.0 percent compensation adjustment in FY 2015.

**HIGH SCHOOL MATERIALS**

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per general education senior high student	401000/501000/ 601000-46516
Laundry and Cleaning	\$238.25	Per senior high school for laundry and cleaning	401000/501000/ 601000-46516
Laundry and Cleaning	\$762.25	For Career Center for laundry and cleaning	601000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	401000/501000/ 601000-46534
Work and Family Studies Supplies	\$23.85	Per work and family studies student in enrollment the prior September at the high schools and in the Teenage Parenting Program	410100-46520
Technical Education Supplies	\$12.90	Per technical education student in enrollment the prior September	410000-46521
Hand Tools – Industrial Arts	\$4.95	Per technical education student in enrollment the prior September	410000-46505
Textbooks	\$34.25	Per senior high general education student	401000/501000-46533
Instructional Technology Hardware/Software	\$27.35	Per senior high student	416000/516000-48835
Computer Supplies	\$2.30	Per senior high student	416000/516000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$478.80	Per senior high school	\$221.00 For H-B Woodlawn
	\$1.80	Per senior high student	\$1.90 For H-B Woodlawn student
Science Equipment	\$8.20	Per senior high student enrolled in science	401030/501000/ 601000-48840
Library Books/Materials	\$22.70	Per senior high student	414000/514000-46507
Staff Development	\$10.05	Per senior high student	401000/501000- 41230, 45474
Audio-Visual Equipment	\$8.20	Per senior high student - for additional and/or replacement equipment	416000/516000- 48842
Furniture & 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 <sup>15</sup>	\$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

<sup>15</sup> Hourly accounts are increased by a 2.0 percent compensation adjustment in FY 2015.

**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
	<i>Elementary</i>		
	1.0 Teacher	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	<i>Secondary</i>		
	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	



**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) <sup>16</sup>:</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 203130-41375 303130-41375	
	<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) <sup>17</sup>:</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 303110-41375	
	1.0 Teacher + 1.0 Assistant	1 – 7 identified students with IEPs	
	1.0 Teacher + 2.0 Assistants	8 – 10 identified students with IEPs	
	<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	
	<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	
	1.0 Teacher + 1.0 Assistant	1 – 10 identified students with IEPs	
	<b>Psychologist</b>	0.50 Psychologist per each Interlude class	105310-41235

<sup>16</sup> In order to clarify the population served by the Deaf and Hard of Hearing program, the description is changed to note that the program serves students of all ages.

<sup>17</sup> In order to clarify staffing for classes with fewer than 8 students for secondary functional life skills, a planning factor formula of 1.0 teacher and 1.0 assistant for 1-7 identified students is added.

**SPECIAL EDUCATION STAFFING**

STAFFING	CRITERIA		ACCOUNT
For these areas of disability: Pre-K, Non-Categorical K-2 (Transition)	1.0 Teacher + 1.0 Assistant	1 - 8 identified students with IEPs	203300-41375
Community-Based Pre-K Program	*1.0 Teacher	1-12 identified students with IEPs	105140-41282
School Social Workers/Visiting Teachers and School Psychologists	1.0 School Social Worker/Visiting Teacher	Per 1650 students systemwide (K-12)	105200-41267
	1.0 School Psychologist	Per 1650 students systemwide (K-12) plus 2.6 for pre-K screenings	105210-41235
Special Education Coordinators and Itinerant Staff	1 1.0 Coordinators <sup>18</sup>	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 <sup>19</sup>	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

<sup>18</sup> The planning factor formula for special education coordinators is eliminated in FY 2015. The 11.0 coordinator positions are now a fixed allocation

<sup>19</sup> A planning factor of 2.0 vision assistants is added in FY 2015.

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

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

