



SYPHAX EDUCATION CENTER
2110 Washington Blvd ■ Arlington, VA 22204

FISCAL YEAR
2020

SCHOOL BOARD'S



ARLINGTON
PUBLIC SCHOOLS
www.apsva.us

ADOPTED BUDGET



ARLINGTON PUBLIC SCHOOLS
Arlington, Virginia

SCHOOL BOARD'S **ADOPTED BUDGET**

FISCAL YEAR
2020

School Board

Reid Goldstein

Dr. Barbara Kanninen

Monique O'Grady

Tannia Talento

Nancy Van Doren

Superintendent

Dr. Patrick K. Murphy

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, 2018. This is the tenth year APS has received this award.



This Meritorious Budget Award is presented to

ARLINGTON PUBLIC SCHOOLS

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2018–2019.

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



A handwritten signature in black ink, appearing to read 'T. Wohlleber'.

Thomas E. Wohlleber, CSRM
President

A handwritten signature in black ink, appearing to read 'Siobhán McMahon'.

Siobhán McMahon, CAE
Chief Operating Officer

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 2020 Budget. Each year the budget process is challenging and exhausting, but together, our hard work helps to ensure that it is efficient and effective.

BUDGET AND FINANCE STAFF

LESLIE PETERSON

Assistant Superintendent, Finance and Management Services

TAMEKA LOVETT-MILLER

Budget Director

Jorge Velazquez, Budget Analyst

Alvera Wilson, Financial Analyst

VACANT

Finance Director

Blair DeLorge, Analyst

Michael Freda, Analyst

Mextli Guerrero, Analyst

Kathy Jaffke, Analyst

Maria Voultides, Analyst

Endia G. Holmes, Executive Administrative Specialist

A special thank you to Ann-Marie Wildman for designing and constantly updating this document and to Jim Long, Printing Services, for the quick turn-around on printing this document.

Contents



BUDGET AWARD	iii	Barcroft.....	254
ACKNOWLEDGEMENTS	iv	Barrett.....	256
EXECUTIVE SUMMARY		Campbell	258
Administration.....	2	Carlin Springs.....	260
Message from the School Board.....	3	Claremont	262
School Board Profiles	4	Discovery.....	264
Budget at a Glance.....	10	Drew	266
Arlington Public Schools Overview	13	Alice West Fleet.....	268
Performance Highlights.....	14	Glebe.....	270
Budget Development Process		Patrick Henry	272
and Calendar.....	25	Hoffman-Boston	274
The APS Strategic Plan.....	26	Integration Station.....	276
Budget Direction	28	Jamestown.....	278
Building the FY 2020 Budget	30	Key	280
All Funds Summary.....	129	Long Branch	282
Cost Per Pupil.....	135	McKinley	284
Budget Forecast	136	Montessori Public School of Arlington.....	286
		Nottingham.....	288
		Oakridge.....	290
		Randolph.....	292
		Taylor.....	294
		Tuckahoe	296
ORGANIZATIONAL		Secondary Schools	
Administration.....	140	Secondary Schools Summary	298
Mission, Vision and Core Values	141	Gunston	302
Organization Chart	142	Dorothy Hamm	304
Arlington Public Schools Overview	143	Jefferson	306
The APS Strategic Plan.....	146	Kenmore	308
Budget Development Process	153	Swanson	310
Budget Development Calendar	157	Williamsburg	312
Financial Controls and Policies.....	158	H-B Woodlawn.....	314
		Wakefield.....	316
		Washington-Liberty.....	318
		Yorktown	320
		Other School Programs	
		Other School Programs Summary.....	323
		Arlington Career Center/Arlington Tech	324
		Arlington Community High School	327
		Langston.....	329
		New Directions.....	331
		Eunice Kennedy Shriver Program	333
		Teenage Parenting	335
		Departments	
		Departments Summary	338
		Arlington School Board	
		Organization Chart	339
		Summary	340
		Arlington School Board.....	341
FINANCIAL			
All Funds Summary.....	166		
Fund Statements by Fund	175		
Revenue Assumptions	187		
Revenue History.....	193		
Expenditure Assumptions.....	194		
Expenditure History.....	198		
Budget Forecast	199		
FY 2019-28 Capital Improvement Plan.....	206		
Schools			
Planning Factors	236		
Typical School Staffing	237		
Schools Summary.....	239		
Schools Enrollment Summary	240		
Elementary Schools			
Elementary Schools Summary.....	242		
Abingdon	246		
Arlington Science Focus	248		
Arlington Traditional.....	250		
Ashlawn	252		





Contents

<i>Superintendent's Office</i>		
Organization Chart	345	
Summary	346	
Superintendent's Office	347	
Planning and Evaluation	354	
<i>Department of Teaching and Learning</i>		
Organization Chart	359	
Summary	360	
Arts Education	365	
Assessment	366	
Career, Technical and Adult Education	368	
Curriculum/Instruction	371	
Equity and Excellence	376	
Office of English Learners	378	
Gifted Services	380	
Library Services	382	
Outdoor Laboratory	384	
Office of Special Education	386	
Office of Student Services	389	
Summer School	392	
Welcome Center	393	
Office of Student Services and Special Education	395	
<i>School and Community Relations</i>		
Organization Chart	398	
Summary	399	
School and Community Relations	403	
Printing Services	407	
<i>Administrative Services</i>		
Organization Chart	408	
Summary	409	
Administrative Services	413	
<i>Human Resources</i>		
Organization Chart	415	
Summary	416	
Human Resources	422	
Substitutes	425	
Payroll Services	427	
Employee Benefits	428	
Employee Assistance Program	430	
<i>Finance and Management Services</i>		
Organization Chart	432	
Summary	433	
Finance and Management Services	438	
Other Administrative Accounts	441	
Procurement	444	
School/County Shared Buildings	446	
<i>Facilities and Operations</i>		
Organization Chart	447	
Summary	448	
Facilities and Operations Management	453	
Safety and Risk Management	457	
Plant Operations (Custodial Services)	461	
Other Plant Operations	464	
Maintenance Services	465	
Transportation Services	468	
<i>Information Services</i>		
Organization Chart	472	
Summary	473	
Information Services	476	
Technology Services	478	
Enterprise Solutions	480	
Instructional and Innovative Technologies	482	
Accountability, Assessment, and Evaluation	483	
<i>Other Funds</i>		
Summary	486	
Community Activities Fund	487	
<i>The Humanities Project</i>	488	
<i>Planetarium</i>	490	
<i>Alternatives for Parenting Teens</i>	491	
<i>Extended Day</i>	493	
<i>Aquatics Facilities Management</i>	496	
<i>Career Center</i>	498	
<i>Gunston Community Center</i>	500	
<i>Thomas Jefferson Community Center</i>	502	
<i>Drew Community Center</i>	504	
<i>Carver Community Center</i>	505	
Children's Services Act Fund	506	
Food and Nutrition Services Fund	507	
Capital Projects Fund	509	
Bond Fund	512	
Debt Service Fund	514	
Grants and Restricted Programs Fund	518	
INFORMATIONAL		
Arlington County at a Glance	534	
Arlington Public Schools Profile	540	
Achievement Measures	542	
Enrollment	552	
Enrollment Projections	556	
Personnel Resources	559	
Outstanding Debt and Bond Amortizations	561	
Supplemental		
Fee Schedules	566	
Budgeted Expenditures by Line Item	581	
Acronym Index	592	
Glossary	596	
FY 2020 Adopted Budget Planning Factors	609	



Administration

Message from the School Board

School Board Profiles

Budget at a Glance

Arlington Public Schools Overview

Performance Highlights

Budget Development Process
and Calendar

The APS Strategic Plan

Budget Direction

Building the FY 2020 Budget

All Funds Summary

Cost Per Pupil

Budget Forecast

EXECUTIVE SUMMARY

Administration

SCHOOL BOARD MEMBERS

REID GOLDSTEIN

Chair

TANNIA TALENTO

Vice Chair

DR. BARBARA KANNINEN

Member

MONIQUE O'GRADY

Member

NANCY VAN DOREN

Member

EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

Superintendent

DR. TARA NATTRASS

Assistant Superintendent for Teaching and Learning

ERIN WALES-SMITH

Interim Assistant Superintendent for Human Resource

LESLIE PETERSON

Assistant Superintendent for Finance and Management Services

JOHN CHADWICK

Assistant Superintendent for Facilities and Operations

RAJESH ADUSUMILLI

Assistant Superintendent for Information Services

CINTIA JOHNSON

Assistant Superintendent for Administrative Services

LINDA ERDOS

Assistant Superintendent for School and Community Relations

LISA STENGLE

Executive Director for Planning and Evaluation

JULIA BURGOS

Chief of Staff

Message from the School Board

June 30, 2019

Dear Chairman Dorsey:

On behalf of the Arlington School Board, I am pleased to transmit the Arlington Public Schools Adopted Budget for FY 2020. The budget totals \$669,554,705, which represents a 4.6 percent increase over the FY 2019 School Board Adopted budget. As in previous years, this budget focuses on the success of each individual student and continuing to provide Arlington's children with an exceptional public education.

The budget process this year began with a forecasted budget deficit of \$42.8 million. This was the largest funding gap we faced in many years. This deficit was largely driven by our extraordinary enrollment growth and compensation increases for our highly skilled workforce. This year, our priorities included fully funding the on-time opening of five new schools and programs, funding to support the growth of our 27,000+ student system, and funding a step increase for eligible employees as well as the final year of the phase-in plan to increase the salaries of positions identified as being under market.

Continuing with our successful collaborative environment, we welcomed input on the best approaches to close the budget deficit from Arlington Public Schools staff, families, students, and residents through Engage, live-streamed budget work sessions, and feedback from our advisory councils.

In order to balance the budget and still meet the increasing needs of our growing school district, we used a three-part approach. The first step was to review ongoing programs and operations to determine whether efficiencies and reductions could be identified and realized. Secondly, we implemented budget reductions of \$11.3 million and relied on new revenue to fund the costs of new schools and programs. Finally, we used reserve funds to balance the budget.

Thanks to the strong support from the County and the additional revenue from the 1½ cent tax increase, we were able to close the budget deficit and avoid additional reductions that would have been required.

In the FY 2020 adopted budget, APS is able to:

- ◆ Fund student enrollment growth;
- ◆ Fully cover the costs for the opening of five new schools and programs;
- ◆ Provide eligible employees with a step increase and salary scale adjustments for positions identified in the compensation study as being under market;
- ◆ Continue several growth initiatives begun in the FY 2017 and FY 2018 budgets. These initiatives include expanding Arlington Tech, increasing the number of psychologists, social workers, bus drivers, and bus attendants, and updating safety and security measures in our buildings;
- ◆ Fund increased debt service based on the anticipated 2019 bond sales;
- ◆ Provide funding for new management positions to focus on diversity and partnerships;
- ◆ Implement an Arlington Transit Bus Pilot for students enrolled at the Career Center and The Heights building; and
- ◆ Invest in compensation and budget studies to inform future budget decisions.

Although this was a difficult year, the budget process was successful thanks to the efforts of our staff, the committed support of the community and our continued strong partnership with the County Board. We are grateful for everyone's contributions to ensure that we continue to respond to the community's needs and expectations as we work to provide the best learning opportunities for our current and future students and families.

We look forward to working closely with the County Board again next year as we develop the FY 2021 budget.

Sincerely,



Reid Goldstein
School Board Chair, FY 2018-19

School Board Profiles: REID GOLDSTEIN (CHAIR)



Reid Goldstein has lived in Arlington for over 30 years. Reid's family has a deep commitment to public education. He and his wife are both products of the public school system, and he attended the public university in New York State. He is the son of two public school teachers, and the father of two Arlington Public Schools graduates. His older daughter, a graduate of Washington-Lee High School (2008) and Virginia Commonwealth University (2012), currently teaches pre-school. His younger daughter, attended H-B Woodlawn (2011) and also graduated from VCU (2016).

Reid has an extensive record of advocacy and volunteerism to his neighborhood, to Arlington Public Schools and to the greater Arlington community. His service has included the APS Advisory Council on Instruction, Superintendent's Strategic Planning Committee, County Council of PTAs, Chair of the H-B Woodlawn Parent Advisory Committee, Arlington Civic Federation Schools Committee, active member of the parent-teacher organization in all of his children's schools, Board member of the Arlington Sister City Association, Arlington County Citizens Advisory Commission on Housing, Affordable Housing Task Force, President of the Columbia Pike Revitalization Organization Board of Directors, Columbia Pike Land Use and Planning Study Working Group, President of the Douglas Park Civic Association, Community Facilities Study Resident Forum. In 2011, Reid received the APS "Honored Citizen" award.

School Board Profiles: **TANNIA TALENTO (VICE-CHAIR)**



Tannia Talento joined the Arlington County School Board on January 1, 2017. She is a longtime advocate for schools and the community and has previously served on several key Arlington Public Schools citizen committees, including the Career Center Parent Advisory Committee, the joint county and schools Facility Study Committee, the Superintendent’s Master Planning Working Group, and the ESOL/HILT Citizen’s Advisory Committee. She also served on the Advisory Council on Instruction as Vice Chair and liaison to the Budget and Math Advisory Committees.

Tannia was born and raised in the D.C. area, and is a proud Latina American born to immigrant parents from Guatemala and is fluent in English and Spanish. She quickly learned to advocate for herself and her brother to ensure they were successful as first generation Americans. Her advocacy career began with her helping students and their families navigate Arlington Public Schools and Northern Virginia Community College pathways and by tirelessly advocating on behalf of Arlington’s immigrant and minority families. Tannia has been a mentor to many Arlington young adults, helping them with financial and budget management, as well as college career and admissions counseling. She developed a passion for helping others achieve success through education, and became heavily involved in local education policy, minority rights, and volunteering.

Professionally, Tannia spent 15 years in the legal field as key support staff in major corporate and international law firms, and worked her way up from a file clerk in a Crystal City law firm to a Legal Secretary at Skadden, Arps, Slate, Meagher and Flom, LLP.

Tannia continues to be involved in our community through her service as Chair of the Dream Project Advisory Board, a member of the Community Advisory Council for Encore Learning, and a member of the NAACP-Arlington Branch. She has previously served on the Board of Directors for the Dream Project and for Challenging Racism and was also an initial participant in the Community Progress Network Coalition. She continues to encourage others to get involved at any level with their community, whether it be volunteering with non-profits, through civic engagement on advisory boards, committees or commissions, or volunteering with local neighborhood and community programs.

Tannia lives in Arlington with her husband, Gary, and together they have five children and two English springer spaniels. Her three stepsons, son and daughter are all proud graduates of Arlington Public Schools.

School Board Profiles: DR. BARBARA KANNINEN



Dr. Barbara Kanninen joined the Arlington School Board on January 1, 2015 and currently serves as Chair of the School Board's Audit Committee and liaison to the Joint Facilities Advisory Commission and the Advisory Council on Instruction. She has served as Chair of the School Board, as well as Vice-Chair, and as liaison to the Budget Advisory Committee, South Arlington Working Group, Whole Child Working Group, Arlington Partnership for Children, Youth, and Families, and Student Advisory Board. Barbara has served in several capacities with the Virginia School Boards Association, including as Chair of the 2017 Northeastern Regional Nominating Committee, member of the Federal Relations committee, and Delegate to the VSBA Delegate Assembly.

In 2017, Washingtonian magazine named Barbara one of the most powerful women in Washington. Barbara and her School Board colleagues were also awarded the 2015 AGLA Equality Award and the Public Outreach and Engagement Award from the Virginia Chapter of the American Planning Association.

Barbara is a Ph.D. environmental economist, children's book author, and co-founder of the Youth Ultimate League of Arlington. She and her husband Kevin have lived in Arlington for 25 years and have two sons, Fred and Markus, who were both K-12 Arlington Public Schools students. Fred now studies civil engineering at Penn State and Markus studies at Virginia Commonwealth University.

School Board Profiles: **MONIQUE O'GRADY**



Monique O'Grady joined the Arlington County School Board on January 1, 2018.

Monique is a passionate 26-year Arlington resident, 20-year APS parent, longtime community advocate, and communications professional.

Before being elected to the School Board Monique worked inside schools and across the APS system to bring positive change for students, teachers, and the greater community. She served on the South Arlington Boundary Committee, Early Childhood Advisory Committee, APS South Arlington Working Group, New Elementary School at Thomas Jefferson Building Level Planning Committee, Strategic Planning Committee, and Multi-Site Committee for School Facilities. Monique also co-chaired the 2016 School Bond Campaign and was a member of the Arlington Arts Commission.

Monique is the recipient of the APS Honored Citizen award and has been recognized by her church and neighborhood for her volunteer efforts.

Monique holds a Bachelor of Arts degree in Broadcast Journalism, with a minor in Business, from American University. She worked as a television reporter in Lafayette, Indiana and New Orleans, Louisiana before opening a Washington Bureau for three TV stations in the Midwest, where she served as bureau chief. During her nine-year tenure as bureau chief, Monique covered three presidents and many members of Congress. She went on to become the Capitol Hill Correspondent for Black Entertainment Television, where she interviewed First Lady Laura Bush, then-Senator Barack Obama, and many cabinet-level officials.

Monique now works as a PR professional, and has experience in the non-profit arena promoting Rosslyn's business community, energy efficiency, aging issues, and national parks.

She and her husband Mike have three children: Mikey is an 8th grader at Gunston Middle School, Caitlin is a W-L and Pepperdine University graduate (2017), and Brittany is a W-L graduate who spent three semesters at Pepperdine before putting college on hold after being cast in a network TV show.



School Board Profiles: **NANCY VAN DOREN**



Nancy Van Doren was appointed to the School Board on September 12, 2014. She has served at the Board's Vice Chair in 2015-16 and as Chair in 2016-17. Nancy is an education advocate with ten years of experience as a parent, volunteer, and leader in Arlington Public Schools. Prior to joining the Board, Nancy served as the PTA President of Thomas Jefferson Middle School, chaired the Arlington Special Education Advisory Committee, and served on the Multi-Modal Transportation and Student Safety Special Committee, the Family and Community Engagement Working Group, and the Arlington Career Center Parent Advisory Committee. Nancy has also served on APS' Advisory Council on Instruction (ACI), the County Council of PTAs, and the ADHD Task Force. A strong advocate for students and parents, Nancy was a co-founder of the Arlington Latino Network and founder of the Arlington ADHD and Arlington Reading support groups. Nancy has lectured at Georgetown University and serves as an advisor to Children's National Medical Center on education issues related to students with disabilities.

Nancy has extensive business and international experience. From 1984-1995, Nancy worked in the private sector with Connecticut National Bank, The Travelers Companies, The Hartford Courant and Newsday. Her expertise is in general management and communications. From 1996-2004, Nancy lived overseas with her husband Jack Zetkolic, a Foreign Service Officer. During those years, Nancy and her family lived in Serbia, Sweden and Switzerland.

Nancy is a graduate of Georgetown University's School of Foreign Service and holds a Master's Degree in Management from the Hartford Graduate Center/Rensselaer Polytechnic Institute. In addition, Nancy studied at the University of Madrid in Spain and served as a volunteer teacher and community organizer in Nicaragua. She is fluent in Spanish.

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



Superintendent Profile: **DR. PATRICK K. MURPHY**



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

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

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

Budget at a Glance

EXPENDITURE HIGHLIGHTS

The FY 2020 Adopted budget totals \$669.6 million, an increase of \$29.4 million or 4.6% compared with the FY 2019 Adopted budget.

Salary and benefits costs account for 78.0% of the total budget and 88.4% of the School Operating Fund.

School-based positions were 91.4% of the total School Operating Fund positions in FY 2019, according to Washington Area Boards of Education (WABE) data, no change from FY 2018.

Funding has been provided for:

- ◆ An additional 68.00 positions plus materials and supplies for enrollment growth
- ◆ A step increase for eligible employees and salary scale adjustments for positions identified in the compensation study as being under market
- ◆ Increased debt service based on the anticipated Spring 2019 bond sale

New investments were kept to a minimum in the FY 2020 budget and address the School Board's budget direction to include funding to support the growth of our school system. These new investments total \$1.7 million and 12.00 positions, and include:

- ◆ Funding for 5.00 technicians to provide hardware and software support to schools and central office
- ◆ Additional funding to address student discipline and alternatives to suspension
- ◆ Business and operations supports in order to provide additional central office assistance for staff as the school division continues to grow
- ◆ Funding for Chief Diversity Officer and Partnership Coordinator positions
- ◆ Funding for compensation and budget studies
- ◆ Funding for transportation needs including an ART Bus Pilot and transportation to the Outdoor Lab
- ◆ One-time funds to restore 2.00 Montessori Instructional Assistants and the Assistant Director of Assessment

Funding has also been provided to continue several growth initiatives begun in the FY 2017 and FY 2018 budgets, which total \$4.1 million and 27.70 positions, and include:

- ◆ Expanding Arlington Tech at the Career Center
- ◆ Safety and security needs for school buildings
- ◆ Student and instructional support in the form of additional psychologists and social workers
- ◆ Infrastructure and support needed in order to provide central support to students and staff including increasing the number of full-time bus drivers and bus attendants

Budget at a Glance

The opening of new schools and programs is fully funded in the FY 2020 adopted budget and totals \$3.9 million in one-time costs, \$6.5 million in ongoing costs and 72.40 positions.

In order to address the budget shortfall in FY 2020, reductions and changes in service delivery were made totaling \$11.3 million and eliminating 31.70 positions. These include:

- ◆ Adjusting the salary base for current and on board employees
- ◆ Using one-time funds for Minor Construction/Major Maintenance
- ◆ Reducing central office accounts by \$2.9 million and 6.00 positions
- ◆ Reducing school-based positions by \$0.3 million and 3.50 positions
- ◆ Increasing revenue \$0.03 million by increasing student parking fees
- ◆ Revising the elementary summer school model
- ◆ Changing the worker's compensation benefit
- ◆ Implementing class size increases that were postponed with one-time funds in FY 2019

REVENUE HIGHLIGHTS

County revenue increases by \$31.8 million in FY 2020. This results from the School's share of increased local tax revenue and \$9.9 million in one-time revenue, resulting from the additional one and a half cent tax increase for schools.

Beginning balance, or carry-forward, remains at \$3.5 million, the same amount as in the FY 2019 Adopted Budget.

Funding reserves decreases \$10.2 million due to the difference in the reserve funds included in the FY 2019 budget and the reserve funds included in the FY 2020 budget.

State revenue increases \$5.3 million or 7.0%, primarily due to increased enrollment, sales tax, and additional funding for special education.

Federal revenue increases \$0.9 million or 5.9%, due to an increase in IDEA and anticipated increases in funding for Food and Nutrition Services from the National School Lunch program.

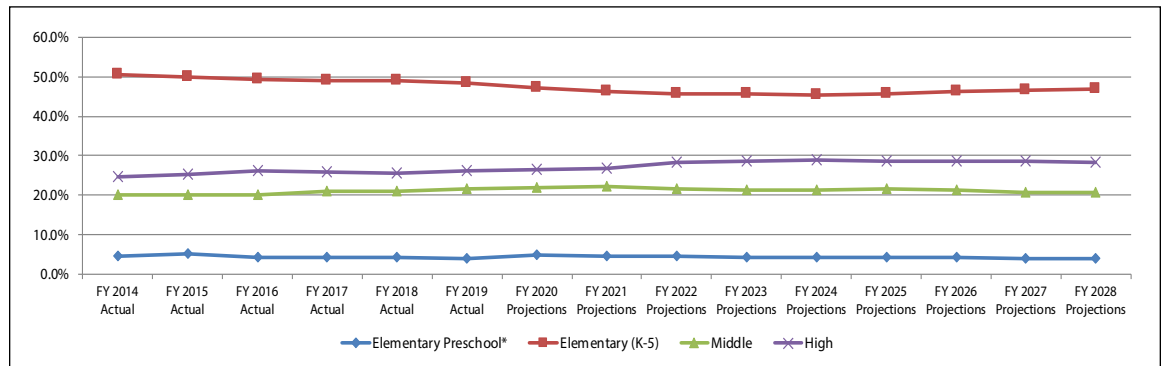
Local revenue from fees, charges, and grants is expected to increase by \$1.4 million or 6.1% for FY 2020 based on historical trends and increased revenue due to increased participation in the Food and Nutrition Services and Extended Day programs as well as additional revenue from the County for the Aquatics Program.

Budget at a Glance

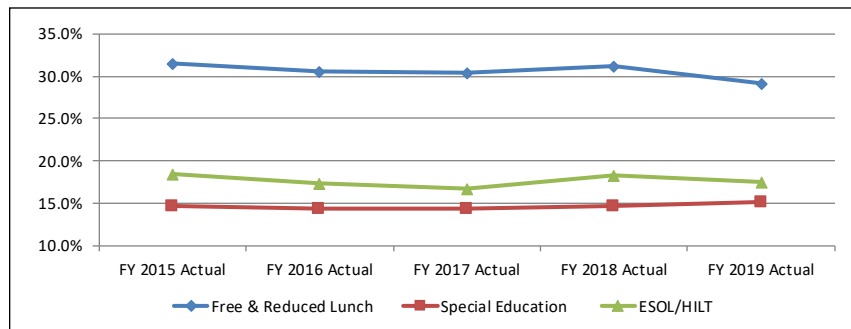
ENROLLMENT HIGHLIGHTS

Enrollment is expected to increase 1,074 students from September 2018 to September 2019 for a total enrollment of 28,510.

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 27,436 PreK-12 students come from around the world and speak more than 105 languages. We operate nearly 40 schools and programs, including 24 elementary schools, 6 middle schools, and 4 high schools, designed to meet individual student needs. Arlington Public Schools serves Arlington County which is located in northern of Virginia, directly across the Potomac River from Washington D.C., and encompasses 26 square miles of land.

Arlington is the 14th largest of 132 school divisions in the Commonwealth of Virginia and neighboring jurisdiction include three of the five largest school divisions in the Commonwealth. From FY 2003 to FY 2006, enrollment in Arlington had declined 729 students or 3.8 percent. Since FY 2006, enrollment has increased 9,025 students or 49 percent and is projected to increase 1,074 students or 3.9 percent in FY 2020. From FY 2019 to FY 2023, enrollment is projected to increase 12.1 percent or 3,333 students.

GOVERNANCE

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

ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2020 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 positive revenues. In Calendar Year (CY) 2019, the County expects stable revenue growth from real estate taxes, driven by a 3.5 percent increase in Arlington's property values.

For the FY 2020 adopted budget, General Fund tax revenues are forecast to increase by 4.1 percent. This gain is driven primarily by overall real estate assessment increases of 3.5 percent and the 2.0 cent adopted real estate tax rate increase. Other taxes combined are forecast to increase 0.9 percent in FY 2020. Personal property tax (including business tangible tax) is expected to be flat overall. Sales tax is up 3.3 percent while meals tax and transient occupancy tax are expected to be flat reflecting recent actuals in FY 2019. Business, Professional and Occupational License Tax (BPOL) is projected to increase 2.9 percent.

The FY 2020 adopted budget reflects an adopted 2.0 cent increase in the base tax rate from \$0.993 to \$1.013 with 0.5 cents generating \$3.9 million dedicated to County public safety compensation and resources for schools including School Resource Officers and School Health Nurses; and 1.5 cents generating \$11.7 million dedicated to Arlington Public Schools for operation of new facilities and programs. With this adopted tax rate increase, the CY 2019 real estate tax rate totals \$1.026: a base rate of \$1.013 and the County-wide sanitary district rate of \$0.013 for stormwater management. At the adopted rate, 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. At the adopted tax rate of \$1.026, the tax bill for a typical homeowner increases 4.8 percent, or \$310 more than in CY 2018.

Performance Highlights

ACHIEVEMENT MEASURES

APS Recognitions

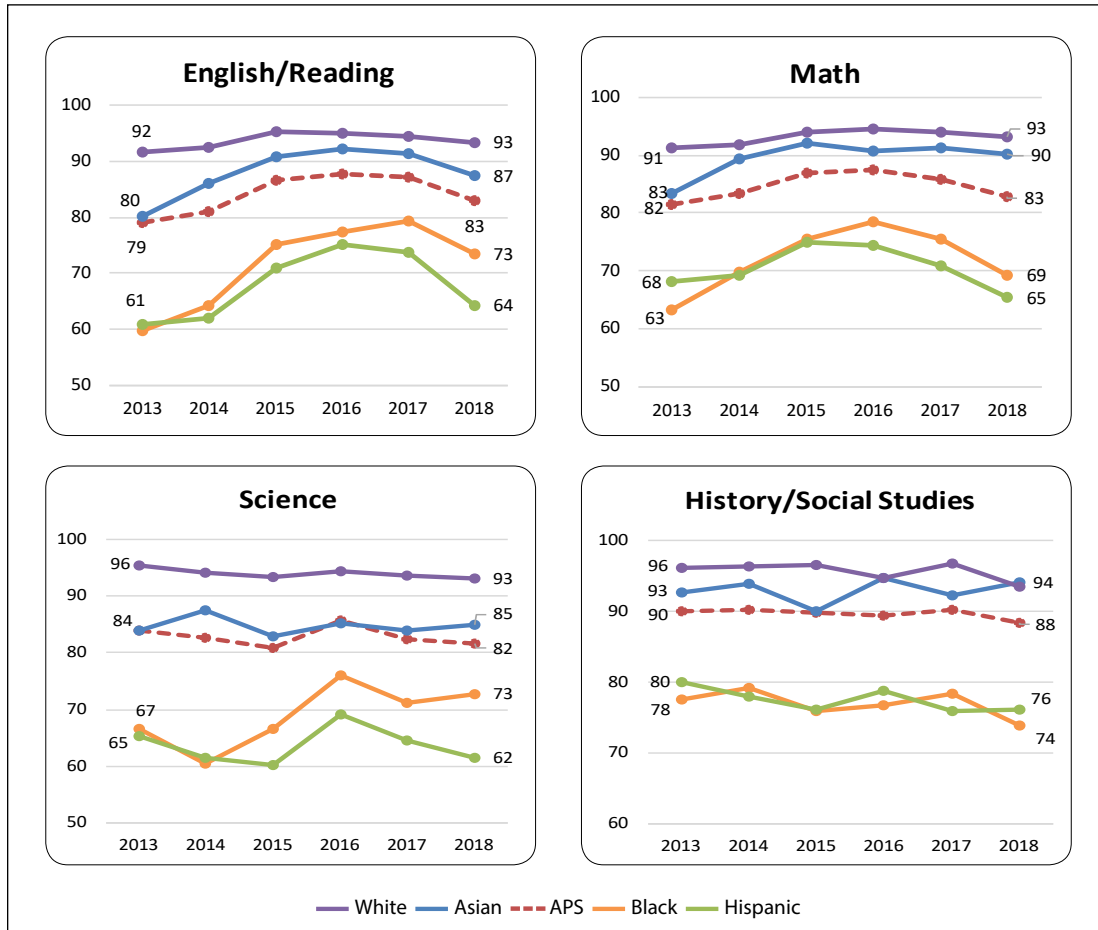
- ◆ Niche.com 2019 ranked Arlington Public Schools as the top school division in the Commonwealth of Virginia for the fourth consecutive year. Nationally, APS was ranked 86th best school division in the United States. APS is the only Virginia school division in the top 100 across the nation. A high ranking indicates that the district contains great schools with exceptional teachers, sufficient resources, and a diverse set of high-achieving students.
- ◆ Arlington voters approved a \$103.0 million-dollar school bond on November 6, 2018. Approximately 81.9% of voters supported the bond, which will be dedicated to addressing growing capacity needs throughout Arlington County.
- ◆ Since 1988, Arlington voters have authorized the sale of bonds for school construction totaling \$1,002,141,500. Earlier CIPs included HVAC, window and roof replacement, and playgrounds resurfacing as well as “facility alterations”. Facility alteration included kitchen construction, installation of elevators and renovation of science labs. Over the past three decades of CIP experience, APS now includes a broad range of projects in its CIP.
- ◆ Governor Ralph Northam and the State Board of Education announced that 12 Arlington schools were honored with the 2019 Virginia Index of Performance (VIP) awards based upon student achievement and other performance indicators during the 2017-18 school year. The VIP incentive program recognizes schools and divisions that exceed state and federal accountability standards and achieve excellence goals established by Virginia’s governor and the State Board of Education.
- ◆ The Association of School Business Officials International (ASBO) awarded Arlington Public Schools with the Meritorious Budget Award (MBA) during the 2018–19 budget year. This is the tenth consecutive year that APS has received this award. The MBA promotes and recognizes excellence in school budget presentation and is conferred only to school districts whose budgets have undergone a rigorous review by professional reviewers and have met or exceeded the program’s stringent criteria.
- ◆ For the fourth year in a row, all APS schools are fully accredited by the Virginia Department of Education (VDOE) for the 2018-2019 school year based on last year’s Standards of Learning (SOL) test results. School accreditation ratings reflect student achievement on SOL assessments and other tests in English, history/social science, mathematics and science during the previous school year.

Performance Highlights

Standards of Learning

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

Beginning with years when new subject standards were assessed



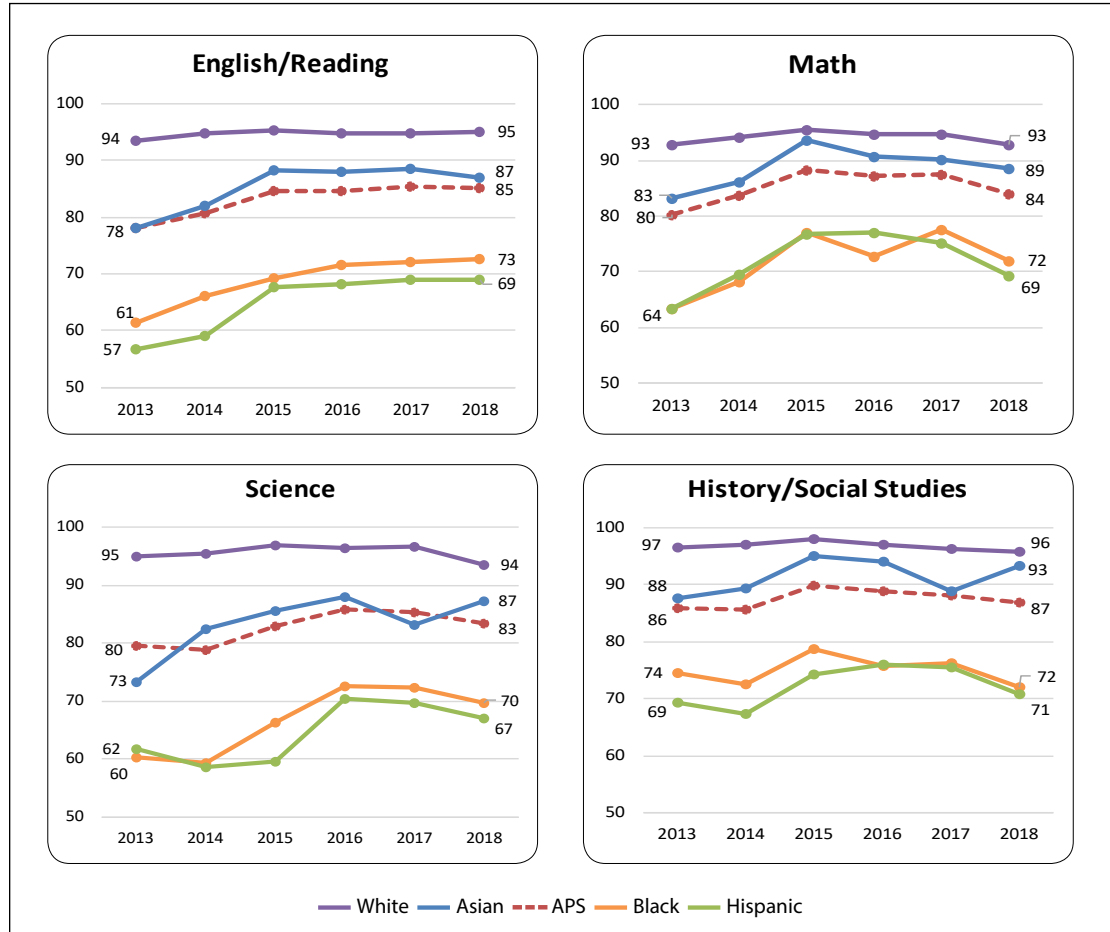
Note: The Virginia General Assembly eliminated the Grade 3 Science and Grade 3 History and Social Science SOL assessments. 2015 passing rates for Science and Social Studies exclude the Grade 3 Science and Grade 3 History and Social Science SOL assessments.

Performance Highlights

Standards of Learning

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

Beginning with years when new subject standards were assessed



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

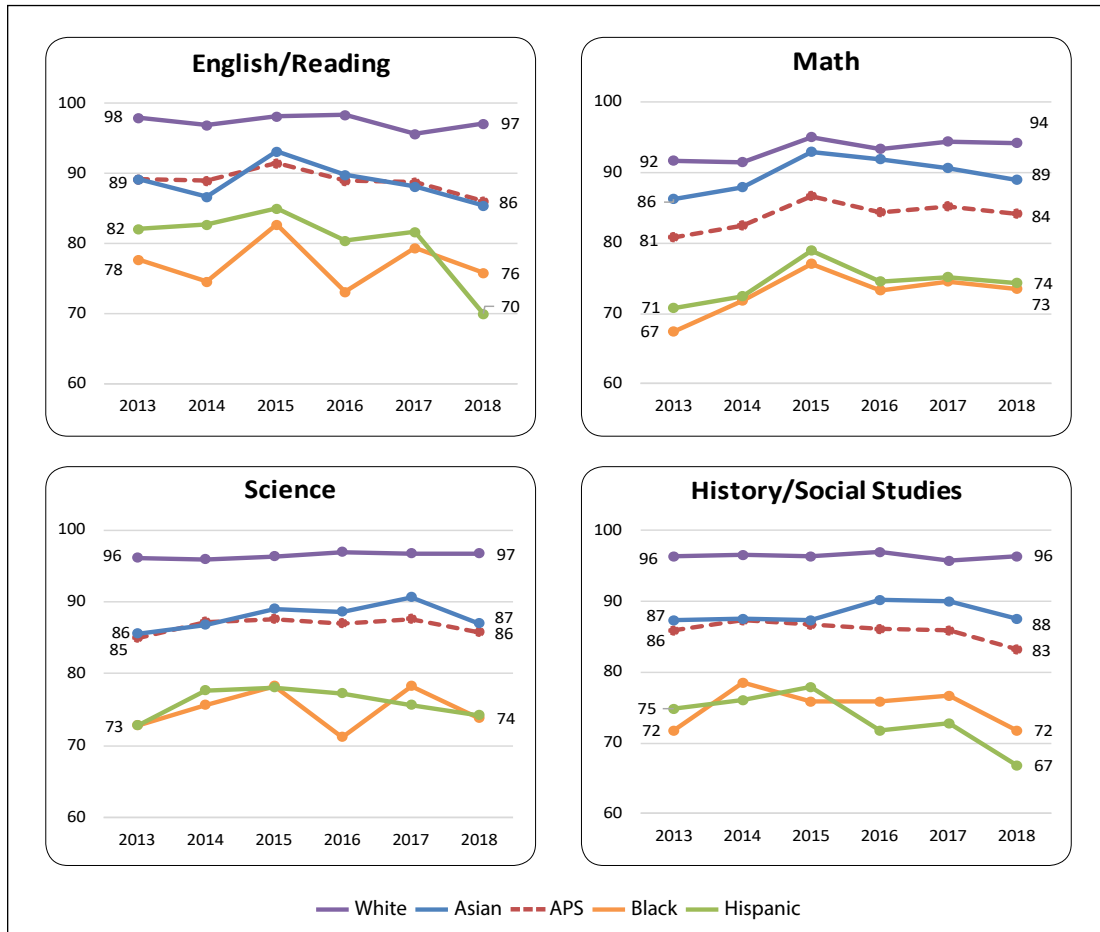


Performance Highlights

Standards of Learning

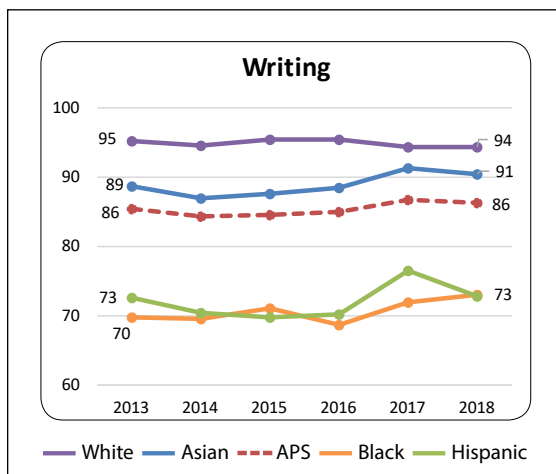
HIGH SCHOOL END OF COURSE (EOC) SOL PASSING RATES, GRADES 9, 10, 11 & 12

Beginning with years when new subject standards were assessed



Standards of Learning

WRITING SOL PASSING RATES, GRADES 5, 8 & 11



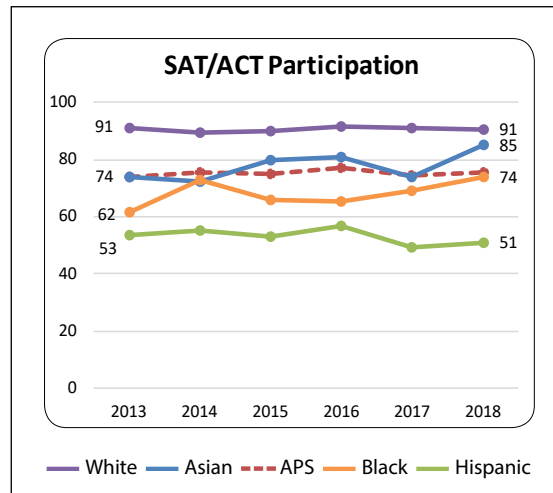
Note: The Virginia General Assembly eliminated the Grade 5 Writing SOL. The 2015 passing rates include Grade 8 and High School End-of-Course writing assessments.

Performance Highlights

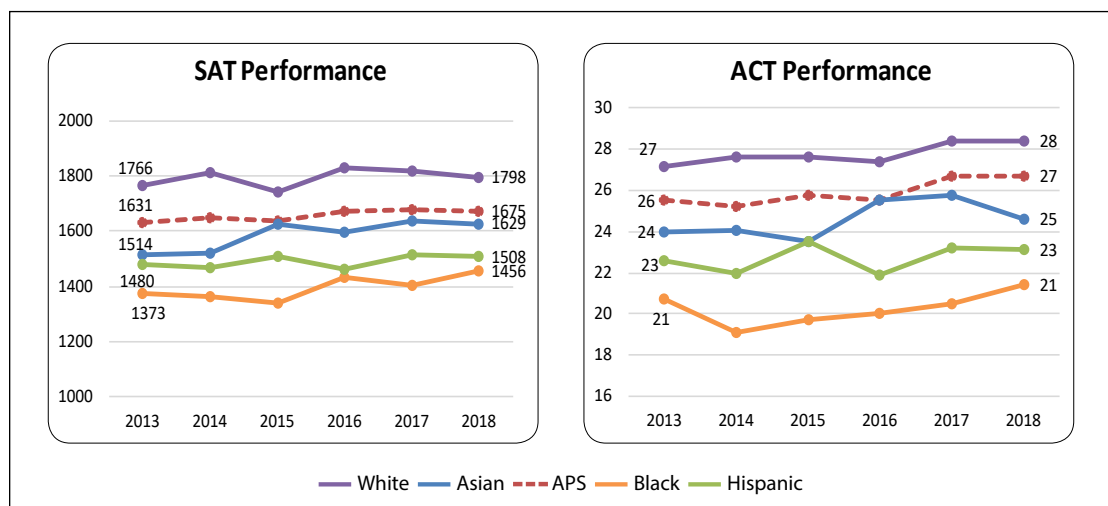
ACT and SAT

- ◆ Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2018 APS graduates, 79% took the ACT and/or the SAT.
- ◆ The average combined score on the SAT was 1191 for Arlington graduates, 81 points higher than the average score of 1110 for Virginia students and 142 points higher than the national SAT average of 1049.
- ◆ Compared to the previous year, APS had a 2% decrease in the number of ACT test takers in 2018. Arlington's average ACT composite score was 26.6, compared to 23.9 for VA graduates and a national composite of 20.4.

**PERCENT OF GRADUATES PARTICIPATING
IN SAT OR ACT**



SAT AND ACT PERFORMANCE AMONG PARTICIPATING GRADUATES



Note: For comparison purposes SAT scores for 2017 have been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter.

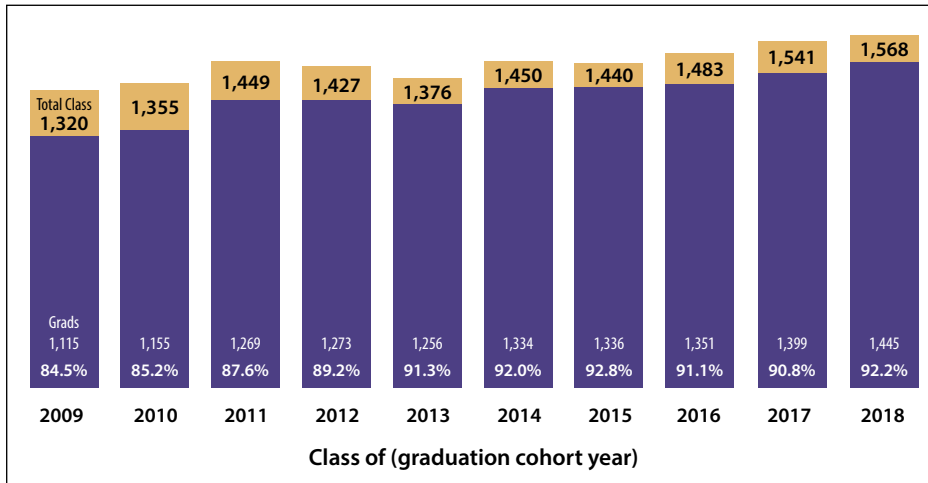
Performance Highlights

2018 On-Time Graduates

The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

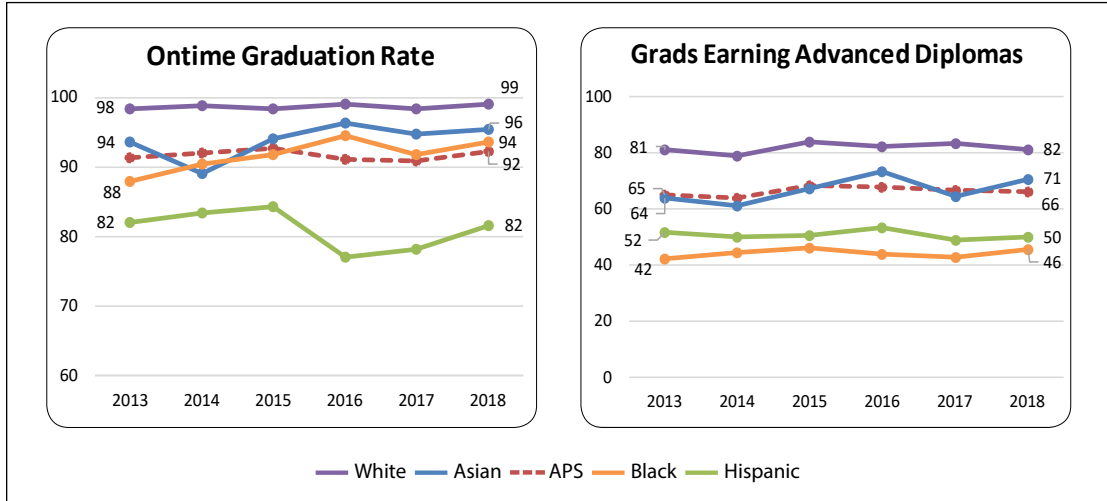
- ◆ Graduation Rate for the Three Comprehensive High Schools at 95%.
- ◆ On-time graduation rate is 92.2% (The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time.)
- ◆ Among graduates
 - ✦ 66.2% received an advanced or International Baccalaureate diploma.
 - ✦ 91% Plan to Attend a 2- or 4-Year College.

APS ON-TIME GRADUATION RATE

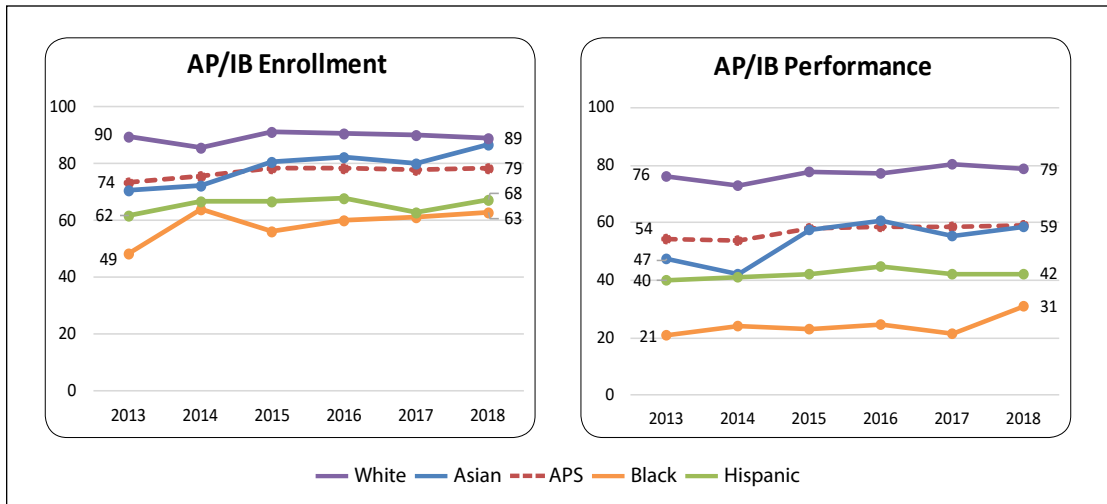


Performance Highlights

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



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



Performance Highlights

2018 Your Voice Matters Survey

The Your Voice Matters stakeholder survey was conducted jointly by APS and the Arlington Partnership for Children, Youth and Families (APCYF) in May 2018. The survey provides insight from more than 12,000 respondents, including APS families, students in grades 5-12, staff, and teachers. Topics included safety, health and well-being, voice, and engagement. The results will be used to inform work across both the school division and the County. The data also provides APS with new benchmarks for measuring progress with stakeholders on the 2018-24 Strategic Plan. The survey will be conducted biannually, and will be administered again in 2019-20.

The following statistics relate to the 2018 Your Voice Matters Survey:

School and Community Climate

- ◆ 5th-6th grade students report most favorably when it comes to Safety (School and Community Climate), at 73% favorable.
- ◆ 7th-12th grade students respond most favorably about Safety at 67% favorable.
- ◆ Teachers respond most favorably about Safety at 62% favorable.
- ◆ Parents respond most favorably about Safety at 78% favorable.
- ◆ Parents report especially favorably when it comes to the respectfulness of teachers, staff, and administrators (92%, 90% and 89% favorability, respectively).

Engagement and Support

- ◆ 90% of parents feel that the barriers to becoming involved in their child's school are low or nonexistent.
- ◆ 62.5% of parents respond favorably about student and family engagement. In addition, 68.2% feel that APS provides adequate support to students and families.
- ◆ 69% of Central Office staff report most favorably about staff engagement. A vast majority of staff, 76%, say that they like going to work, and 86% report that they are quite or extremely willing to try new strategies at work.
- ◆ 79% of teachers respond favorably about staff engagement and 92% report that they are quite or extremely willing to try new strategies at work.
- ◆ 65% of teachers respond favorably in regards to adequate support to staff.

Performance Highlights

School Recognitions

- ◆ Kenmore Receives Special Olympics National Unified Champion Banner. Last year, Kenmore was one of 30 schools named as a Unified Champion School. Five of these schools were selected to receive their banners via a special presentation by ESPN. To be named a National Unified Champion School by the Special Olympics, a school must have an inclusive school climate. One that exhibits a sense of collaboration, engagement and respect for all.
- ◆ Four Arlington Public Schools high schools ranked among the top 2 percent of schools in the nation in the Jay Mathews Challenge Index, a nationwide ranking of U.S. high schools. Challenge Index scores are a ratio of the number of Advanced Placement (AP), International Baccalaureate and/or Cambridge tests given at a school each year compared with the number of seniors who graduated that year. Only 2,500 (9 percent) of the 22,000 high schools nationwide earned a score of 1.000 or higher.
- ◆ The APS Arlington Career Center in Northern Virginia and Tokyo Metropolitan Engei High School in Japan have signed a Sister School Agreement. The Sister School Agreement promotes understanding, friendship, global education, and international exchange programs between the two schools. This agreement is based on the strong belief that global education is an essential investment for students and that through this partnership, both schools can foster innovative educational and cultural exchange activities and programs for the students, staff, and the wider communities that both schools serve.

Staff Recognitions

- ◆ Jamestown Elementary School crossing guard Kathy Patterson has been recognized by the Virginia Department of Transportation's Safe Routes to School (VA SRTS) program as one of Virginia's Most Outstanding Crossing Guards for 2018-19.
- ◆ The John F. Kennedy Center for the Performing Arts awarded 12 Arlington teachers Certificates of Study for their participation in the Kennedy Center's Changing Education Through the Arts (CETA) program. Teachers participate in professional learning through the CETA program to explore ways to bring the arts into their classroom. They also develop and submit documentation that shows evidence of the impact of the arts on student learning.
- ◆ The National Board of Professional Teaching Standards (NBPTS) announced that 20 Arlington Public Schools teachers successfully earned their National Board Certification. National Board Certification is a priority for APS. To date, there are nearly 200 APS teachers who are a National Board Certified Teacher.
- ◆ Wakefield High School French teacher Katy Wheelock was nominated for and received the French Order of the Academic Palms through the Government of France. Wheelock was awarded the grade of chevalier (knight). The French Academic Palms recognizes those who have rendered eminent service to French education and have contributed actively to the prestige of French culture. For those who are named and promoted in the Order of the French Academic Palms, this esteemed distinction acknowledges their merits, talents, and exemplary activities.

Performance Highlights

Student recognitions

- ◆ The Washington-Lee High School Education Foundation gave scholarships to 17 seniors. The students receive \$1,500 scholarships from the Washington-Lee High School Education Foundation, Inc. to assist with college expenses.
- ◆ The National Merit Scholarship Corporation (NMSC) announced that five APS seniors have earned \$2,500 scholarships through the National Merit Scholarship Program. Scholarship winners were chosen from approximately 16,000 finalists in the 2018 National Merit Scholarship Program. Finalists from each state were judged by a combination of accomplishments, skills and potential for success in rigorous college studies.
- ◆ Twenty-seven APS students were invited to attend the Summer Residential Governor's School for Academics, Mentorship, Visual and Performing Arts and World Language Academies. The Summer Residential Governor's School provides gifted high school juniors and seniors in Virginia with intensive educational experiences in one special area of interest in visual and performing arts; humanities; mathematics, science, and technology.
- ◆ The Wakefield High School Education Foundation announced the selection of the 2018 Wakefield Scholars. This year 32 scholarships totaling \$233,700 have been awarded. That brings the total scholarships granted over the history of the Foundation to 433. As of this cycle, the Foundation has given \$2,489,999 in scholarships and teacher grants.
- ◆ The Posse Foundation selected six APS seniors to receive a four-year, full-tuition scholarship to attend a partnering institution. The awards are worth more than \$140,000 each.
- ◆ Three APS seniors were named QuestBridge Scholars and will receive full four-year scholarships to the nation's most selective colleges. QuestBridge Scholars is a college and scholarship application process that helps outstanding low-income high school seniors gain admission and full four-year scholarships. Scholarship covers the cost of tuition, room and board, and require no parental contribution.
- ◆ The Alliance for Young Artists & Writers announced that 21 APS students have received recognition in the National Scholastics Art and Writing Competition. This year, over 340,000 works were submitted to the Alliance for Young Artists & Writers and only 1% of those were awarded nationally.

Performance Highlights

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

2017-2018 SOL Results:

http://www.doe.virginia.gov/statistics_reports/sol-pass-rates/index.shtml

2018–2024 Strategic Plan:

<https://www.apsva.us/strategic-plan/>

2018 Your Voice Matters Survey Results:

<https://www.apsva.us/planning-and-evaluation/evaluation/surveys/your-voice-matters/>

FY 2019–FY 2028 Capital Improvement Plan (CIP):

<https://www.apsva.us/wp-content/uploads/2019/01/06-APS-CIPBrochure.pdf>

Current Initiatives:

<https://www.apsva.us/engage/>

News Releases:

<https://www.apsva.us/post/category/news-release/>

School Board Briefing Reports:

<https://www.apsva.us/publications/briefings/>

Annual Report:

<https://www.apsva.us/publications/annual-reports/>

Budget Development Process and Calendar



DATE	FY 2020 BUDGET CALENDAR
Aug 2018 - Jan 2019	APS reviewed budget requests and gathered community and employee feedback
February 28, 2019	Superintendent presented FY 2020 Superintendent's Proposed Budget
February 28, 2019	School Board conducted budget work session
March 12, 2019	School Board conducted budget work session
March 19, 2019	School Board conducted budget work session
March 26, 2019	School Board conducted budget work session
March 28, 2019	School Board held public hearing on budget
April 2, 2019	County Board held public hearing on budget
April 2, 2019	School Board conducted budget work session
April 4, 2019	County Board held public hearing on tax rate
April 9, 2019	School Board conducted budget work session
April 11, 2019	School Board adopted FY 2020 School Board Proposed Budget
April 12, 2019	School Board presented budget to County Board
April 23, 2019	County adopted the FY 2020 Budget and Appropriations Resolutions for County government, public schools, and Pay As-You-Go Capital; adopted the CY 2019 real estate tax rate and other FY 2020 taxes and fees
May 2, 2019	School Board conducted budget work session
May 7, 2019	School Board held public hearing on budget
May 9, 2019	School Board approved the FY 2020 School Board Adopted Budget
July 1, 2019	FY 2020 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 June 7, 2018, the School Board adopted the 2018-2024 Strategic Plan. Additional details on the Strategic Plan can be found in the Organizational section beginning on page 146.

2018-2024 STRATEGIC PLAN GOALS

- ◆ **Student Success:** Multiple Pathways to Student Success
- ◆ **Student Well-Being:** Healthy, Safe, and Supported Students
- ◆ **Engaged Workforce**
- ◆ **Operational Excellence**
- ◆ **Partnerships:** Strong and Mutually Supportive Partnerships

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals as well as to make any adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.

STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- ◆ All students are academically challenged
- ◆ Access to personalized learning opportunities
- ◆ Multiple pathways to graduation
- ◆ Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options
- ◆ Access to all curriculum, options schools, and programs without barriers



STUDENT SUCCESS: MULTIPLE PATHWAYS TO SUCCESS FOR ALL STUDENTS
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS
Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

ENGAGED WORKFORCE
Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

OPERATIONAL EXCELLENCE
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.

STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS
Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

The APS Strategic Plan

STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

- ◆ Our learning environment is physically and emotionally safe for students and adults
- ◆ Prevention and intervention services for physical, mental, behavioral, and social-emotional health
- ◆ Engagement in healthy practices that can be continued throughout life

ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

- ◆ Strong recruitment and hiring as well as strong staff retention
- ◆ Professional learning opportunities engage all staff
- ◆ Evaluation processes provide actionable feedback for all staff
- ◆ Employees are included, respected, and supported
- ◆ Information is readily accessible to all staff in order for them to do their jobs effectively
- ◆ Visionary leadership is demonstrated while supporting high expectations that balance the needs of all stakeholders

OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.

- ◆ Resources are aligned with needs
- ◆ Technology is leveraged to support learning and administrative needs
- ◆ Facilities are designed, developed, and maintained for high performance learning and working environments
- ◆ Environmental stewardship practices are in place
- ◆ Data-based decision making leads to continuous improvement

PARTNERSHIPS: STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

- ◆ High-impact strategies for engaging all families
- ◆ APS programs and services integrate with those in the broader community
- ◆ Community businesses and organizations provide opportunities for internships/externships, service, and leadership development

Budget Direction

Each year, the School Board adopts a budget direction and framework that are grounded in the Strategic Plan. On June 7, 2018, the School Board adopted the FY 2018-2024 Strategic Plan. The FY 2020 adopted budget responds to the new Strategic Plan with a focus on the needs of APS in the upcoming year.

The following FY 2020 Budget Direction was adopted by the School Board on October 4, 2018.

Arlington Public Schools is an excellent school system and the School Board is committed to continuing to provide a high-quality education to our students. The School Board directs the Superintendent to prepare an FY 2020 budget that maintains our 27,500+ student school system and ensures long-term sustainability.

Arlington Public Schools faces cost pressures due to ongoing student enrollment growth, debt service, and staff compensation. The opening of five new schools/programs in Fall 2019 will increase baseline operating costs significantly. The School Board is strongly committed to our ongoing initiatives and investments to support the whole child and 21st Century learning. We request and are hopeful that, as budget deliberations begin, funding for APS's critical needs will be a top priority for the County.

The School Board is also focused on the need to ensure long-term efficiency and sustainability. The School Board therefore directs the Superintendent to:

- ◆ Present a budget that is consistent with APS's Mission, Vision, Core Values and Strategic Plan with a continued emphasis on the School Board's priority to support the whole child.
- ◆ Include a step increase for eligible employees, consistent with School Board policy and the Strategic Plan goal to have an engaged workforce. The budget should also include the final year of the phase-in plan to increase the salaries of positions identified in the compensation study as being under market.
- ◆ Include full funding to support the on-time opening of five new schools/programs in Fall 2019 and the on-going funding for those five schools.
- ◆ Include funding to support the growth of our 27,500+ student system.
- ◆ Align funding for new initiatives and expenses to the School Board's 2018-2024 Strategic Plan.
- ◆ If possible,
 - ✦ restore all class sizes that were maintained with one-time funds in FY 2019;
 - ✦ restore other items that were maintained with one-time funds in FY 2019; and
 - ✦ continue the implementation of critical whole-child initiatives begun in the FY 2017 and FY 2018 budgets.
- ◆ Present a needs-based budget with tiers for cuts to consider if funding is not met.

Budget Direction

The Superintendent is further directed to:

- ◆ Review all budget categories to identify potential efficiencies and cost savings, including the savings from School Board decisions in the FY 2019 budget.
- ◆ Explore longer-term strategies for efficiencies, such as collaboration with the County on services and service fees.
- ◆ Present a transparent budget that provides details for significant changes in a major expenditure category (salaries, benefits, purchased services, etc.).
- ◆ Consider recommendations from the 2017-18 citizen advisory council reports, program evaluations, internal audits, and other relevant reports.
- ◆ Explore increases in revenue, including a review of all APS fees.
- ◆ Consider reserve funds for one-time costs in FY20 in accordance with School Board practice.
- ◆ Provide three-year forecasts of revenues and expenditures to gauge long-term financial sustainability.
- ◆ Ensure that APS complies with all federal, state and local laws.
- ◆ Include funding for budget studies that analyze and produce recommendations to create efficiencies and reduce per pupil costs.

Building the FY 2020 Budget

Planning for the FY 2020 budget began shortly after the FY 2019 budget was adopted. As budget development accelerated in the fall, APS faced a budget deficit of \$42.8 million, a significant funding challenge. This deficit was primarily due to enrollment growth and the opening of two new schools and relocating three programs.

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

- ◆ APS's Mission, Vision, Core Values, Strategic Plan and the School Board's priority to support the whole child.
- ◆ Providing a compensation increase.
- ◆ Fully funding the opening of five new schools/programs in Fall 2019.
- ◆ Allocating resources to support our growing school system.
- ◆ Aligning new initiatives and expenses to the 2018-2024 Strategic Plan.
- ◆ If possible,
 - ✦ Restoring class sizes that were funded with one-time funds in FY 2019;
 - ✦ Restoring other items that were funded with one-time funds in FY 2019; and
 - ✦ Continuing the investment in the initiatives begun in the FY 2017 and FY 2018 budgets to support the whole child and 21st Century learning opportunities.

A number of the School Board's requirements are met in this budget; a compensation increase is included, funding is provided to fully fund the opening of five new schools/programs, resources were allocated to support the growing school system, and most of the initiatives begun in the FY 2017 and FY 2018 budgets are funded. In order to accomplish these priorities, some reductions and changes in service delivery are also included in the adopted budget. Details on those reductions and changes are outlined in the Building the Budget – Expenditures section.

The FY 2020 Adopted Budget represents a 4.6 percent increase over the FY 2019 Adopted Budget.

Building the FY 2020 Budget

BUILDING THE BUDGET—REVENUE

The FY 2020 Adopted Budget includes a 6.4 percent increase in the County transfer, increases in state aid primarily due to enrollment growth, and an increase in local revenue primarily in Food and Nutrition Services and Extended Day. 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 2019 Adopted budget of \$640.1 million is the base from which the FY 2020 budget is constructed.

ALL FUNDS REVENUE SUMMARY

IN MILLIONS FUND	FY 2018	FY 2019	FY 2020	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
Carry Forward from Prior Year Closeout	\$3.5	\$3.5	\$3.7	\$0.2	5.1%
County Transfer	\$492.3	\$497.6	\$522.4	\$24.8	5.0%
County Transfer - One-time	\$0.0	\$2.9	\$9.9	\$7.0	238.7%
State Aid	\$45.3	\$48.1	\$51.1	\$3.0	6.3%
State Sales Tax	\$26.3	\$28.1	\$30.4	\$2.3	8.2%
Federal Aid	\$16.4	\$15.0	\$15.9	\$0.9	5.9%
Local Revenue	\$37.7	\$23.1	\$24.5	\$1.4	6.1%
Use of Reserves	\$2.6	\$21.8	\$11.6	(\$10.2)	(46.6%)
TOTAL REVENUE ALL FUNDS	\$624.1	\$640.1	\$669.6	\$29.4	4.6%

Since the budget is based on the prior year adopted funding, the dollar figures and FTEs listed throughout this section indicate the change between the FY 2019 School Board's Adopted budget and the FY 2020 School Board's Adopted budget.

Carry Forward from Prior Year Closeout **\$0.2**

This budget assumes that \$3.5 million will be carried forward from FY 2019 Closeout funds to be used to fund the FY 2020 budget. In addition, the Food and Nutrition Service Fund is using \$0.2 million of carry forward from prior years.

County Transfer to APS **\$31.8**

APS is fortunate to receive strong support from the Arlington community. The County government and Schools have a long history of sharing local tax revenue. As a result of this agreement, revenue comes to APS at different times of the year and is designated as one-time or ongoing revenue; most revenue comes from the County as ongoing. In the FY 2020 budget, the total County transfer of \$532.3 million, which reflects a revenue share of 47 percent of local tax revenue, consists of \$522.4 million in ongoing funds and \$9.9 million in one-time revenue.

Building the FY 2020 Budget

State Revenue

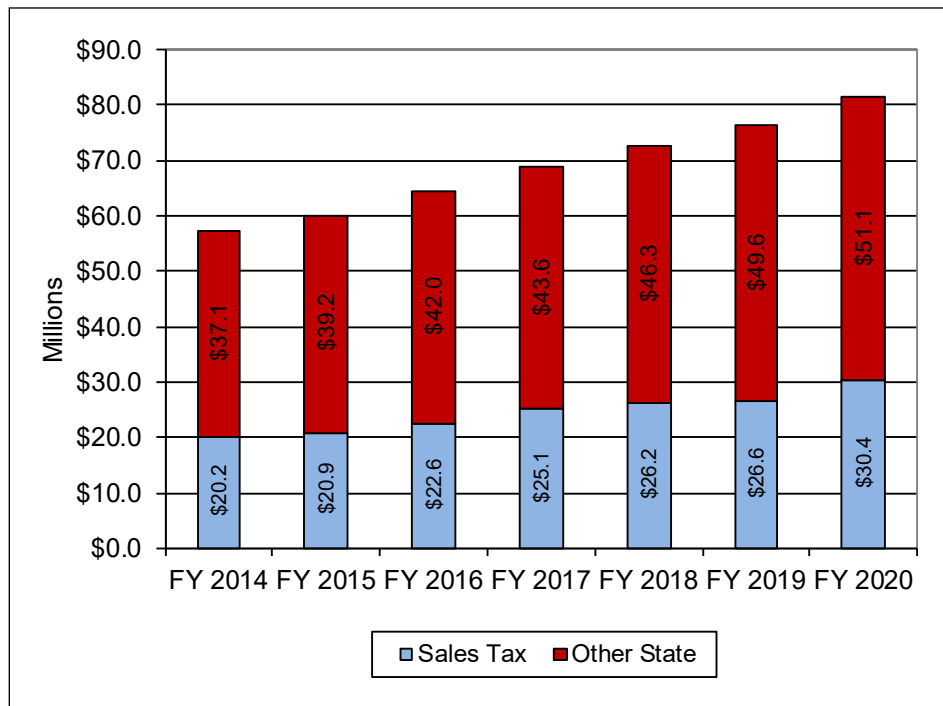
\$5.3

State revenue for Basic Aid and Virginia sales tax represents 12.2 percent of APS's budget. In FY 2020 state aid will be \$81.5 million compared to \$76.2 million last year. The increases for FY 2020 are primarily the result of increased enrollment growth, additional receipts for sales tax, and funding for a compensation supplement. The budget was developed based on the General Assembly's 2018-2020 biennial budget as amended on February 24, 2019.

State revenue in the Grants and Restricted Program Fund is anticipated to increase \$0.7 million due to increased funding for the Virginia Preschool Initiative grant and additional funding from the Regional Tuition grant for special education.

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

STATE REVENUE



Building the FY 2020 Budget

Federal Funds **\$0.9**

Federal funding of \$15.9 million, which represents 2.4 percent of the APS budget, will increase in FY 2020. In FY 2020, federal funding will increase in the Food and Nutrition Services Fund as a result of increased participation in the National School Lunch Program, and in the IDEA grant for special education. In addition, Medicaid reimbursement for qualifying special education will increase by \$0.2 million.

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

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

In FY 2020 local revenue from fees and grants is projected to increase from \$23.1 million in FY 2019 to \$24.5 million, an increase of \$1.4 million or 6.1 percent. The increase in local revenue is primarily due to increased demand for services and additional revenue in some programs. Highlights of the changes in revenue include:

◆ **Food and Nutrition Services**

The number of students participating in APS's breakfast and lunch programs continues to increase and will contribute to additional fee income (as well as additional expenses). The increased student participation is projected to generate an additional \$0.5 million in fee revenue.

◆ **Extended Day**

The Extended Day tuition fees remain unchanged in FY 2020. Increased participation and the opening of two new schools is projected to generate an additional \$1.0 million in fee revenue.

◆ **Montessori Tuition for Three and 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 2017 and FY 2018 did not materialize, the increase in tuition rates in FY 2020 is not projected to generate additional fee revenue over the amount projected for FY 2019.

◆ **Aquatics Program**

The County's user fee passed to APS increases by \$0.1 million and County transfer based on CPI to this program is increased by \$0.1 million in order to restore the Aquatics Program fees to FY 2018 rates.

Building the FY 2020 Budget

The chart below provides a summary of local revenue paid directly to the school division.

LOCAL REVENUE SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Admission, Enrollment	\$10,942,964	\$11,640,696	\$12,639,068
Adult Education Tuition	\$1,084,735	\$36,000	\$31,000
Apple Buyback	\$0	\$1,000,000	\$1,000,000
Bond Premium	\$15,442,463	\$0	\$0
Building Rentals	\$218,299	\$165,500	\$165,500
Community Swim Fees	\$1,008,112	\$1,235,000	\$1,420,000
Credit Card Fees	\$523	\$0	\$0
Donations and Special Grants	\$1,012,518	\$0	\$0
Driver Education Fees	\$0	\$15,000	\$10,000
Summer School Tuition	\$764,396	\$695,000	\$695,000
Enrichment Program	\$20,485	\$80,000	\$75,000
Fines - Bus Cameras	\$144,280	\$200,000	\$200,000
High School Gate Receipts	\$160,628	\$155,000	\$155,000
Miscellaneous Local Receipts	\$291,755	\$1,967,339	\$1,641,384
Music Instrument Rental	\$74,955	\$80,000	\$80,000
MySchoolBucks Fees	\$38,752	\$30,000	\$35,000
Planetarium Admission Fees	\$14,135	\$10,000	\$10,000
Regular Tuition	\$169,609	\$10,000	\$10,000
Sale of Lunches	\$4,627,319	\$4,205,000	\$4,745,000
Sale of Surplus Equipment	\$220,436	\$35,000	\$35,000
Student Parking Fees	\$0	\$0	\$30,000
Transcript Receipts	\$1,699	\$1,800	\$1,800
Tuition Montessori 3&4 Year Olds	\$1,119,490	\$1,144,000	\$1,144,000
Tuition Other Districts	\$371,201	\$375,000	\$375,000
TOTAL LOCAL REVENUE	\$37,728,754	\$23,080,335	\$24,497,752

Details of the fees for FY 2019 and FY 2020 can be found in the Supplemental Information section.

Building the FY 2020 Budget

Use of Reserves

(\$10.2)

RESERVES ADJUSTMENTS (ONE-TIME REVENUE)	IN MILLIONS
Reserves to Offset Increases in FY 2019 Budget from Future Budget Years Reserve	(\$11.2)
Reserves to Offset Increase in Compensation in FY 2019 Budget	(\$6.0)
Reserves to Offset Increases in Debt Service in FY 2019 Budget	(\$4.7)
Reserves to Offset Increases in FY 2020 Budget from Future Budget Years Reserve	\$4.9
Reserves to Offset Increase in Compensation in FY 2020 Budget	\$6.5
Reserves to Offset Increases in Debt Service in FY 2020 Budget	\$0.3
NET RESERVES ADJUSTMENTS	(\$10.2)

The remaining revenue adjustments reflect APS's 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 2019 base budget included one-time funding of \$4.7 million from the Debt Service Reserve that is eliminated in FY 2020.
- ◆ The FY 2019 budget also included \$6.0 million taken from the Compensation Reserve and used to partially offset the compensation increase in FY 2019 and is eliminated in FY 2020.
- ◆ Funding totaling \$5.8 million from the Future Budget Years reserve was used to offset one-time costs. Because this is one-time funding, it is eliminated in FY 2020.
- ◆ 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 2020 debt service costs.
- ◆ Also, \$6.5 million is taken from the Compensation Reserve and used to partially offset the compensation increase in FY 2020.
- ◆ Funding totaling \$4.9 million from the Future Budget Years Reserve is used to partially fund MC/MM and balance the budget with one-time funds.

USES OF FUTURE BUDGET YEARS RESERVE IN FY 2020	IN MILLIONS
One-time funded in MC/MM	\$4.6
One-time funding for Montessori Assistants, Assistant Director for Assessment, and balancing the budget	\$0.3
TOTAL USE OF FUTURE BUDGET YEARS RESERVE IN FY 2020	\$4.9

Building the FY 2020 Budget

BUILDING THE BUDGET—EXPENDITURES

The FY 2020 budget was developed with the FY 2019 Adopted Budget of \$640.1 million as the beginning baseline. Expenditure adjustments were made focusing on the Budget Direction from the School Board. As part of the budget process, the base budget was reviewed and modified to maintain current services and address the changes occurring at APS, specifically the rapidly growing student population. The chart below provides a summary of these changes and explanations follow.

ALL FUNDS EXPENDITURE SUMMARY

IN MILLIONS FUND	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED	AMOUNT	PERCENT
Salaries (includes hourly)	\$354.6		\$371.0		\$387.4	\$16.3	4.4%
Employee Benefits	\$120.4		\$127.1		\$134.8	\$7.7	6.1%
Purchased Services	\$25.6		\$25.7		\$26.8	\$1.1	4.2%
Other Charges	\$15.1		\$21.1		\$23.3	\$2.2	10.3%
Debt Service	\$50.3		\$58.6		\$59.2	\$0.6	1.0%
Materials and Supplies	\$22.3		\$22.0		\$24.3	\$2.3	10.5%
Capital Outlay	\$28.4		\$15.1		\$14.3	(\$0.8)	(5.3%)
Other Uses of Funds	(\$0.5)		(\$0.5)		(\$0.5)	(\$0.0)	0.6%
TOTAL ALL FUNDS EXPENDITURES	\$616.2	4,737.74	\$640.1	4,897.36	\$669.6	\$29.4	4.6%

One-Time Costs in FY 2019

(\$6.1) / (5.25)

Expenditures added to the FY 2019 budget that were for one-time needs or were ongoing costs funded for one year only with one-time funds are removed from the baseline when developing the FY 2020 budget as the funding is not available again in FY 2020. The one-time costs removed from the budget include the following:

ONE-TIME COSTS IN FY 2019 ADOPTED BUDGET	IN MILLIONS	FTE
One-time funded in Baseline		
Consultant fees for Special Education and English Learners Evaluations	\$0.1	
Randolph IB	\$0.0	
Window cleaning	\$0.1	
One-time funded in Enrollment Adjustments (furniture and technology) - School Operating	\$2.2	
One-time funded in Enrollment Adjustments (relocatables) - Capital Projects	\$0.8	
One-time funded in Continuing Growth Initiatives		
Arlington Tech - new and upgraded labs	\$0.2	
Student and Instructional Support - Textbooks	\$0.0	
Safety and Security Needs - Radio antennae in MS; Year 3 of 4 year security plan	\$0.3	
Psychologists and Social Workers	\$0.3	3.25
One-time funded in New Requests		
Professional development	\$0.1	
Trash and recycling cans	\$0.2	
Replacement vehicle	\$0.0	
Montessori Assistants	\$0.1	2.00
Cultural responsiveness training	\$0.1	
Transportation to the Outdoor Laboratory	\$0.0	
One-time funded in Replacement Buses and Technology	\$1.7	
TOTAL ONE-TIME COSTS IN FY 2019 ADOPTED BUDGET	\$6.1	5.25

Building the FY 2020 Budget

Baseline Adjustments

\$7.8 / 16.52

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

As part of the baseline adjustments, a net of 16.52 positions are added to the FY 2020 budget. Extended Day adds 2.00 supervisor and 1.00 assistant supervisor positions for the new schools opening in September 2019. The Grants and Restricted Programs Fund increases 10.82 positions as a result of changes in grant funding. Custodians are decreased by 2.50 positions after square footage calculations were updated. Facilities and Operations adds 1.00 facilities manager for the Syphax building. One data specialist position, which was incorrectly removed in the previous year's budget, is added back to Information Services. In order to remain in compliance with various grants, the Department of Teaching and Learning adds 1.20 positions that can no longer be funded using grant funds. At the schools, 1.00 reading teachers are grandfathered at two elementary schools and 2.00 teachers are added to begin exemplary projects at two elementary schools.

BASELINE ADJUSTMENTS	IN MILLIONS	
Baseline Increases		FTE
Debt Service	\$0.6	
Food and Nutrition Services Fund expenditures	\$1.0	
Grants and Restricted Programs Fund additional expenditures	\$0.8	10.82
Extended Day additional expenditures	\$1.0	3.00
Building Leases	\$1.1	
Replacement buses	\$0.8	
Facilities Contracts - mowing, pest control, equipment bureau, and equipment and grounds maintenance	\$0.5	
Student activities - crew transportation	\$0.0	
Professional development	\$0.1	
Network and Infrastructure - internet circuits, infrastructure maintenance	\$0.5	
Software maintenance and licensing	\$0.1	
Americans with Disabilities Act accommodations	\$0.0	
Thomas Jefferson High School	\$0.2	
Testing materials and proctors	\$0.2	
English Learners and Special Education Evaluations	\$0.1	
Substitutes	\$0.2	
Stipends	\$0.1	
Hourly funds	\$0.0	
Positions no longer supported by grants	\$0.1	1.20
Information Services data specialist removed erroneously in the FY 2019 budget	\$0.1	1.00
Facilities manager at the Syphax building	\$0.1	1.00
Grandfathered reading teachers at Barrett and Drew	\$0.1	1.00
Exemplary project teacher at Tuckahoe and Discovery	\$0.1	1.00
EMT contract at Career Center	\$0.2	
Total Baseline Increases	\$8.0	19.02
Baseline Decreases		FTE
Utilities	(\$0.0)	
Custodians and cleaning supplies	(\$0.2)	(2.50)
Total Baseline Decreases	(\$0.2)	(2.50)
NET BASELINE ADJUSTMENTS	\$7.8	16.52

Note: may not total due to rounding

Building the FY 2020 Budget

Salary Base Adjustment **(\$3.9) / 0.00**

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.”

Employee Benefits **\$1.4 / 0.00**

Based on our health insurance claims experience over the past two years, health insurance plan design changes implemented by APS, as well as current and projected health insurance premiums for current staff, additional funding of \$1.4 million is provided for these accounts for FY 2020.

The County retirement contribution rate increases to 15.1%, resulting in a small increase in expenses for FY 2020.

New Investments **\$36.1 / 180.05**

In keeping with the School Board’s Budget Direction and Strategic Plan, this budget contains a number of new investments. Details of all new investments are outlined on pages 39 - 58.

NEW INVESTMENTS	IN MILLIONS	FTE
Step Increase	\$10.7	
Additional Compensation	\$2.2	
Enrollment Growth	\$7.0	68.00
Opening of New Schools and Programs	\$10.3	72.40
Continuing Growth Initiatives	\$4.1	27.65
Investments to Support Growth	\$1.7	12.00
TOTAL NEW INVESTMENTS	\$36.1	180.05

Building the FY 2020 Budget

Compensation Adjustment

\$12.9 / 0.0

Because teacher and staff quality are fundamental to student achievement and student success, funds are provided for a step increase for all eligible employees at a cost of \$10.7 million. This increase supports the School Board's goal to ensure that APS attracts and retains a high quality work force. In addition, \$2.2 million is included to continue the final year of the three-year phase-in plan to increase the salaries of the positions identified in the compensation study as being under market.

The chart below outlines the compensation adjustments provided since FY 2011.

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2019-20	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2018-19	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2010-11	No	No other salary adjustments provided.

Building the FY 2020 Budget

Enrollment and Capacity

\$7.0 / 68.00

FY 2020 will represent the fourteenth consecutive year of student enrollment growth in APS. Since the fall of 2008, enrollment has increased by 7,902 students or 40 percent. The actual enrollment on September 30, 2018 was 27,436 students; the projected enrollment for September 30, 2019 is 28,510 students or an increase of 1,074, representing a one-year increase of 3.9 percent.

Additional funding for teachers, teacher assistants, school administrative staff, and other school-based positions must be added to accommodate this growth. A total of \$6.0 million is required to provide 63.00 school-based positions and 5.00 non-school based positions plus contingencies for staffing and recent boundary changes. Approximately \$0.8 million is for relocatable classrooms and \$0.05 million to provide the materials, technology, furniture and equipment needed to make the relocatables fully-functioning classrooms. Increasing enrollment and recent boundary changes has also increased demand for transportation services so funding for two additional bus drivers and three additional bus attendants is included.

The opening of Alice West Fleet Elementary School and Dorothy Hamm Middle School, the relocation of the Montessori program to a new building, and the relocation of the H-B Woodlawn and Shriver programs to The Heights building requires additional funding of \$6.5 million for ongoing costs (staffing, utilities, etc.) and \$3.9 million for start-up costs. When these costs are added to the enrollment costs of \$7.0 million noted above, the total cost of enrollment growth and capacity for FY 2020 is \$17.4 million.

ENROLLMENT GROWTH	IN MILLIONS	
Enrollment		FTE
Elementary	\$0.5	3.40
Secondary	\$3.9	49.70
Other School-based	\$0.8	9.90
Staff contingency placeholder	\$0.5	
Boundary changes placeholder	\$0.3	
Total Enrollment Costs	\$6.0	63.00
Capacity		
Relocatables	\$0.8	
Furniture and technology for relocatables	\$0.1	
Total Capacity Costs	\$0.8	
Transportation		
Bus drivers	\$0.1	2.00
Bus attendants	\$0.1	3.00
Total Transportation Costs	\$0.2	5.00
TOTAL COST OF ENROLLMENT GROWTH	\$7.0	68.00

Building the FY 2020 Budget

Opening of New Schools and Programs

\$10.3 / 72.40

The following new schools and programs will open in September 2019. The tables below outline the additional start-up and ongoing costs required to bring these new schools and programs online. The start-up costs of \$3.9 million will be removed from the FY 2021 budget and the ongoing costs will be included in the baseline going forward.

OPENING OF NEW SCHOOLS AND PROGRAMS	IN MILLIONS		
	Start-Up Costs	Ongoing Costs	FTEs
Montessori Public School of Arlington	\$0.3	\$0.1	0.60
Dr. Charles R. Drew Elementary School	\$0.2	\$0.0	0.00
H-B Woodlawn and Shriver to The Heights Building	\$0.8	\$0.2	1.00
Dorothy Hamm Middle School	\$2.1	\$3.7	41.30
Alice West Fleet Elementary School	\$0.5	\$2.4	29.50
	\$3.9	\$6.5	72.40
	TOTAL COSTS	\$10.3	72.40

Montessori Public School of Arlington (Opening in Sept. 2019)

\$0.4 / 0.60

The Montessori Public School of Arlington is an existing program being moved from Drew Elementary School to the Henry building. Any existing furniture and supplies will be moved to the new building in an effort to reduce costs associated with the move. The chart below outlines any additional start-up and ongoing costs.

MONTESSORI PUBLIC SCHOOL OF ARLINGTON		FTEs
START-UP COSTS		
Building Maintenance Costs	\$14,041	
Health and PE Equipment	\$1,600	
Instructional Materials	\$75,583	
Library Collection and Technology	\$189,416	
Professional Learning	\$2,400	
Safety, Risk, and Emergency Management Equipment	\$8,500	
Administrative Costs	\$1,496	
Total Start-Up Costs	\$293,036	
ONGOING COSTS		
Staffing	\$56,588	0.60
Instrumental Music Teacher	\$56,588	0.60
Stipends	\$35,983	
Building Maintenance Costs	\$19,179	
Instructional Materials	\$3,625	
Refuse, Recycling, and Pest Control Services	\$8,714	
Total Ongoing Costs	\$124,089	0.60
TOTAL COSTS	\$417,125	0.60

Building the FY 2020 Budget

Dr. Charles R. Drew Elementary School (Opening as a neighborhood school in Sept. 2019)

\$0.2 / 0.00

The chart below outlines ongoing and start-up costs associated with providing additional materials for the new elementary students who will be attending Drew after the Montessori program moves to the Henry Building.

DR. CHARLES R. DREW ELEMENTARY SCHOOL		FTEs
START-UP COSTS		
Instructional Materials	\$170,756	
Total Start-Up Costs	\$170,756	
ONGOING COSTS		
Instructional Materials	\$959	
Total Ongoing Costs	\$959	0.00
TOTAL COSTS	\$171,715	0.00

H-B Woodlawn and Shriver Programs at The Heights

(Relocating to The Heights Building in Sept. 2019)

\$1.0 / 1.00

The existing H-B Woodlawn and Shriver programs will open in the new The Heights building in September 2019. Any existing supplies for these programs will move to the new building to mitigate costs. The chart below outlines all of the additional start-up and ongoing costs needed to bring this new facility online.

H-B WOODLAWN AND SHRIVER PROGRAMS AT THE HEIGHTS BUILDING		FTEs
START-UP COSTS		
Building Maintenance Costs	\$97,232	
Administrative Costs	\$1,000	
Furniture and Technology	\$558,000	
Health and PE Equipment	\$24,116	
Instructional Materials	\$6,460	
Instruments, Art, and Music Supplies	\$84,207	
Refuse, Recycling, and Pest Control Services	\$5,175	
Safety, Risk, and Emergency Management Equipment	\$17,000	
Total Start-Up Costs	\$793,190	
ONGOING COSTS		
Custodians (including uniforms and telephone services)	\$55,089	1.00
Building Maintenance Costs	\$48,111	
Refuse, Recycling, and Pest Control Services	\$12,354	
Safety, Risk, and Emergency Management Equipment	\$8,580	
Utilities	\$111,000	
Total Ongoing Costs	\$235,134	1.00
TOTAL COSTS	\$1,028,324	1.00



Building the FY 2020 Budget

Dorothy Hamm Middle School (Opening in Sept. 2019)

\$5.8 / 41.30

The new Dorothy Hamm Middle School is set to open in September 2019. The chart below outlines all of the additional start-up and ongoing costs needed to bring this new facility online.

DOROTHY HAMM MIDDLE SCHOOL		FTEs
START-UP COSTS		
Building Maintenance Costs	\$34,390	
Furniture and Technology	\$530,000	
Health and PE Equipment	\$64,927	
Instructional Materials	\$977,929	
Instruments, Art, and Music Supplies	\$277,558	
Library Collection and Technology	\$240,816	
Professional Learning	\$2,400	
Safety, Risk, and Emergency Management Equipment	\$13,500	
Administrative Costs	\$1,496	
Total Start-Up Costs	\$2,143,016	
ONGOING COSTS		
Staffing	\$2,517,131	27.80
ACT II Teachers - After School Electives	\$94,350	1.00
Additional Staffing for World Language courses based upon course requests	\$94,350	1.00
Asst Principal	\$146,600	1.00
Attendance/Educational Clerical	\$62,100	1.00
Bilingual Resource Assistants	\$10,800	0.20
Core/Elective Supplement	\$94,350	1.00
Counseling Hourly	\$17,078	
Director of Counseling Services	\$152,000	1.00
Educational Clerical - Guidance	\$62,100	1.00
Educational Clerical - Library	\$31,050	0.50
Guidance Counselors	\$18,870	0.20
Health Ed Specialists	\$37,740	0.40
Instructional Clerical - Middle School	\$58,700	1.00
Instructional Technology Coordinators (ITCs)	\$117,000	1.00
Interlude Resource Assistants	\$54,000	1.00
Interlude Teachers	\$94,350	1.00
Librarians	\$94,350	1.00
Lunchroom Attendants	\$6,645	
Math Teacher	\$62,100	1.00
Equity and Excellence	\$47,175	0.50
Misc Expense	\$500	
MS Activity Coordinators	\$95,000	1.00
Officials Fees	\$3,300	
Resource Teacher for the Gifted	\$94,350	1.00
School Based Testing Coordinator	\$49,275	0.50
School Resource Assistant	\$54,000	1.00

Building the FY 2020 Budget

DOROTHY HAMM MIDDLE SCHOOL		FTEs
Special Education Countywide Teacher Life Skills	\$94,350	1.00
Special Education Countywide Teacher's Asst Life Skills	\$51,000	1.00
Special Education Resource Teachers	\$47,175	0.50
Special Education Teachers	\$94,350	1.00
Teachers - Middle School	\$471,750	5.00
Teachers - Middle School Skills	\$94,350	1.00
Teacher's Hourly	\$12,023	
Stipends	\$138,443	
Custodians (including uniforms and telephone services)	\$501,724	9.50
Bus Drivers	\$197,364	4.00
Building Maintenance Costs	\$141,793	
Instructional Materials	\$3,500	
Refuse, Recycling, and Pest Control Services	\$15,533	
Safety, Risk, and Emergency Management Equipment	\$15,502	
Transportation for Activities and Field Trips	\$65,271	
Utilities	\$62,800	
Total Ongoing Costs	\$3,659,061	41.30
TOTAL COSTS	\$5,802,076	41.30

Alice West Fleet Elementary School (Opening in Sept. 2019)

\$2.9 / 29.50

The new Alice West Fleet Elementary School is set to open in September 2019. The chart below outlines all of the additional start-up and ongoing costs needed to bring this new facility online.

ALICE WEST FLEET ELEMENTARY SCHOOL		FTEs
START-UP COSTS		
Building Maintenance Costs	\$77,481	
Administrative Costs	\$300	
Furniture and Technology	\$247,000	
Instruments, Art, and Music Supplies	\$140,036	
Refuse, Recycling, and Pest Control Services	\$3,540	
Safety, Risk, and Emergency Management Equipment	\$13,500	
Total Start-Up Costs	\$481,857	
ONGOING COSTS		
Staffing	\$1,545,492	18.00
Art Teacher	\$47,175	0.50
Assistant Principal	\$146,600	1.00
Countywide MIPA/MINI MIPA Assistant	\$102,000	2.00
Countywide MIPA/MINI MIPA Teacher	\$94,350	1.00
Educational clerical	\$93,150	1.50
FLES Teacher	\$47,175	0.50
Guidance Counselors	\$94,350	1.00
Instructional clerical	\$29,350	0.50

Building the FY 2020 Budget



ALICE WEST FLEET ELEMENTARY SCHOOL		FTEs
Instructional Technology Coordinators (ITCs)	\$117,000	1.00
Itinerant G/T Teacher	\$94,350	1.00
Librarian	\$94,350	1.00
Library Assistant	\$25,500	0.50
Lunchroom Attendant	\$11,892	
Math Coach	\$47,175	0.50
Music Teacher	\$47,175	0.50
PE Teacher	\$94,350	1.00
PreK Special Education Assistants	\$51,000	1.00
PreK Special Education Assistants (planning time)	\$25,500	0.50
PreK Special Education Teachers	\$94,350	1.00
Reading Skills	\$47,175	0.50
Special Education Resource Teachers	\$47,175	0.50
Special Education Teachers	\$94,350	1.00
Stipends	\$6,325	
Custodians (including uniforms and telephone services)	\$292,461	5.50
Bus Drivers and Attendants	\$269,904	6.00
Building Maintenance Costs	\$142,782	
Refuse, Recycling, and Pest Control Services	\$15,533	
Safety, Risk, and Emergency Management Equipment	\$13,502	
Transportation for Activities and Field Trips	\$62,518	
Utilities	\$83,000	
Total Ongoing Costs	\$2,431,516	29.50
TOTAL COSTS	\$2,913,372	29.50

Building the FY 2020 Budget

Continued Implementation of FY 2017 and FY 2018 Growth Initiatives

\$4.1 / 27.65

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. Details of the initiatives with multi-year implementation plans are outlined and explained in the section that follows.

INITIATIVES	PREVIOUS FUNDING		FY 2020		FY 2021	
	ADOPTED	FTEs	ADOPTED	FTEs	PROJECTED	FTEs
<i>(Dollars in Millions)</i>						
ARLINGTON TECH @ THE CAREER CENTER						
Arlington Tech	\$3.3	28.60	\$1.1	11.40	\$0.8	9.00
Subtotal Arlington Tech @ The Career Center	\$3.3	28.60	\$1.1	11.40	\$0.8	9.00
STUDENT AND INSTRUCTIONAL SUPPORT						
School Psychologist and Social Worker/Visiting Teacher Planning Factor Adjustments	\$2.5	25.75	\$0.9	9.25		
Technology Funding	\$1.7	0.00	\$1.5			
Subtotal Student and Instructional Support	\$4.2	25.75	\$2.4	9.25	\$0.0	0.00
SAFETY AND SECURITY NEEDS						
Distributed Antenna System and Bi-Directional Amplifier	\$0.5	0.00	\$0.2			
Safety and Security Upgrade	\$0.4	0.00	\$0.1			
Subtotal Safety and Security Needs	\$0.9	0.00	\$0.3	0.00	\$0.0	0.00
INFRASTRUCTURE AND SUPPORT NEEDS						
Contracted Bus Driver Positions	\$1.3	28.00	\$0.2	5.00	\$0.2	5.00
Contracted Bus Attendant Positions	\$1.0	29.00	\$0.1	2.00	\$0.1	2.00
Subtotal Infrastructure and Support Needs	\$2.4	57.00	\$0.3	7.00	\$0.3	7.00
GRAND TOTAL	\$10.7	111.35	\$4.1	27.65	\$1.2	16.00

*Note: Estimates for FTE costs have been updated to reflect the current costs of the listed positions.
May not total due to rounding.*

Building the FY 2020 Budget

ARLINGTON TECH AT THE CAREER CENTER

Arlington Tech

\$1.1 / 11.40

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

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

FY 2017 was the first year of a multi-year plan to implement and develop the Arlington Tech program at the Career Center and approximately 40 students were served. The program expanded to serve an additional 100 students in FY 2018 and 120 students in FY 2019. An additional 150 students are projected to be enrolled in FY 2020.

Rationale/Instructional Impact

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

FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.75	4.30	\$1.21	10.00	\$1.35	14.30	\$1.11	11.40	\$0.85	9.00	\$5.27	49.00

Building the FY 2020 Budget

STUDENT AND INSTRUCTIONAL SUPPORT

School Psychologist and Social Worker Planning Factor Adjustments \$0.9 / 9.25

This funding represents the fourth year of an initially three-year plan to adjust APS’ planning factor ratio for school psychologists and social workers from 1:1650 to 1:775. This is required to better align APS with best practices and recommended ratios of the National Association of School Psychologists (NASP), which currently recommends a ratio of 1.0 school psychologist for every 500-700 students enrolled (1:500-700). APS’s ratio of 1:1650 in FY 2016 for both school psychologists and social workers was well above respective association recommendations as well as the ratios of surrounding school divisions. With these additional positions, the new planning factor will provide a ratio of 1:775 and be phased in over a three-year period. In FY 2017 and FY 2018, 12.00 positions were funded and in FY 2019, 5.00 positions were funded, 3.25 with one-time funds. FY 2020 will fund an additional 9.25 positions.

Rationale/Instructional Impact

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

FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE
\$1.14	12.00	\$1.14	12.00	\$0.16	1.75	\$0.87	9.25	\$3.31	35.00

** In the FY 2019 School Board’s Adopted Budget, the School Board elected to add 3.25 positions using one-time funds. These positions are eliminated in FY 2020.*

Building the FY 2020 Budget

Technology Funding

\$1.5 / 0.00

This request is to fund the purchase of devices for staff and students to assist in providing efficiencies to teaching and learning. These funds are based on projected enrollment growth, the retiring of current leases and the establishment of new leases, and current baseline technology budgets.

Rationale/Instructional Impact:

Providing devices allows for equitable access of instructional content and also reduces the amount of time used to complete the SOL testing window.

THREE YEAR FUNDING PLAN

FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE
\$1.70	0.00	\$0.00	0.00	\$1.50	0.00	\$3.20	0.00

SAFETY AND SECURITY NEEDS

Distributed Antenna System and Bi-Directional Amplifier

\$0.2 / 0.00

APS is collaborating with the County on a multi-year initiative to improve safety during emergencies in schools by ensuring that first responder radio communications are fully functional throughout each school. The initiative, under which schools with the most significant issues were prioritized, comprises installation and testing of distributed antenna systems (DAS) and bi-directional amplifiers (BDA) in schools. This initiative is being implemented along with upgrade of radios to 800 MHz at many schools. This funding has provided for installation of new systems and maintenance of existing systems.

Rationale/Instructional Impact

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

- ◆ Necessary for security and safety issues.
- ◆ Based on the needs of APS to have communication systems which support first responder radio communications during emergencies.

FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE
\$0.17	0.00	\$0.17	0.00	\$0.17	0.00	\$0.17	0.00	\$0.68	0.00

Building the FY 2020 Budget

Safety and Security Upgrade

\$0.1 / 0.00

This budget request lists several areas where upgrades and improvements are needed to provide the improved safety and security for students and staff. This request not only supports APS students and staff but also police and fire units responding to major incidents at schools. The request includes: radio repairs and supplies, replacement radios, new radios for schools that currently have inadequate equipment, radio frequency studies, and security camera maintenance and repairs.

Rationale/Instructional Impact

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

This increases the need for radio communications and security cameras. These items are used by police, fire, and rescue units in the event of a crisis. The security cameras can be viewed when needed by the Arlington County Emergency Communications Center to help direct police, fire, and medical emergency responders in a school efficiently. The 800MHz radios improve communications for staff in schools and allow the Arlington County Emergency Communications Center to initiate direct communications with APS staff during a serious incident.

FOUR YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE
\$0.11	0.00	\$0.16	0.00	\$0.11	0.00	\$0.09	0.00	\$0.47	0.00

Building the FY 2020 Budget

INFRASTRUCTURE AND SUPPORT NEEDS

Additional Bus Attendant Positions \$0.1 / 2.00

APS Transportation employs both full-time attendants in budgeted FTE positions with benefits and substitute attendants paid by the hour without benefits on routes carrying young students and students with special needs. The goal is to have one budgeted FTE attendant position for each route that requires one.

Rationale/Instructional Impact

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

FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.38	11.00	\$0.56	16.00	\$0.07	2.00	\$0.07	2.00	\$0.07	2.00	\$1.15	33.00

Additional Bus Driver Positions \$0.3 / 5.00

APS Transportation employs both full-time drivers in budgeted FTE positions with benefits and substitute drivers paid by the hour without benefits. The goal is to have one full-time budgeted FTE driver position for each route plus contracted driver positions for six cluster leads, five swing drivers, one driver trainer and nine substitute drivers.

Rationale/Instructional Impact

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

FIVE YEAR FUNDING PLAN

FY 2017		FY 2018		FY 2019		FY 2020		FY 2021		TOTAL	
ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.44	9.00	\$0.67	14.00	\$0.24	5.00	\$0.25	5.00	\$0.25	5.00	\$1.85	38.00

Building the FY 2020 Budget

FY 2020 Investments to Support Growth

\$1.7 / 12.00

The FY 2020 budget includes new investments needed to continue to support enrollment growth and increases in staff required to support that growth.

INVESTMENTS TO SUPPORT GROWTH	AMOUNT	FTE
Proactive Measures - Alternatives to Suspensions	\$0.08	
Full time Risk Manager Position	\$0.12	1.00
Technicians	\$0.46	5.00
Contracts Management System	\$0.05	
Assistant Director of Finance	\$0.12	1.00
Chief Diversity Officer*	\$0.16	1.00
Partnership Coordinator*	\$0.13	1.00
Compensation Study*	\$0.20	
ART Bus Pilot*	\$0.10	
Outdoor Lab Transportation*	\$0.02	
Budget Study*	\$0.08	
Restore Montessori Instructional Assistants*	\$0.10	2.00
Restore Assistant Director of Assessment*	\$0.14	1.00
INVESTMENTS TO SUPPORT GROWTH TOTAL	\$1.73	12.00

Note: May not total due to rounding.

** Added by the School Board during the budget process.*

Building the FY 2020 Budget

Proactive Measures—Alternatives to Suspension

\$0.08 / 0.00

The Department of Administrative Services is responsible for a number of initiatives that affect the overall climate in Arlington Public Schools including student discipline. Funds are needed to address discipline data through proactive measures. Funds will be used for targeted interventions for school sites and system-wide professional development. Measures are intended to specifically address the discipline gap amongst minority males, students with disabilities and English Learners.

Rationale:

APS discipline data demonstrates that our most vulnerable populations are often removed from school and, therefore, missing day-to-day learning opportunities. These funds would be used to pay individuals for research-based interventions, after school or Saturday programs and to provide the materials and resources needed for implementation of Alternative to Out-of-School Suspension Initiatives/Programs. The initiatives/programs will be designed to enhance relationships, increase access to county resources and provide students with self-advocacy/self-regulation skills that aide in making positive choice and improving social and emotional well-being.

Organizational/Instructional Impact:

Effective school discipline focuses on supporting students while ensuring safety. The proactive measures enable staff to implement evidence-based methods that increase access to learning and positively impact the social, emotional and academic well-being of the student. This approach is designed to pro-actively improve student discipline by teaching, recognizing, and reinforcing appropriate behaviors which would reduce the frequency of discipline referrals and improve the school overall climate.

Implementation and Evaluation Plan:

A reduction in suspensions will serve as an indicator in achieving the goal. The implementation of the Discipline Data Dashboard has enhanced system-wide practices in data analysis with detailed reports by school, ethnicity, gender, violation and incident. Additionally, student participation in proactive programs and APS staff participation in professional learning opportunities connected to improving skill sets designed to enhance relationships will serve as an additional indicator of success. If data indicators and other reports show we are not reducing the number of suspensions, we would reevaluate the proactive approaches and make adjustments as needed.

Strategic Plan Goals:

- ✓ Student Success: Multiple Pathways to Success for All Students
- ✓ Student Well-Being: Healthy, Safe, and Supported Students

Alignment with Strategic Plan:

The strategic plan goal that focuses on student well-being addresses the disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners. The initiative supported by these funds will assist in completing the strategic work required to improve outcomes and achieve this goal.

Building the FY 2020 Budget

Full-time Risk Manager Position

\$0.12 / 1.00

Based on risk management vehicle accident, student and staff injury, and liability claim data, driving records and violations, requests and review of certificates of insurance, writing of insurance provisions in contracts, and liability claims and claim investigations, APS needs a full-time Risk Manager.

Rationale:

Ten years ago an MOU outlining the shared risk management services provided by the County was sufficient for APS with a few risk management services provided by the F&O Administrative Officer. Increased growth of APS over the last ten years has increased the number of claims, property, complexity of contracts and litigation cases, and volume of risk management services needed to provide enterprise risk management for the organization. APS needs a full-time Risk Manager. Splitting the full-time duties of a Risk Manager and Administrative Officer between one position leaves APS in a very vulnerable situation as duties of both positions suffer. The risk management position is essential to the fiscal health of the organization.

Organizational/Instructional Impact:

The addition of this position will result in increased productivity, timely investigations, claim filing, data analysis, and decision-making that improve the safety and reduce potential risks of the organization.

Implementation and Evaluation Plan:

This request will be evaluated based on accomplishing a number of strategic plan deliverables and key performance indicators that are currently not being met. Partnerships with County and other area Risk Managers will be strengthened. Safe, healthy, accident-free work environments that meet regulatory standards will be improved. This position will report to the Assistant Superintendent of Facilities and Operations.

Strategic Plan Goals:

- ✓ Student Well-Being: Healthy, Safe, and Supported Students
- ✓ Operational Excellence
- ✓ Partnerships

Alignment with Strategic Plan:

This particular initiative meets three strategic plan goals by focusing on increasing student safety, providing optimal learning and working environments, providing safe environments for shared-use with our partners and members of the community, and speaks to operational excellence. The Risk Manager position leads the school division's enterprise risk management program which monitors the division's risk and loss exposure, maintains commercial insurance coverage, and oversees safety and loss prevention programs. The Risk Manager develops division-wide risk management and safety programs, establishes risk and safety goals and objectives, creates safety policies and procedures, adheres to federal, state, local and other safety regulations, reviews insurance provisions for all contracts and RFPs, evaluates risk-inherent activities and formulates avenues to minimize those risks, and provides safety management for more than 7,000 employees, 400 vehicles, 45 facilities and properties, and 27,000 students. In previous years an MOU was created for the Risk Manager of Arlington County to provide some risk management services to APS. Due to conflicts of interest, availability, and other legal issues, APS began conducting all risk management duties in-house in 2013. To meet our strategic plan goal of providing optimal learning and working environments in a period of increased enrollment growth, the Risk management function has become a full time job and requires a 40+ hour a week position that is now split between the Administrative Officer and the Risk Manager.



Building the FY 2020 Budget

Technicians

\$0.46 / 5.00

APS's technicians provide hardware and software support for schools and central offices. The technicians ensure that technology functions correctly so teachers can leverage technology to enhance student learning. Currently, APS has 15.00 technicians to support the division. Due to increasing enrollment and the opening of new schools, along with the use of technology in the classroom, other staff including Instructional Technology Coordinators (ITCs) are often required to perform work that should be performed by a technician. The increasing demand for technology services requires that we increase the number of staff members who help to keep our technology running smoothly. This proposal will increase the number of technicians over the next three years, permitting the ITCs focus more on supporting teachers effective use of technology in the classroom.

Rationale:

The Virginia Standards of Quality (SOQ) require that we have one technical support position for every 1,000 students in grades kindergarten through 12 to support technology and devices in schools. This request will ensure APS complies with the SOQ without counting Network Analysts, whose primary responsibility is management of the division-wide network infrastructure. Technicians focus their support on end user equipment used primarily at schools. The additional technicians will have the greatest impact on ensuring the availability of technology for instructional use. Information Services has received over 42k service requests for technology support over the past year, with users expressing concern about the amount of time it takes to respond to service requests. Adding technicians will allow IS to complete service requests more quickly, improving both student learning and staff productivity.

Organizational/Instructional Impact:

Granting this request will increase the time students and staff have access to devices, confirm equipment such as SmartBoards are running optimally, and ensure software is installed promptly.

Implementation and Evaluation Plan:

In order to meet the SOQ requirements, APS would shift to an SOQ-aligned planning factor formula to determine the number of technician positions, currently one technician per every 1,000 students in grades kindergarten through 12. This brings APS in alignment with other SOQ positions, where planning factors determine the number of positions.

Based on current enrollment figures, 13 additional technician positions would need to be added. To accommodate current budget considerations, IS proposes a 'catch-up' process, where the positions are phased in over three years. Based on current enrollment projections, in FY 2020, 5.00 technician positions would be added. In FY 2021 and FY 2022, 4.00 technician positions will be added in each year. For FY 2023 and onward, the position requests would be determined by student enrollment.

Building the FY 2020 Budget

Strategic Plan Goals:

- ✓ Student Success: Multiple Pathways to Success for All Students
- ✓ Student Well-Being: Healthy, Safe, and Supported Students
- ✓ Engaged Workforce

Alignment with Strategic Plan:

Adding these positions would:

- ◆ Provide an infrastructure for learning that is available to students 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.
- ◆ Create engaging and motivating educational program choices that prepare students to achieve college and career aspirations. These choices provide opportunities to: (1) explore, discover, and optimize their individual strengths; (2) recognize and help them overcome their weaknesses; and (3) be evaluated and benchmarked against the best educational systems nationally and internationally.
- ◆ Makes available an infrastructure to support professional development and access to shared content from anywhere at any time, providing opportunities for PLCs.

THREE YEAR FUNDING PLAN

FY 2020		FY 2021		FY 2022		TOTAL	
ADOPTED	FTE	PROJECTED	FTE	PROJECTED	FTE	PROJECTED	FTE
\$0.46	5.00	\$0.37	4.00	\$0.37	4.00	\$1.19	13.00



Building the FY 2020 Budget

Employee Contracts Management System

\$0.05 / 0.00

This request is being made to deploy a new contracts management system for employees. An automated contracts management system provides an efficient and accurate database to allow Human Resources to manage each employee's contract. This type of system will allow for automated contract creations, renewals and terminations.

Rationale:

The current contracts renewal process is very labor intensive, requiring a large number of manual updates and physical secured movement of the paper contracts and assignment letters. This process includes electronically generating thousands of contracts, securely transporting them to be printed, having the contracts printed and stuffed into envelopes, and then pulling together approximately ten staff members to sort and package the contracts. Contracts are physically delivered to schools and schools distribute them to staff. Schools collect contracts and return them to Human Resources where a number of staff members check-in contracts and scan them into employee files. This system would streamline this process, making the generation, signature, and storage of contracts electronic and automatic.

Organizational/Instructional Impact:

A streamlined contracts management system will reduce the amount of staff time required to complete the annual contract renewal process. Instead of the process taking multiple days with many staff members, the system could reduce staff time by more than half. In addition to reducing process time, the new system will allow for an increase in data reporting. Data reporting is necessary to ensure contract accuracy and timeliness. Beyond HR, this system will reduce the paperwork burden on each site.

Implementation and Evaluation Plan:

A request for proposal would be issued to solicit bids to obtain a management system that includes a suite of services to integrate multiple Human Resources functions under one system. Initial evaluation would be based on how efficiently employee contracts are updated and signed. The final system would be evaluated based how many of the existing separate systems and processes are included in the suite of services.

Strategic Plan Goals:

- ✓ Engaged Workforce
- ✓ Operational Excellence

Alignment with Strategic Plan:

Automating the contracts and assignment letters process will help in achieving the operational excellence goal because the new system will allow HR to accommodate the growth of APS's workforce. To achieve workforce engagement, employees need easy access to contract information which a contracts management system will provide.

Building the FY 2020 Budget

Assistant Director of Finance

\$0.12 / 1.00

The Finance Office is responsible for all of the accounting and financial management operations of the school district. Main functions performed in this office include, but are not limited to, accounts payable, accounts receivable, general ledger, grants management, financial management of capital projects, creation of internal and external financial statements and supporting the development of the comprehensive annual financial report (CAFR). Currently, all of the oversight and report development is done by the Director of Finance.

Rationale:

At this time, there is only one supervisory position in the Finance office. We have no backup or redundancy in a critical area and need to fill this void. In addition, in the near future, APS may be required to develop a stand-alone CAFR which requires a great deal of collaboration between County and APS staff as well as an understanding of various accounting issues. The Assistant Director position would take on oversight of existing accounting functions such as revenue billing and collection, disbursements, general ledger, grants, etc., to allow the Director to focus on the reporting requirements of the district. The Assistant Director would also serve as the backup to the Finance Director.

Organizational/Instructional Impact:

Adding this position fills the need for additional supervisory support and provides backup and redundancy for the Finance Director. It also gives the Finance office more capacity to develop additional financial reports and statements in order to provide greater oversight and monitoring of the financial aspects of the school division. In addition, current processes can be reviewed for efficiencies.

Implementation and Evaluation Plan:

The position will report to and be evaluated by the Director of Finance.

Strategic Plan Goals:

- ✓ Operational Excellence

Alignment with Strategic Plan:

In addition to other positions in the Finance Office, this position will be responsible for ensuring all available resources and assets are managed efficiently and cost effectively. The Assistant Director will focus on high standards for fiscal responsibility by aligning needs with resources and monitoring financial activities so that decision-makers are basing actions on accurate financial data.

Building the FY 2020 Budget

Use of One-Time Funds

\$14.8 / 3.00

As part of the strategy used to develop the FY 2020 adopted budget, one-time funds totaling \$14.8 million are used to offset one-time expenditures and balance the budget. Of this amount, \$4.9 million is taken from the Future Budget Years reserve and \$9.9 million is taken from the one-time funds provided by the County. The details are outlined below.

USE OF ONE-TIME FUNDS	IN MILLIONS	FTE
One-time Funds from the Future Budget Years Reserve		FTE
MC/MM	\$4.62	
Restore Montessori Instructional Assistants	\$0.10	2.00
Restore Assistant Director of Assessment	\$0.14	1.00
Ongoing costs to close the budget gap	\$0.04	
Total from the Future Budget Years Reserve	\$4.90	3.00
One-time Funds Provided by County Transfer		FTE
Consultant fees for Special Education and English Learners Evaluations	\$0.05	
Replacement vehicle	\$0.06	
Safety and Security Needs - Radio antennae in MS; Year 4 of 4 year security plan	\$0.26	
New Schools and Program Moves	\$3.88	
Replacement buses and technology	\$1.38	
Furniture and technology for relocatables	\$0.05	
Redistribution of existing relocatables	\$0.77	
Gunston turf field replacement	\$0.28	
MC/MM	\$0.66	
Ongoing costs to close the budget gap	\$2.51	
Total One-Time Funds Provided by the County Transfer	\$9.90	0.00
USE OF ONE-TIME FUNDS TOTAL	\$14.80	3.00

Note: May not total due to rounding.

Building the FY 2020 Budget

Reductions and Changes in Service Delivery

(\$11.3) / (31.70)

Recognizing that, as the budget process began, the Schools were facing a very large deficit, a decision was made to implement the reductions and changes in service delivery listed below in Tier 1 as amended by the School Board on April 11, 2019. These reductions total \$11.3 million and 31.70 positions. Details and descriptions of these actions are provided in the following section.

TIER	EFFICIENCY / REDUCTION TITLE	SAVINGS IN MILLIONS	FTE	PAGE
TIER 1	Reduce Workers' Compensation Budget	(\$0.40)		61
	Eliminate Employer-Paid Injury Compensation for 7 Calendar Days (5 working days) of Workers' Compensation Claim	(\$0.16)		61
	Adjust Contract Days for Library Media Assistants (Year 2 of 2)	(\$0.12)		62
	Eliminate a Department of Teaching and Learning Administrative Assistant Position	(\$0.07)	(1.00)	62
	Revise Elementary Summer School Model	(\$0.50)		63
	Eliminate Additional Funding for Technology Lease Payments	(\$1.50)		63
	Fund Minor Construction/Major Maintenance (MC/MM) with One-Time Funds	(\$5.27)		64
	Increase Class Size	(\$2.10)	(22.20)	64
	Reduce Funding for Postage	(\$0.02)		65
	Reduce Evaluation Costs	(\$0.05)		65
	Reduce FLES at Key School	(\$0.09)	(1.00)	66
	No Longer Permit APS Employees Residing Outside Arlington County to Use APS Vehicles for Commuting	(\$0.09)		66
	Discontinue Onsite Training and Support for Gradebook - Technology Support Specialists	(\$0.10)	(2.00)	67
	Discontinue Onsite Training and Support for Student Information Systems - Technology Support Specialists	(\$0.10)		68
	Incorporate the Middle School Pathways Program into Each Middle School	(\$0.25)	(2.50)	69
	Reduce Funding for Local Travel Reimbursement	(\$0.04)		70
	Increase Fees for Student Parking at the High Schools	(\$0.03)		70
	Elimination of Meltwater Services	(\$0.01)		71
	Reduce Service Awards and Special Events (SCR)	(\$0.01)		72
	Reduce Printing of Report Cards	(\$0.02)		73
	Eliminate Replacement Computer Equipment (HR)	(\$0.01)		73
	Reduce Service Awards (HR)	(\$0.01)		74
	Reduce Funding for Substitutes - Clerical (School)	(\$0.03)		74
	Reduce Human Resources Front Desk Staff	(\$0.05)	(1.00)	75
Eliminate Asst Dir of Assessment	(\$0.14)	(1.00)	75	
Eliminate the Assistant Director of Transportation Position	(\$0.12)	(1.00)	76	
	SUBTOTAL TIER 1	(\$11.28)	(31.70)	

Building the FY 2020 Budget

Tier 1 Reductions

Reduce Workers' Compensation Budget

(\$0.40) / (0.00)

Analysis of recent premium payments indicates that the workers' compensation budget can be reduced.

Organizational/Instructional Impact:

The organizational impact of this reduction is minimal at this time.

Implementation Plan:

Beginning in FY 2020, the budget for workers' compensation premium payments will be reduced. In order to address a potential budget shortfall in future years, Human Resources will look to find efficiencies and training opportunities.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has no impact on achieving the strategic plan goals listed.

Eliminate Employer-Paid Injury Compensation for 7 Calendar Days

(5 working days) of Workers' Compensation Claim

(\$0.16) / (0.00)

Current APS Workers' Compensation practices exceed state legal requirements by directly paying employees for the first seven calendar days off due to injury that occurred at work whether the Workers' Compensation claim is determined to be compensable or not. This is a liability management program and these adjustments support injured employees' return to full or modified duty. Under this reduction, employees would use sick, personal, or annual leave to cover these days which brings APS in line with surrounding jurisdictions.

Organizational/Instructional Impact:

Employees would be required to use their own leave during the first seven calendar days off due to injury.

Implementation Plan:

In order to implement this proposed reduction, a change to the policy and/or PIP would be required.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has no impact on achieving the strategic plan goals listed.

Building the FY 2020 Budget

Adjust Contract Days for Library Media Assistants (Year 2 of 2)

(\$0.12) / (0.00)

Adjust contract days from 195 to 187 for library media assistants over a two-year period to bring them in line with all other APS assistants. For the FY 2019 budget, the contract days were reduced to 191. For the FY 2020 budget, the contract days are reduced to 187.

Organizational/Instructional Impact:

Compensation for library media assistants will be reduced.

Implementation Plan:

Taking this action will result in cost savings. However, small adjustments in service delivery would be necessary.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

The impact is minimal and will not affect the achievement of the goals listed.

Eliminate a Department of Teaching and Learning Administrative Assistant Position

(\$0.07) / (1.00)

The Department of Teaching and Learning will reduce staffing through the elimination of one Administrative Assistant position.

Organizational/Instructional Impact:

There will be less support for offices as well as indirect support for schools. Staff within the Department of Teaching and Learning will need to absorb the responsibilities of this position.

Implementation Plan:

This reduction will occur through attrition.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

With fewer administrative assistants, the workload of other staff will increase as the responsibilities will be shifted.



Building the FY 2020 Budget

Revise Elementary Summer School Model

(\$0.50) / (0.00)

Through a redesign of the Elementary Summer School Strengthening Program, students will continue to be served during the summer through a partnership between the Extended Day program and the Department of Teaching and Learning. Through this partnership, the number of teachers needed for the summer school program will be decreased.

Organizational/Instructional Impact:

There will be a decrease in the number of teachers hired for the Elementary Summer School Strengthening Program and an increase in the number of Extended Day staff hired to support the program. This reduction allows us to maintain the services provided for the Elementary Summer School Strengthening Program while reducing the costs through a shift in staffing. We believe the program will continue to be of high quality and meet students' needs, so we see this as a reduction that may have a positive impact on students while also reducing costs.

Implementation Plan:

The Elementary Summer School Strengthening Program will continue to provide students with the interventions needed in order to strengthen their knowledge and skills in English Language Arts and Mathematics. Formative assessments will be used to monitor student progress throughout the summer.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

The Strategic Plan Goals will continue to be able to be met even with this reduction.

Eliminate Additional Funding for Lease Payments

(\$1.50) / (0.00)

Growth Initiative - Eliminate additional funding for lease payments for replacement cycle for 1:1 initiative.

Organizational/Instructional Impact:

Because of the timing of lease payments entered into in FY 2018, funds are not needed in FY 2020 but will likely be needed in FY 2021 and/or FY 2022.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has no impact on achieving the objectives of the strategic plan goals listed.

Building the FY 2020 Budget

Fund Minor Construction/Major Maintenance (MC/MM) with One-Time Funds (\$5.28) / (0.00)

Fund MC/MM with one-time funds from the Future Budget Years reserve and County transfer one-time funds.

Organizational/Instructional Impact:

Funding MC/MM with reserves will help in the current deficit but will cause the deficit in future years to be considerably higher. This strategy will deplete the available amount in the Future Budget Years reserve at a rapid pace which will impact our ability to balance future budgets using one-time funds.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

Using one-time funds to support an ongoing activity is not fiscally sustainable.

Increase Class Size (\$2.10) / (22.20)

This was a reduction proposed in the FY 2019 budget that was postponed for one year by School Board action using one-time funds.

Increasing class size would increase the general education planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12. This change may or may not change the number of students in an individual class but it will increase the average class size. If this is implemented, APS would save the following:

	Class Size Increase	Amount	Positions
Grades 4-5	1.00	(\$0.47)	(5.00)
Grades 6-8	0.75	(\$1.00)	(10.60)
Grades 9-12	0.50	(\$0.63)	(6.60)

Organizational/Instructional Impact:

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

Implementation Plan:

Taking this action will not result in program eliminations or changes in service delivery and will decrease anticipated expenditures for core services at the school level.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Operational Excellence

Impact on Strategic Plan:

Increasing class size by relatively small increments remains consistent with the School Board's Strategic Plan Goals and should not affect the achievement of these goals.



Building the FY 2020 Budget

Reduce Funding for Postage

(\$0.02) / (0.00)

The Finance office is currently working to increase the number of suppliers/merchants that receive electronic payments. As the number of electronic payments increase, the funding required for postage will subsequently decrease.

Organizational/Instructional Impact:

This proposed reduction will reduce the budget for postage and increase the need to switch more suppliers/merchants to electronic payments.

Implementation Plan:

The budget will be reduced beginning in FY 2020.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the strategic plan goal listed.

Reduce Evaluation Costs

(\$0.05) / (0.00)

The evaluation costs support program evaluation and are used differently depending upon the evaluation. For example, this includes some mix of hourly time for classroom observations conducted by certified observers, assessments, consultants in specialized fields, etc.

Organizational/Instructional Impact:

The funds are used across multiple instructional programs in various stages in the evaluation process. The reduction may require the reduction in the number of observations, or limit the additional resources that are often only used for the purpose of evaluating program outcomes.

Implementation Plan:

The reduction will factor into the planning for the scope of the evaluations that enter the data collection phase in the 2019-20 school year. It may reduce the number of questions that can be addressed. As we move out a couple of years, P&E will request one time funds, if we feel an evaluation needs a program expertise that we cannot provide. Typically, consultants have been hired for Special Education, English Learners (both covered for current evaluation), Gifted Services, and Montessori.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

The evaluations help APS determine how instructional programs are supporting student success and well-being. The recommendations are used to target improvements to the instructional program.

Building the FY 2020 Budget

Reduce FLES at Key School

(\$0.09) / (1.00)

This reduction eliminates a 1.00 FLES FTE at the Key School.

Organizational/Instructional Impact:

The impact of this reduction is minimal as it aligns Key with the other elementary schools.

Implementation Plan:

The reduction will occur at once.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

The reduction will have a minimum impact on the strategic plan goals, as it places Key's staffing in line with other APS elementary schools.

No Longer Permit APS Employees Residing Outside Arlington County to Use APS Vehicles for Commuting

(\$0.09) / (0.00)

Under this reduction/efficiency APS employees, who are assigned APS vehicles and reside outside of Arlington County, would no longer be able to use their vehicles to commute to and from home. Also, several vehicles would no longer be assigned to individuals and would be shared, and the white fleet would be reduced by two vehicles. This reduction/efficiency is based on detailed analysis of vehicle usage during FY 2018, which revealed that some APS vehicles were primarily used for commuting outside of Arlington County.

Organizational/Instructional Impact:

This reduction/efficiency would have very little impact on the organization.

Implementation Plan:

This reduction/efficiency would require revisions to School Board Policy E-5.1 Transportation. It would take effect on July 1, 2019. Affected employees would be notified in advance.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction/efficiency would support operational excellence by managing available assets more efficiently and cost effectively.

Building the FY 2020 Budget

Discontinue Onsite Gradebook Training and Support

(\$0.10) / (1.00)

Information Services will discontinue providing onsite training and support for teachers on Synergy Gradebook, attendance, grade entry and other data-system related functions. Training will be made available through a myriad of options including webinars and online content. Discontinuing this service will permit APS to reduce the number of Technology Support Specialist positions by 1.00 FTE.

Organizational/Instructional Impact:

Currently, Technology Support Specialists (Working Title: Information System Analyst) train and support teachers on the use of the Student Information System. This includes help with grading and the use of the gradebook.

With the elimination of this service, it will no longer provide on-site support for teachers. Many teachers rely on the 'personal touch' provided by having a TSS on site at the beginning of the year professional learning events and grade entry events which occur with every reporting event or eight times a year.

In a pilot during SY 2018-19, APS saw increased grade-related data entry errors and increased time to complete grade entry. This increases risks related to published schedules for meeting grade reporting to parent.

In addition, as teachers expand the use of data to make decisions, they will need to rely on online training to gain the necessary skills.

Implementation Plan:

If this reduction is adopted, Principals and Directors of Counseling will be informed that providing onsite support for teachers for grade entry and other data-related activities has been eliminated from the budget. Information Services will then work with schools and Department of Teaching and Learning to ensure that online options exist to cover all necessary competencies. IS will also work with schools to develop a school-staffed support structure for teachers if they need assistance.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This cut supports the Operational Excellence by shifting the division from high-cost on-site support to lower-cost online professional learning.

This cut conflicts with the Engaged Workforce as access to support around grading will be limited to online support.

Building the FY 2020 Budget

Discontinue Onsite Training and Support for Student Information Systems

(\$0.10) / (1.00)

This proposed reduction eliminates an additional Technology Support Specialist position. Information Services will discontinue providing onsite training and support for functions such as student registration and student master scheduling. Training will be made available through a myriad of options including webinars and online content. Discontinuing this service will permit APS to reduce the number of Technology Support Specialist positions by 1.00 FTE.

Organizational/Instructional Impact:

Currently, Technology Support Specialists (Working Title: Information System Analyst) train and support school staff such as attendance specialists, registrars, directors of counseling, counselors, ESL Specialists and Gifted Resource Coordinators on the use of the Student Information System.

With the elimination of this service, it will no longer be possible to provide onsite support for school staff. Many staff rely on the 'personal touch' provided by having a TSS onsite during beginning of the year professional learning events and through the school year.

With the change in service, there is potential for a reduction in the effective use of the systems by the above stakeholder groups causing an overall reduction in operational efficiency. In addition, an increase in data errors is expected.

Implementation Plan:

If this reduction is adopted, onsite training and support for non-instructional staff, including registrars on student registration and directors of counseling on master scheduling will not be available. Training will be made available through the myriad of options including webinars and online content. Staff will continue to receive support by calling the Service Support Center.

Once the budget is approved Principals, Directors of Counseling and Program Offices will be informed that providing onsite support on the use of the Student Information System and other data-related activities has been cut from the budget. IS will then work with schools and DTL to ensure that online options exist to cover all necessary competencies. IS will also work with schools to develop a school-staffed support structure.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

The onsite support and training of new and continuing staff (registrars, counselors, ESL and Gifted specialists, others) on a myriad of functions such as student registration and master scheduling and other functionality have been effective for teaching and non teaching staff to be more productive within various functions they perform. This reduction will remove that option and service.

Building the FY 2020 Budget

Incorporate the Middle School Pathways Program into Each Middle School

(\$0.25) / (2.50)

Project Pathways is a 45-day, Tier 3 intervention within the Arlington Tiered System of Supports and our only middle alternative placement program. The program is staffed with two full-time teachers and a part-time counselor. The Project Pathways Program has successfully served middle school students with a history of repeated and serious disruptive behaviors and significant emotional needs. The program allows for direct support and services and provides a pathway for supporting a student transitioning back to their home school.

Giving consideration to alternative ways to deliver the services provided through the Pathway Program could be further explored as a result of this recommendation. However, it is important to recognize that increasing services to our most vulnerable students is a priority. Exploring alternative options would require APS to support the academic, emotional, and social needs of middle school students utilizing a different approach.

Ideally, we would like to keep students in Project Pathways in a separate program to better meet the developmental needs of middle school age students and to ensure that we have a continuation of Tier 3 intervention support for middle school age students.

Organizational/Instructional Impact:

Incorporating Project Pathways into each middle school enables APS to support the academic, emotional, and social needs of middle students in their individual home school utilizing existing staff, thereby reducing the overall budget by 2.5 FTEs.

Implementation Plan:

The MS Project Pathways Program would move from the outdoor trailer on the Thomas Jefferson Middle School campus and be incorporated into each middle school. Students who are referred to the 45-day Project Pathways Program would receive services from existing school staff at their home school.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Incorporating Project Pathways into each middle school enables APS to offer the same level of academic, emotional, and social needs support to middle students, however, in the student's home school utilizing the existing staff.

Building the FY 2020 Budget

Reduce Funding for Local Travel Reimbursement

(\$0.04) / (0.00)

This reduction eliminated half of local travel funds from the central office administrative account. These funds are used to reimburse employees (e.g., principals, directors, curriculum supervisors and specialists, etc.) for mileage and parking fees.

Organizational/Instructional Impact:

If this reduction is adopted, reimbursement for costs associated with local travel will be limited.

Implementation Plan:

The budget will be reduced in the FY 2020 budget and Finance and Management Services would work with School and Community Relations to communicate this policy change to the entire school division.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.

Increase Fees for Student Parking at the High Schools

(\$0.03) / (0.00)

Under this proposed reduction/efficiency the annual parking fee charged to high school students would be increased to \$200 per year. Fees received would be allocated to the general fund rather than to the individual high schools as they are now. Parking fees for students now vary among the high schools. Wakefield does not charge a parking fee because there is adequate on-street parking. The fee per parking space would be increased to \$200 per year at the schools where fees are currently charged.

Organizational/Instructional Impact:

It is hoped that an increase of the fee will reduce student parking on high school campuses, without increasing parking on neighboring streets. Schools will no longer be able to use fees from student parking.

Implementation Plan:

This reduction/efficiency would take effect at the start of school in September 2019. Students are not charged to park during the summer. A plan will be developed to engage stakeholders in the implementation of this plan and manage parking hang tags more effectively at Yorktown and Washington-Liberty to identify students who are parking without having paid the required fee.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This efficiency is a further step in APS's efforts to increase safety and improve air quality around schools by reducing the number of vehicles, especially single occupant vehicles, driving and parking there. It is also a step towards reducing the cost and number of parking spaces at new schools and existing schools that are undergoing capital projects, and to managing the expectation that ample parking will be provided for students at all schools.



Building the FY 2020 Budget

Elimination of Meltwater Services

(\$0.01) / (0.00)

Meltwater is a media monitoring and analytics service added in FY19 to track daily APS and general education news, including online, broadcast and social media coverage. The tool also captures key metrics, such as total media exposure and reach. The service includes a daily APS News Clips newsletter template for sharing coverage with internal stakeholders and a dashboard for reporting. The primary service is \$5,000 for the annual contract, an additional \$2,000 for broadcast monitoring annually.

Organizational/Instructional Impact:

The reduction of this service will impact the quality of daily reports and will eliminate one analytics tool used to monitor media coverage and social media conversations about APS.

School and Community Relations will need to revert to the previous method which was much more time-consuming, included less news, and no social media monitoring or data. Without the service, staff is assigned to search Google news and check key local/national outlet news feeds (e.g., ARLNow, Sun Gazette, Washington Post) to compile a list of email news clips links that they can compile into an email to send to key internal staff. Social media, which is a growing media format, will not be included in the reports, and SCR will no longer have access to dashboard reports.

Implementation Plan:

We have an annual contract and SCR would simply not renew the contract in June. We would then send an email to ELT and the recipients of the daily clips to let them know that the service will not be provided and share a plan for sending daily news clips in the future.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

There would be no significant impact to strategic plan goals, but it would eliminate one tool added to address a School Board priority to monitor and address social media issues in a timely manner. The request for broadcast monitoring was made by the Superintendent.

Building the FY 2020 Budget

Reduce Service Awards and Special Events (SCR)

(\$0.01) / (0.00)

Reducing APS special countywide events that recognize employees as well as community volunteers and partners for their outstanding contributions to APS can reduce School and Community Relations spending. This budget reduction will reduce expenditures for catering, florists, supplies and printed materials that are purchased for awards and recognition events. The budget in the special events and service awards accounts totals \$8,845. SCR overspent the funding in the FY18 budget by approximately \$2,000. We request that each event be considered separately to be eliminated, in the following order:

1. Employee Service Awards
2. Retiree Recognition
3. APS Volunteer and Partner Appreciation Event
4. Celebration of Excellence: Principal, Teacher, and Support Employee of the Year programs

Organizational/Instructional Impact:

This reduction will reduce the time dedicated to these events by the Communications Coordinator. However, eliminating some of these employee recognition events may lower employee morale at a time when increasing employee morale and engagement is a key goal of the APS Strategic Plan and a continuing priority for the school division. All 2,500+ volunteers and 500+ partners who provide services to APS; and all staff who are recognized for awards, service, or retirement milestones.

Implementation Plan:

We would communicate the change to all staff. Events or celebrations may continue on a smaller scale through the schools and individual departments, but there would be fewer APS, division-wide or larger community gatherings to recognize these employees or organizations officially. Recognitions would be made through regular communications channels, but fewer celebrations would be formally held by APS to acknowledge them in a public forum. If this reduction is adopted, we will communicate the change to all involved internal and external stakeholders and let them know that there will be fewer formal gatherings or awards for these achievements or contributions. We will outline alternate options for recognition on a smaller scale or through written communications.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

This would impact the goal to build and strengthening partnerships, as well as the goal to engage employees. Reducing the volunteer and partner recognition program reduces positive recognition of volunteers and partners who make outstanding contributions to the school division. Reducing employee awards and recognition reduces positive recognition that rewards and engages employees who make outstanding contributions to the school division.

Building the FY 2020 Budget

Reduce Printing of Report Cards

(\$0.02) / (0.00)

APS will reduce the number of printed report cards for elementary, middle and high school families. Families will need to use ParentVue and StudentVue to access student reporting data.

Organizational/Instructional Impact:

This largest impact will be on families with limited access to technology for whom using ParentVue may be difficult. Costs are expected to further increase over the next year as all elementary schools are expected to move to standards-based grading. The standards-based grading report cards contain much more information and are significantly larger in size. This will translate to a significantly higher cost in the new school year which would require additional funding.

Implementation Plan:

If this reduction is adopted, Information Services will work with School and Community Relations to create a communications plan to inform schools and families that the district will reduce the number of printed report cards. No actions are necessary other than to inform stakeholders of the change.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Operational Excellence
- ◆ Partnerships

Impact on Strategic Plan:

Student Success: Multiple Pathways to Success for All Students

Partnerships: Strong and Mutually Supportive Partnerships - parents will be able to access student report cards in a timely fashion and better engage in their students' learning.

Operational Excellence - significant effort is required to print, fold, seal and send report cards home to parents. This requirement will be significantly reduced.

Eliminate Replacement Computer Equipment (HR)

(\$0.01) / (0.00)

Currently this funding ensures that Human Resources has equipment that meets industry standards. This reduction will eliminate this funding.

Organizational/Instructional Impact:

This reduction would result in a deferral of equipment replacement impacting operational excellence.

Implementation Plan:

The budget for replacement computer equipment would be eliminated beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Human Resources staff would have fewer opportunities to access current technology.

Building the FY 2020 Budget

Reduce Service Awards (HR)

(\$0.01) / (0.00)

APS employees currently receive recognition and awards for service at 5, 10, 15, 20, 25, 30, 35, 40, and 45 years. This reduction will reduce the budget for these service awards by half.

Organizational/Instructional Impact:

Implications for engaged workforce/morale. Recognition or awards for service to the organization will be reserved for employees with more years of service.

Implementation Plan:

The budget for service awards will be reduced beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction could have a negative impact on engaged workforce/morale.

Reduce Funding for Substitutes - Clerical (School)

(\$0.03) / (0.00)

Substitute coverage is provided for key positions in APS during employee leave and transition periods. This provides for continuity of programs and service. This proposed reduction reduces funding for school-based clerical substitutes.

Organizational/Instructional Impact:

Current employees at each work location would need to cover duties and responsibilities or services may be reduced.

Implementation Plan:

The budget for school-based clerical substitutes would be reduced beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Impacts engaged workforce and operational excellence.



Building the FY 2020 Budget

Reduce Human Resources Front Desk Staff

(\$0.05) / (1.00)

This reduction reduces the Human Resources front desk staff which provides customer service to future employees, current employees, and retirees.

Organizational/Instructional Impact:

This reduction will result negative effect the ability to meet customer service requests in a timely manner.

Implementation Plan:

The responsibilities of these positions will have to be distributed among remaining Human Resources staff.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Operational Excellence - Less ability to respond to customer service needs and to respond to request.

Eliminate the Assistant Director of Assessment Position

(\$0.14) / (1.00)

The Department of Teaching and Learning will reduce staffing through the elimination of the Assistant Director of Assessment.

Organizational/Instructional Impact:

The responsibilities of the Assessment office would be completed by the Assessment Specialist with support from content offices. The workload of staff within the Assessment office and the Department of Teaching and Learning will increase.

Implementation Plan:

This reduction will implemented for the 2019-20 school year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

The increase in workload may negatively impact the goal of an engaged workforce.



Building the FY 2020 Budget

Eliminate the Assistant Director of Transportation Position

(\$0.12) / (1.00)

The Assistant Director, Transportation Services position was added in FY 2017, primarily to provide senior management presence on site for a longer period each day, given that Transportation operations run from before 6:00 a.m. to as late as 10:00 p.m. on a typical school day while the standard work day for APS personnel is 8.0 hours. In practice, the role of assistant director has proved less effective than anticipated, and somewhat challenging to integrate with other management positions. Eliminating the position would provide growth and leadership opportunities for, and recognize the value that the Operations Manager, Routing and Planning Coordinator, and Lead Dispatcher are already providing. Senior management coverage will be provided by coordinating the work hours of key management personnel so that at least one of them is on site from 6:00 a.m. or earlier through 6:00 p.m. or later on a typical school day. In addition, much of the responsibility of the Director and Assistant Director for transportation planning, increasing the efficiency of the bus system, while improving the service provided to our families, revising Policies and PIPs, and engaging with parents on proposed changes and efficiencies is shared with the Director, Multimodal Transportation Planning, who joined APS in fall 2017.

Organizational/Instructional Impact:

Due to the recent resignation of the Director, Transportation Services, and the promotion of the Assistant Director to Acting Director, Transportation Services is already operating effectively without the Assistant Director. This reduction/efficiency is therefore expected to have very little impact on the organization.

Implementation Plan:

If adopted, the roles and responsibilities of the Director, Operations Manager, Routing and Planning Coordinator and the Lead /dispatcher would be further refined, and a schedule to ensure on site coverage for at least twelve hours on a typical school day would be developed.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction/efficiency would support operational excellence by managing available assets more efficiently and cost effectively.

Building the FY 2020 Budget

In the Superintendent's Proposed budget, a prioritized list of additional tiered reductions were included in the event the County transfer would not fully fund the budget. Although it was not necessary for the School Board to implement additional reductions, the details of these reductions, as adjusted by the School Board on April 11, 2019, are included in the following section for reference.

TIER	EFFICIENCY / REDUCTION TITLE	SAVINGS IN MILLIONS	FTE	PAGE
TIER 2	Reduce Funding for Budget Software Updates	(\$0.01)		80
	Reduce an AETV Producer Position	(\$0.08)	(1.00)	80
	Reduce Human Resources Membership Fees	(\$0.01)		81
	Eliminate Elementary School Library Assistants	(\$1.28)	(25.00)	82
	No Longer Provide Free Bus Service for Arlington Students Attending Thomas Jefferson High School for Science and Technology	(\$0.14)		82
	Eliminate a Financial Analyst Position	(\$0.08)	(1.00)	83
	Eliminate Funding for Substitutes - Clerical (Non-School)	(\$0.00)		83
	Reduce Funding Support to the Superintendent's Office	(\$0.11)		84
	Reduce the Special Projects Clerical Positions	(\$0.03)	(0.50)	84
	Reduce Contract Services in Planning and Evaluation	(\$0.04)		85
	Eliminate Funding for Thomas Jefferson High School for Science and Technology Tuition	(\$0.29)		86
	Reduce Central Funding for Replacement Classroom Furniture and Supplies	(\$0.05)		86
	Eliminate District Funding of Crew	(\$0.12)		87
	Eliminate a Secondary Teacher Specialist Position in the Department of Teaching and Learning	(\$0.09)	(1.00)	88
	Eliminate Summer Sports Practice Transportation Services	(\$0.03)		88
	Implement an Activity Fee for Middle and High School	(\$0.05)		89
	Reduce Planning and Evaluation Consultant Fees	(\$0.02)		89
	Eliminate the Equity and Excellence Coordinator Position in the Department of Teaching and Learning	(\$0.09)	(1.00)	90
	Eliminate the Library Services Records and School Liaison Position	(\$0.07)	(1.00)	90
	Eliminate the Vocational Teachers at the High Schools	(\$0.19)	(2.00)	91
	Eliminate the English Learners Supplement Positions	(\$0.28)	(3.00)	91
	Reduce 1.00 FTE at Each Middle School	(\$0.66)	(7.00)	92
	Reduce Exemplary Project Coordinators to 0.50 FTE at All Elementary Schools	(\$0.65)	(7.40)	92
	Eliminate Funding for Discretionary Field Trips	(\$0.20)		93
	Eliminate English Learners Resource Teacher Transition Positions	(\$0.19)	(2.00)	93
	Eliminate the Lab/Animal Technician Position at the Career Center	(\$0.09)	(1.00)	94
Eliminate Diversity Peer Training Coordinators	(\$0.06)	(0.60)	94	

Building the FY 2020 Budget

TIER	EFFICIENCY / REDUCTION TITLE	SAVINGS IN MILLIONS	FTE	PAGE
TIER 2	Eliminate the Enrollment Reserve	(\$0.03)		95
	Implement a Cap on the Number of AP and IB Assessments Funded by APS	(\$0.10)		95
	Reduce Cost of Providing Uniforms to Custodians	(\$0.02)		96
	Eliminate Funding for Police Record Transcripts	(\$0.07)		96
	Eliminate the Use of SMART Notebook	(\$0.03)		97
	Eliminate Adobe Creative Suite	(\$0.08)		98
	Eliminate School Testing Coordinators from Non-Title I Elementary Schools	(\$0.15)	(1.50)	98
	Postpone Additional Psychologists and Social Workers	(\$0.87)	(9.25)	99
	Eliminate Teachers College Summit at Wakefield	(\$0.02)	(0.20)	99
	Eliminate STEM Specialist Position at Kenmore Middle School	(\$0.09)	(1.00)	100
	Eliminate Activities at the Outdoor Lab	(\$0.70)		101
	Reduce Special Events Provided by the Department of Teaching and Learning	(\$0.04)		101
	Reduce Administrative Services Printing and Duplication	(\$0.02)		102
	Eliminate the PDS Coordinator Position (Teacher Mentor)	(\$0.04)	(0.40)	102
	Eliminate Human Resources Scholarships for A, E, G, M, P, and T scales	(\$0.22)		103
	Eliminate Equity and Excellence Coordinators at the High Schools	(\$0.24)	(2.50)	104
		SUBTOTAL TIER 2	(\$5.11)	(38.85)

Note: May not total due to rounding.

Building the FY 2020 Budget



TIER	EFFICIENCY / REDUCTION TITLE	SAVINGS IN MILLIONS	FTE	PAGE
TIER 3	Reduce the Exemplary Projects Teachers at Yorktown and Wakefield High Schools	(\$0.24)	(2.50)	105
	Move Instructional Technology Coordinators (ITC) from 12-month Contracts to 11-month Contracts	(\$0.60)		107
	One Day Furlough for 12 Month Employees	(\$0.31)		107
	Eliminate Administrative Conference	(\$0.02)		108
	Eliminate Funding for Non-Discretionary Field Trips	(\$0.24)		108
	Eliminate Summer School in Middle School with the Exception of Extended School Year Services	(\$0.33)		109
	Reduce Instructional Clerical Positions at the High Schools	(\$0.21)	(3.50)	110
	Reduce Funding in the Advanced Classes Staff Contingency	(\$0.60)		110
	Eliminate Human Resources Inservice Cost - Administrative	(\$0.02)		111
	Eliminate Middle School Testing Coordinators	(\$0.28)	(3.00)	111
	Eliminate Transportation for Middle and High School Games and Practices	(\$0.42)		112
	Change to the In-School Alternative Teacher Positions	(\$0.28)	(3.00)	112
	Reduce Campus Safety/School Resource Assistants	(\$0.16)	(3.00)	113
	Eliminate Department Chairs at the High Schools	(\$0.28)	(3.00)	113
	Reduction of E-Days in the Department of Teaching and Learning	(\$0.01)		115
	Eliminate Late and Activity Bus Services	(\$0.81)		115
	Reduce an Additional 1.00 FTE at Each Middle School	(\$0.66)	(7.00)	116
	Reduce Resource Teachers for the Gifted at All Elementary Schools by 0.50 FTE	(\$1.13)	(12.00)	116
	Reduce Special Education Coordination Time	(\$0.06)	(0.60)	117
	Eliminate the Assistant to Teacher Program	(\$0.32)		118
	Reduce Guidance Counselors at the High Schools	(\$0.38)	(4.00)	118
	Reduce the Science Program Initiative Teacher Positions	(\$0.28)	(3.00)	119
	Eliminate Instructional Technology Coordinators at the High Schools	(\$0.47)	(4.00)	119
	Reduce Funding for the Second Chance Program	(\$0.05)		120
	Eliminate the Humanities Coordinator Position	(\$0.12)	(1.00)	121
	Eliminate Transportation for General Education Students Attending Summer School	(\$0.48)		122
	Discontinue use of the IQ System for Engage	(\$0.07)		122
	Eliminate Funding for Substitutes - P&E Scale	(\$0.03)		123
	Eliminate Additional Funding for Computer Equipment and Software at Schools	(\$0.51)		123
	Eliminate Instructional Lead Teacher Stipends	(\$0.13)		124
	Increase Custodial Square Footage Calculation from 21,000 to 22,000 Square Feet per Custodian	(\$0.62)	(12.00)	124
	Eliminate Microsoft Outlook and Office Suite	(\$0.18)		125
	Eliminate Resource Teachers for the Gifted at the High Schools	(\$0.33)	(3.50)	125
Eliminate the Career College Counselor Position	(\$0.28)	(3.00)	126	
Eliminate Planned Cyber Security Improvements	(\$0.20)		127	
	SUBTOTAL TIER 3	(\$11.11)	(68.10)	

Note: May not total due to rounding.

Building the FY 2020 Budget

Tier 2 Reductions

Reduce Funding for Budget Software Updates

(\$0.005) / (0.00)

Arlington Public Schools has a complicated chart of accounts and as a result the budgeting software must be extensively customized.

Organizational/Instructional Impact:

This proposed reduction will reduce the funds available to create additional customized reports to assist the Budget office in developing and analyzing the district's annual operating budget.

Implementation Plan:

The budget will be reduced beginning in FY 2020 and the Budget office will review and revise the priority of the recently requested reports. Some desired reports will be postponed or removed from the queue.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the strategic plan goals listed.

Reduce an AETV Producer Position

(\$0.08) / (1.00)

This reduction would eliminate one of the four full-time positions on the AETV team. APS recently hired a fourth AETV producer to help meet the growing demand for video programming and support. This reduction would reduce the team to three producers.

Organizational/Instructional Impact:

Eliminating the position would reduce the volume of projects AETV will be able to support. Video has been an effective means of sharing the APS story and demand for video continues to increase. There has been a steady increase in video requests from leadership, schools and departments, corresponding with the school division's growth as well as the general rise in the demand for video online and on social media. For that reason, APS made a strategic decision to increase video production and invest in an expanded team. The four-person team allowed AETV to increase its output significantly by allowing them to shoot more episodic videos, such as Snapshots, as well as leadership messages and other school and central office department needs. Many projects also require two producers to be present for a shoot. The four-person structure allowed them to cover more projects at once by deploying teams of two separately, versus needing to hire outside help. With three, AETV will scale back the number of video projects and potentially meetings they can cover.

Implementation Plan:

If this reduction is adopted, the School and Community Relations department would reassess and reprioritize the AETV video plan and editorial calendar.

Building the FY 2020 Budget

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence
- ◆ Partnerships

Impact on Strategic Plan:

The reduction of video content would have an impact on the frequency and volume of video stories AETV can shoot and publicize to highlight APS work happening across the school division related to all aspects of the Strategic Plan. AETV has also been asked to cover an increasing number of internal staff videos, including the recent “In the Loop with the Supe” series, and that would need to be scaled back, impacting employee engagement.

Reduce Human Resources Membership Fees

(\$0.01) / (0.00)

Human Resources professional memberships to benchmark against regional and national standards and practices are reduced and/or eliminated.

Organizational/Instructional Impact:

Less ability to benchmark against best practices.

Implementation Plan:

When the professional membership comes up for renewal, the Human Resources department will not renew the memberships.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Fewer opportunities for Human Resources staff to benchmark against regional and national standards and practices.

Building the FY 2020 Budget

Eliminate Elementary School Library Assistants

(\$1.27) / (25.00)

All elementary school level library assistants will be eliminated. This is an equitable cut across all elementary schools and will have a minimal impact directly on student learning.

Organizational/Instructional Impact:

The impact of this reduction on the organization is that schools will have to find alternative methods (i.e., librarian, volunteers, etc.) to maintain the library books.

Implementation Plan:

The proposed reduction would be implemented at once.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

The reduction will have a minimal impact on the strategic plan goals.

No Longer Provide Free Bus Service for Arlington Students Attending Thomas Jefferson High School for Science and Technology

(\$0.14) / (0.00)

Under this reduction/efficiency students attending Thomas Jefferson High School for Science and Technology (TJHSST) in Fairfax would no longer be provided with free transportation to and from school each day. Service would be eliminated altogether. Alternatively, APS could continue to provide the service and charge parents a fee, that would be adjusted based on a student's free or reduced lunch eligibility.

Organizational/Instructional Impact:

Elimination of this service might reduce the number of applicants to TJHSST; providing fee-based transportation to TJHSST as described above is less likely to have this effect.

Implementation Plan:

This reduction/efficiency would take effect at the start of school in September 2019. If this reduction is adopted, parents of students attending and applying to TJHSST will be notified and invited to a meeting to discuss an implementation plan.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction/efficiency would support operational excellence by managing available assets more efficiently and cost effectively.

Building the FY 2020 Budget

Eliminate a Financial Analyst Position

(\$0.08) / (1.00)

This reduction eliminates a vacant financial analyst position in the Budget office. The reduction is partially offset by the funds needed for temporary help to design and assist in compiling the budget document.

Organizational/Instructional Impact:

Eliminating this vacant position reduces the flexibility of the Budget office to provide additional data and analysis as requests for these have increased exponentially over the past few years. The current Budget office staff cannot take on additional responsibilities as they are fully engaged in the current work.

Implementation Plan:

The position would be eliminated from the budget and additional requests for data or analysis above those already provided would go unfulfilled.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

The Budget office is an extremely small office so the reduction of this position may affect the achievement of the objectives for the strategic plan goals listed.

Eliminate Funding for Substitutes - Clerical (Non-School)

(\$2,175.00) / (0.00)

Substitute coverage is provided for key positions in APS during employee leave and transition periods. This provides for continuity of programs and service. This reduction eliminates substitute coverage for non-school based clerical positions.

Organizational/Instructional Impact:

Current employees at each work location would need to cover duties and responsibilities or services may be reduced.

Implementation Plan:

The budget for non-school based clerical substitutes will be eliminated beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Impacts engaged workforce and operational excellence as other employees must take over additional duties or services may be reduced.

Building the FY 2020 Budget

Reduce Funding Support to the Superintendent's Office

(\$0.11) / (0.00)

This proposed reduction eliminates the Superintendent's reserve (\$50K) and hourly funds (\$60K) that support the Superintendent's office.

Organizational/Instructional Impact:

The Superintendent's reserve is available for new or expanded initiatives that occur in the current year. If these funds are eliminated, then new initiatives would have to wait to be funded during the next year's budget process.

The hourly funds are available to assist the Superintendent's office in preparing communications, filing, and other daily office requirements. If these funds are eliminated, these responsibilities will be redistributed to the staff within the Superintendent's office and across other offices or the services would be reduced or eliminated.

Implementation Plan:

The funds would no longer be available beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.

Reduce the Special Projects Clerical Position

(\$0.03) / (0.50)

Per PIP 20-1.170, "The Arlington School Board encourages school communities (staffs, families, and other stakeholders) to augment the strong APS instructional program with distinctive educational offerings called exemplary projects. Prior to implementation, each offering must be approved by the School Board. Each exemplary project must:

- ◆ enhance instruction for all students enrolled at the school
- ◆ strengthen the school's instructional coherence
- ◆ build local community commitment to the school
- ◆ include a clear evaluation plan and reporting schedule."

Exemplary project clerical staff are responsible for the daily logistics and communication necessary to ensure that the programs are successful.

Organizational/Instructional Impact:

The loss of exemplary project clerical staff at Yorktown will result in a significant reduction in the quality of service provided to students by the project. At Yorktown, the outreach of the Center for Leadership and Public Service would likely be severely curtailed, leaving students without opportunities to engage in public service projects, lessening leadership opportunities for clubs and activities, diluting the school's focus on social emotional learning and creating a vacuum in the support and cultivation of the whole child.

Building the FY 2020 Budget

Implementation Plan:

Yorktown would likely not have an exemplary project in the 2019-2020 school year or, the project remained in existence, it would be significantly limited and would likely not allow students equitable access to their services.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Student Success - Without access to these exemplary projects, some historically over-represented and under-represented students will not be able to access necessary social-emotional and academic support to be successful in school programs. Wakefield seniors and many Yorktown students will likely not have engaged in one experience that demonstrates productive workplace skills, qualities and behaviors.

Student Well-Being - Without access to these exemplary projects, Wakefield and Yorktown will struggle to report 95 percent implementation of the Whole Child indicators in the areas of a healthy and supportive learning environment.

Reduce Contract Services in Planning and Evaluation

(\$0.04) / (0.00)

This covers Planning and Evaluation's subscription to Hanover Research. The subscription supplements the services provided by P&E staff for evaluations, surveys and planning projects.

Organizational/Instructional Impact:

This reduction may reduce the scope of program evaluations, and require some prioritization of evaluation tasks by the steering committee.

Implementation Plan:

The reduction will factor into the planning for the scope of the evaluations that enter the data collection phase in the 2019-20 school year. It may reduce the number of questions that can be addressed.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

The evaluations help APS determine how instructional programs are supporting student success and well-being. The recommendations are used to target improvements to the instructional program.

Building the FY 2020 Budget

Eliminate Funding for Thomas Jefferson High School for Science and Technology Tuition

(\$0.29) / (0.00)

Going forward, APS will not fund tuition for students to attend Thomas Jefferson High School for Science and Technology. Current students would be grandfathered.

Organizational/Instructional Impact:

Students would no longer have their tuition covered to attend Thomas Jefferson High School for Science and Technology. Students currently attending would be grandfathered.

Implementation Plan:

This service is not required and could be reduced beginning with the 2019-20 school year. If this reduction is adopted, the Department of Teaching and Learning would work with School and Community Relations to develop a communications plan and provide a list of alternatives that are available within APS.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

Students would have access to one less program when considering high school options.

Reduce Central Funding for Replacement Classroom Furniture and Supplies

(\$0.08) / (0.00)

This reduction eliminates central office funding for replacement classroom furniture and other equipment, materials, and supplies.

Organizational/Instructional Impact:

If this reduction is adopted, funding would no longer be available for any furniture or other needs at schools that may arise during the next fiscal year (e.g., flood resulting from burst pipes).

Implementation Plan:

The budget will be eliminated in the FY 2020 budget and Finance and Management Services would work with School and Community Relations to communicate this policy change to the entire school division.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.



Building the FY 2020 Budget

Eliminate District Funding of Crew

(\$0.13) / (0.00)

Under this reduction/efficiency all funding for crew, which is not a Virginia High School League (VHSL) sport, would be eliminated. Crew would become self-funding as in Fairfax and most school divisions nationwide, where all expenses are paid by participants and Crew Boosters, and scholarships are often available to participants meeting certain income requirements. Expected savings total \$130,100, broken down as provided below.

- ◆ Coach stipends: \$45,500
- ◆ Coach bus transportation to regattas: \$40,000
- ◆ Yellow bus transportation to local practice: \$18,000
- ◆ Metro passes for W-L students to attend practice: \$1,000
- ◆ White fleet driver time and vehicle expenses to transport sculls: \$20,000
- ◆ Insurance of sculls: \$800
- ◆ Insurance deductible payments for damage to sculls: \$2,000
- ◆ Catastrophic insurance for students participating in a non-VHSL sport: \$2,800

Organizational/Instructional Impact:

This reduction/efficiency would only impact students participating in crew and their families.

Implementation Plan:

The budget for crew would be eliminated beginning with the FY 2020 budget. If adopted, affected students and families would be notified and invited to attend a meeting to discuss how to proceed.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

This reduction/efficiency could be considered a reduction in the number of pathways to success for all students.

Building the FY 2020 Budget

Eliminate a Secondary Teacher Specialist Position in the Department of Teaching and Learning

(\$0.09) / (1.00)

The Department of Teaching and Learning will reduce staffing through the elimination of the Secondary Teacher Specialist.

Organizational/Instructional Impact:

The duties and responsibilities of the Secondary Teacher Specialist would be absorbed by the Director of Secondary Education as well as content and program offices. Projects such as the Program of Studies, Secondary lotteries, and school coaching and support would need to be absorbed by other staff.

Implementation Plan:

This would be a one-time reduction to occur at the end of the 2018-19 school year. The secondary specialist supports many programs and processes including Options and Transfers, course codes, school coaching and support, etc. These functions would need to be absorbed by others if this position is eliminated.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

There will be fewer staff to support processes within the Department of Teaching and Learning as well as school level coaching and support.

Eliminate Summer Sports Practice Transportation Services

(\$0.03) / (0.00)

Under this reduction/efficiency all transportation services currently provided during the summer to high school students for sports practices would be eliminated. Such transportation services are not provided in some other local school divisions.

Organizational/Instructional Impact:

High school students attending sports practices during the summer before the start of school would have to find their own way to and from practices.

Implementation Plan:

This reduction/efficiency would take effect in summer 2019.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.



Building the FY 2020 Budget

Implement an Activity Fee for Middle and High School

(\$0.05) / (0.00)

APS will charge an activities fee for middle and high school sports and activities (with the exception of students who qualify for free and reduced lunch). Estimate based on \$10 charge per activity except for students who qualify for free and reduced lunch. A higher fee would generate more revenue.

Organizational/Instructional Impact:

Fewer students may choose to participate in middle and high school sports and activities.

Implementation Plan:

Staff will review the proposal considered several years ago, make any necessary updates, and then work with School and Community Relations to determine a strategy for communicating the change to students and families.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Fewer students may choose to participate in middle and high school sports and activities.

Reduce Planning and Evaluation Consultant Fees

(\$0.02) / (0.00)

The consultant fees account in Planning and Evaluation provides our Planning team with expert resources as we continue to define our roles and responsibilities. It covers cost for the consultant who reviews APS projections, hourly help from APS retirees as we have implemented Engage@apsva.us, and planning and facilitation of meetings with elementary principals.

Organizational/Instructional Impact:

The reduction in this account is manageable and will continue to cover consulting support for projections and elementary principals, while staff will pick up all of the responsibilities of managing the first tier of responses to emails sent to engage@apsva.us.

Implementation Plan:

Staff is already taking on the management of engage@apsva.us emails. Also, one of our consultants is no longer in P&E and is now working with Transportation.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

There may be some transition issues as the responsibilities are distributed to staff.

Building the FY 2020 Budget

Eliminate the Equity and Excellence Coordinator Position in the Department of Teaching and Learning

(\$0.09) / (1.00)

The Department of Teaching and Learning will reduce staffing through the elimination of the Equity and Excellence Coordinator.

Organizational/Instructional Impact:

Through increased collaboration within the Department of Teaching and Learning, the content and program area supervisors and specialists would perform the duties and responsibilities that have been completed by the staff in this position. There will be less staff available for coaching and supporting schools.

Implementation Plan:

This reduction will be implemented for the 2019-20 school year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

There will be fewer staff available for coaching and supporting staff from the Office of Equity and Excellence.

Eliminate the Library Services Records and School Liaison Position

(\$0.07) / (1.00)

The Department of Teaching and Learning will reduce staffing through the elimination of the Library Services Records and School Liaison position.

Organizational/Instructional Impact:

The duties and responsibilities of this position, including purchasing responsibilities, would be shared by the other staff within the Library Services office.

Implementation Plan:

This reduction will be implemented for the 2019-20 school year.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

There will be an increased workload for other staff within the office, which may impact the goal of an engaged work force.

Building the FY 2020 Budget

Eliminate the Vocational Teachers at the High Schools

(\$0.19) / (2.00)

The Vocational Teacher staffing allows the comprehensive high schools to support offering CTE classes in computing, technology, and business.

Organizational/Instructional Impact:

The loss of this staffing may result in fewer CTE classes being offered at the comprehensive high schools and may increase the demand for the limited seats in these classes at the Arlington Career Center.

Implementation Plan:

Administrators at the comprehensive high schools would look at how, or whether, to staff CTE classes based on student requests. Options for those courses with limited enrollment requests include dual-coding classes (having several levels of class meet at the same time) or not offering the class. High school principals, working with Department of Teaching and Learning staff, will communicate with affected staff, students, and families as part of the 2020-21 scheduling process.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

By limiting the offering of CTE courses, especially those in computers and technology, at the comprehensive high schools, many students may not be able to access these classes, and those students who have already taken introductory level courses may not be able to advance to the higher levels.

Eliminate the English Learners Supplement Positions at High Schools

(\$0.28) / (3.00)

The English Learners (EL) Supplement is used to provide additional EL teaching staff at the high schools.

Organizational/Instructional Impact:

The added staffing allows schools to provide differentiated levels of EL A and B classes, based on the needs of the students. Those students who come in with several years of education in their home country tend to progress faster than those students with no, or limited, education. Differentiation within the classroom becomes increasingly difficult over the course of the year.

Implementation Plan:

If the EL supplement reduction is adopted, school staff will work with the existing EL staffing to provide for classes that are differentiated based on the needs of students. Department of Teaching and Learning staff and high school principals will begin to communicate to staff as part of the 2019-20 scheduling process.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Many of our EL students come to school with limited education and having experienced trauma. The reduction in EL staffing will impact schools' ability to meet the learning needs of each student and to provide the social-emotional support that may be required.

Building the FY 2020 Budget

Reduce 1.00 FTE at Each Middle School

(\$0.66) / (7.00)

The reduction of 1.00 positions from each of the comprehensive middle schools means that each school will lose key staff. Each principal would identify the positions to be eliminated at their site.

Organizational/Instructional Impact:

The loss of this position will have an impact on instruction and the supports provided to students.

Implementation Plan:

This position would be eliminated for FY 2020.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

The impact on class size and the supports offered to students may make it more difficult to achieve the objectives of the Strategic Plan goals listed.

Reduce Exemplary Project Coordinators to 0.50 FTE at All Elementary Schools

(\$0.65) / (7.40)

All elementary schools with exemplary project staffing greater than 0.50 FTE will be reduced to 0.50 FTE.

Organizational/Instructional Impact:

Elementary schools will have equal exemplary project staffing. This recognizes that all schools have individual areas of focus and identity.

Implementation Plan:

This is a one-time reduction.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

This reduction will have minimal impact on the strategic plan.

Building the FY 2020 Budget

Eliminate Funding for Discretionary Field Trips

(\$0.20) / (0.00)

Under this reduction/efficiency all funding provided to schools for discretionary field trips according to a formula administered by the Assistant Superintendent, Administrative Services, would be eliminated. Such field trips, which support, but are not essential to, teaching and learning, would have to be funded by schools, PTAs, grants, etc.

Organizational/Instructional Impact:

Funding for discretionary field trips has been reduced in several recent budgets, and Services has implemented controls to ensure that assigned funding is not exceeded. Though elimination of this funding would not directly affect teaching and learning, schools rely on it for enrichment and providing valuable experiences to students that they might not otherwise have.

Implementation Plan:

This reduction/efficiency would eliminate the budget for discretionary field trips beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

It might be considered that this reduction/efficiency would reduce both pathways to success for some students and support for student well-being.

Eliminate English Learners Resource Teacher Transition Positions at High Schools

(\$0.19) / (2.00)

English Learners (EL) Resource Teacher Transition staffing creates positions in the high schools in which staff work with EL students as they move from the sheltered EL classroom into the general education setting. Grade and attendance data demonstrate that many students struggle with this transition. The position allows schools to create more EL-General Education co-taught classes and to provide monitoring of student academic progress.

Organizational/Instructional Impact:

This reduction will decrease the schools' staffing that can be used to create EL-General Education co-taught classes and to monitor student academic progress. Department of Teaching and Learning staff and school administrators will communicate with affected parties as part of the 2019-20 scheduling process.

Implementation Plan:

While the staffing may be eliminated, school staff will work to use existing staffing to provide supports for students as they transition from EL classes into the mainstream setting.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Data demonstrates that many EL students struggle with the transition from the EL classroom to the general education setting. With the loss of the EL Resource teacher transition staffing, progress APS has made in recent years to provide additional support for these students may be jeopardized which may impact achievement of the Strategic Plan objectives.

Building the FY 2020 Budget

Eliminate the Lab/Animal Technician Position at the Career Center

(\$0.09) / (1.00)

The Lab/Animal Technician supports the care of animals in the animal science program at Arlington Career Center.

Organizational/Instructional Impact:

The reduction of this position will necessitate other animal science staff to provide care of the animals in the program.

Implementation Plan:

With the relocatable classrooms moving to the animal science outdoor space, the larger farm animals will no longer be at the Career Center. The hourly assistant and the two instructors of the animal science program will provide care for the animals that remain in the program. Department of Teaching and Learning staff and school administrators will communicate with affected parties as part of the 2019-20 scheduling process.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

The reduction of this position will increase the workload of the remaining staff of the animal science program.

Eliminate Diversity Peer Training Coordinators

(\$0.06) / (0.60)

Diversity Peer Training Coordinators serve as instructors for the Leadership Skills for Diversity Peer Trainers course offered in the high school Program of Studies. The course description is as follows: “This course is designed to train students to facilitate workshops for their peers that address diversity issues and promote tolerance and mutual respect. Students will develop awareness and understanding of (1) prejudice, discrimination, stereotyping, and (2) the means by which they can become more directly involved in the school and community.”

Organizational/Instructional Impact:

The loss of the Diversity Peer Training Coordinators will ensure that high schools will not be able to staff the Leadership Skills for Diversity Peer Trainers course thereby scaling back years of effort to promote cultural competency skills in students and limiting students’ opportunities to serve as peer models and leaders of these efforts.

Implementation Plan:

High schools will likely not run the Leadership Skills for Diversity Peer Trainers course in the 2019-2020 school year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Building the FY 2020 Budget

Impact on Strategic Plan:

Student Success - Without access to the Leadership Skills for Diversity Peer Trainers course, some historically over-represented and under-represented students will not be able to access necessary social-emotional and academic support to be successful in school programs. The students who would have enrolled in this course will also not be able to access the workplace skills, qualities and behaviors related to cultural competence.

Student Well-Being - Without this course, all high schools will struggle to report 95 percent implementation of the Whole Child indicators in the areas of a safe, healthy and supportive learning environment because students who are trained to address issues of cultural competence will not be available to address issues such as bullying, harassment and bigotry.

Eliminate the Enrollment Reserve

(\$0.03) / (0.00)

This reduction eliminates the enrollment reserve budget. These funds are provided to schools for various instruction-related planning factors when a school's enrollment comes in above projections.

Organizational/Instructional Impact:

If this reduction is adopted, additional funding will not be provided to schools with higher than projected enrollment. The enrollment reserve was put in place in FY 2012; prior to that, schools were not provided with additional funding if their enrollment exceeded projections

Implementation Plan:

The budget will be eliminated in the FY 2020 budget and Finance and Management Services would work with School and Community Relations to communicate this policy change to the entire school division.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.

Implement a Cap on the Number of AP and IB Assessments Funded by APS

(\$0.10) / (0.00)

APS will fund up to two AP and IB assessments per student. Additional assessments will be covered by families (with the exception of students who qualify for free and reduced lunch).

Organizational/Instructional Impact:

Fewer students may choose to take AP and IB exams above the two assessments covered by APS.

Implementation Plan:

Schools and Teaching and Learning staff will work together to notify students and families of the shift in payment for AP and IB assessments. If approved, schools as well as Teaching and Learning department staff will work with School and Community Relations to communicate this shift to the broader community.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

Students may be less inclined to take AP and IB courses or the exams themselves for courses if they have to pay the exam fees.

Building the FY 2020 Budget

Reduce Cost of Providing Uniforms to Custodians

(\$0.02) / (0.00)

Under this reduction/efficiency the annual provision of \$130 worth of full new uniforms to custodians would be reduced. New work shoes, two work shirts and Personal Protective Equipment (PPE) only would be provided each year. Custodians would be able to purchase other articles of uniform at wholesale prices.

Organizational/Instructional Impact:

This reduction/efficiency would require custodians to purchase some optional work uniform at their own expense.

Implementation Plan:

If adopted, the custodians would be notified and the budget would be reduced beginning in FY 2020.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction/efficiency would support operational excellence by managing available assets more efficiently and cost effectively. It may be taken negatively by some custodians, who have become accustomed to receiving \$130 of uniform items that are not necessarily needed every year.

Eliminate Funding for Police Record Transcripts

(\$0.07) / (0.00)

Currently, APS pays for required fingerprinting for new staff, student teachers, volunteers, etc. With this reduction, those being fingerprinted will pay the cost prior to being fingerprinted by HR staff.

Organizational/Instructional Impact:

Costs will shift from APS to new employees, student teachers, volunteers, etc. when they join APS. This would impact the first interactions that new members of the APS community have with the organization and may put APS at a disadvantage based on regional norms and practices. This would also require additional time for accounting and collections practices. The school division incurs a \$37.00 cost to fingerprint candidates and a \$10.00 cost for the Virginia Registry. Those impacted by this change include: candidates for hire, volunteers, student teachers and students conducting observations. This process may cause a delay in the onboarding as collection of these fees must occur prior to the background checks being conducted.

Implementation Plan:

The budget for fingerprinting and obtaining police record transcripts would be eliminated beginning with the FY 2020 budget and new employees, student teachers, volunteers, etc. would be notified prior to joining APS.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence
- ◆ Partnerships

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.



Building the FY 2020 Budget

Eliminate the Use of SMART Notebook

(\$0.03) / (0.00)

Discontinue the division's use of SMART Notebook, a software suite used by teachers to create lessons which leverage use of Smart Boards.

Organizational/Instructional Impact:

The SMART Notebook software is currently heavily used by a fairly limited number of teachers. However, APS has recently established the SMART Panel as the standard presentation system for most classrooms. The SMART Panel was selected, in part, because of the functionality of the SMART Notebook software. Discontinuing the Smart Notebook software will reduce the usability of this equipment.

Implementation Plan:

Upon budget approval, departments will be informed that they will need to find alternatives for SMART Notebook software, or fund the software themselves, starting on July 1, 2019. Information Services will remove the software installer from the self-service installation catalog, discontinue honoring requests to install the software without license confirmation, and remove the software from APS devices to ensure the division remains within copyright.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

Schools have recently invested heavily in SMART Technologies equipment, spending the majority of their local technology funds to purchase and replace Smart devices. Eliminating the SmartNotebook software will likely have a significant negative impact on workforce engagement.

Building the FY 2020 Budget

Eliminate Adobe Creative Suite

(\$0.08) / (0.00)

Discontinue the use of Adobe Creative Suite across the division. The software is licensed on an annual basis and would not be available starting on July 1, 2019.

Organizational/Instructional Impact:

Adobe Creative Suite is used by students as part of the Career and Technology Education coursework, these courses would need to find an alternative. Staff use the software to generate professional PDF files, images and professional publications such as the budget document. Any Adobe Creative Suite licensing costs for staff would need to be paid by their respective departments.

Implementation Plan:

Upon budget approval, departments will be informed that they will need to find alternatives for Adobe Creative Suite, or fund the software themselves, starting on July 1, 2019. Information Services will remove the software installer from the self-service installation catalog, discontinue honoring requests to install the software without license confirmation, and remove the software from APS devices to ensure the division remains within copyright.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This software allows for staff to develop publications for the community and is used to support instructional programs such as Arts and CTAE. Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options will be limited by losing this application.

Eliminate School Testing Coordinators from Non-Title I Elementary Schools

(\$0.15) / (1.50)

Currently, 11 elementary schools have 0.50 FTEs for school testing coordinators. This reduction eliminates this position from three non-Title I elementary schools. Title I schools will continue to have school testing coordinators to meet the demands of data collection and analysis. However, none of the remaining elementary schools will have the position, therefore requiring balancing of staffing responsibilities.

Organizational/Instructional Impact:

During testing administration windows, assistant principals and other designated staff will assume additional responsibilities of the school testing coordinators and will have to adjust schedules and workload to manage additional testing responsibilities. Principals will take on the duties of the assistant principals. The reduction will create greater equity between non-Title I schools.

Implementation Plan:

The service will be discontinued entirely for FY 2020.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction will have a minimal impact on meeting the strategic plan.



Building the FY 2020 Budget

Postpone Additional Psychologists and Social Workers

(\$0.87) / (9.25)

Postpone the addition of new psychologists and social workers. For FY 2019, the School Board added 5.0 psychologist and social worker positions; however, 3.25 positions were funded with one-time funds and are eliminated in FY 2020.

Organizational/Instructional Impact:

This will increase the number of years required to bring the ratio of school psychologists and social workers to 1:775. The ratio is currently 1:894.

Implementation Plan:

The plan to phase in additional psychologists and social workers would be postponed another year.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Postponing the additional positions for psychologists and social workers would delay the goal of improving social worker and psychologist ratios and providing additional mental health supports to students.

Eliminate Teachers College Summit at Wakefield

(\$0.02) / (0.20)

College Summit is a course that targets students who will be first generation college students. The course provides support in preparing for and completing the college application process. The course has not made up recently at Wakefield.

Organizational/Instructional Impact:

The Wakefield staff has explored other options to support students as they prepare for college and career.

Implementation Plan:

As mentioned above, the Wakefield staff has developed other programs and initiatives to help students prepare for college and career. Examples of these include Urban Alliance and Senior Seminar.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

Because the course has not made up recently and due to the implementation of other support programs, this reduction will not impact Strategic Plan Goals.

Building the FY 2020 Budget

Eliminate STEM Specialist Position at Kenmore Middle School

(\$0.09) / (1.00)

While Kenmore Middle School benefits from the support of the Department of Teaching and Learning regarding an added 1.00 FTE for teaching STEAM and Robotics, the current budget climate makes it difficult to keep this extra position in place. This allocation was an added position taken from DTL and not from Kenmore's costing allocation.

Organizational/Instructional Impact:

The rationale for reducing this position is that since this was a recently-added position for STEAM and Robotics electives, cutting it would not have an impact on core academic services. However, this reduction would greatly hamper the CTE offerings at Kenmore and would further set back the school's transformation to STEM and project-based learning.

Implementation Plan:

This specific reduction would technically come from DTL since the position does not appear on the Kenmore staffing costing spreadsheet. Kenmore would still want to offer STEAM and Robotics, but would have to be more innovative in staffing the position without the 1.00 FTE from DTL. This would result in asking for the position from contingency funds.

The STEAM and Robotics courses could still be taught by Kenmore teachers, although additional 0.17 FTEs would need to be assigned to cover the overage or the classes could not be offered.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

The STEAM focus has been built around both inter-disciplinary work within classrooms as well as specific courses like STEAM Foundations, STEAM Applications, and Robotics. These courses provide a focused curriculum and project-based learning opportunities that go beyond arts integrated lessons. Reducing the STEAM Specialist would significantly impact the number of students who could access these classes. Early introduction to robotics, coding, and integration of these disciplines leads to greater interest in Arlington Tech and dual-enrollment classes, as well as CTE classes at the high school.

Building the FY 2020 Budget

Eliminate Activities at the Outdoor Lab

(\$0.70) / (0.00)

The Outdoor Lab is an approximately 200-acre outdoor education facility in Fauquier County, Virginia, that is owned by the Arlington Outdoor Education Association and used by APS during the school year to run education programs for its students. Programs include approximately 90 day trips for over 4,500 third and seventh grade students and 40 overnight trips for approximately 2,000 fifth graders.

Organizational/Instructional Impact:

APS students would no longer be provided with the experiential learning opportunities afforded by their time at the Outdoor Lab.

Implementation Plan:

Beginning with the FY 2020 budget, funding for Outdoor Lab would be eliminated and APS would no longer use the facility. APS will continue to strengthen partnerships with local nature centers in order for students to engage in outdoor learning opportunities. If this reduction is adopted, the Department of Teaching and Learning would work with schools and School and Community Relations to develop a communications plan and provide a list of alternatives that are available within APS.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Students would no longer have the opportunity to engage in the experiential learning opportunities provided for by the Outdoor Lab. This reduces students' opportunities to learning in a variety of settings and formats and reduces our capacity to deliver curriculum through innovative and relevant instruction.

Reduce Special Events Provided by the Department of Teaching and Learning

(\$0.04) / (0.00)

There would be a reduction in special events and programs such as Harvesting Dreams; Dream, Explore, and Create Your Own Path; student conferences; etc.

Organizational/Instructional Impact:

When ensuring student success, two key elements must be in place - strong academics and strong community. With the reduction of these events, opportunities for community building may be reduced.

Implementation Plan:

The budget for these special events would be eliminated beginning in FY 2020. Staff across departments will work to communicate this information to the impacted stakeholders.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Partnerships

Impact on Strategic Plan:

There will be fewer opportunities to strengthen family and community engagement as well as partnerships.

Building the FY 2020 Budget

Reduce Administrative Services Printing and Duplication

(\$0.02) / (0.00)

This proposed reduction would eliminate printing and copying the County-wide Emergency Handbook. Funds are used to produce copies of Emergency Management Plans and Reference Book for all APS staff. This book provides information pertaining to procedures or emergencies and the planning necessary to respond to an emergency.

Organizational/Instructional Impact:

Since emergencies can occur at any time, the reduction will result in APS staff not having a hard copy of the Emergency Management Handbook and will require access via a digital device for information pertaining to an emergency.

Funds are also use for Administrative Conference and Administrative Council materials for the various workshops and presentations.

Implementation Plan:

In this case, the service would be discontinued and Administrative Services would need to identify a different system of delivery that would be technology based.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

There would not be an impact to the strategic plan goals.

Eliminate the PDS Coordinator Position (Teacher Mentor)

(\$0.04) / (0.40)

The PDS Coordinator position was created 16 years ago through a process that involved W-L, Virginia Tech, Marymount University, University of Virginia, George Washington University, and George Mason University. This positions works with all the above colleges to place and receive student teachers by semester.

Organizational/Instructional Impact:

This reduction may impact the process of student teachers being assigned to APS high school programs.

Implementation Plan:

If eliminated, someone at the county level would need to be designated to take on this position since the student teachers would be placed at all APS high school programs.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objective of the strategic plan goals listed.

Building the FY 2020 Budget

Eliminate Human Resources Scholarships for A, E, G, M, P, and T scales

(\$0.22) / (0.00)

Human Resources would eliminate all funding for scholarships.

- ◆ A-Scale scholarships support career pathways for instructional assistants to pursue coursework and opportunities that are in line with their career goals and APS initiatives.
- ◆ M-Scale scholarships support career pathways for maintenance staff to pursue coursework and industry certification.
- ◆ E-Scale scholarships support career pathways for staff to pursue coursework and certification.
- ◆ G-Scale scholarships support career pathways for staff to pursue coursework.
- ◆ P-Scale scholarships provide support for instructional leaders with professional learning, centered on school management plans and division goals.
- ◆ T-Scale scholarships support VDOE course licensure requirements and licensure renewal fees. With this reduction, teachers would pay for courses required under provisional licensure, licensure renewal fees, and all coursework toward recertification.

The scholarship program is fundamentally for tuition reimbursement. APS offers tuition refund for college credit which is based on the UVA K-12 Educators rate. Textbook costs and associated fees are not eligible for the refund.

For licensed personnel, the eligible course must meet licensure/endorsement requirements and for support staff, the course must be intended to improve the effectiveness of his/her contribution to APS.

Organizational/Instructional Impact:

- ◆ This reduction would eliminate all scholarships for A, M, E, and G scales, reducing career pathway training and opportunities.
- ◆ This reduction would eliminate all P-Scale scholarships, reducing support for instructional leaders with professional learning, centered on school management plans and division goals.
- ◆ This reduction would eliminate all T-Scale scholarships which reduces the ability to attract and retain a highly qualified, diverse workforce. These scholarships are utilized to provide training opportunities and licensure in high needs areas such as special education and Montessori.

Implementation Plan:

All funding for scholarships will be eliminated beginning with the FY 2020 budget. If this reduction is adopted, a change to the policy would need to be completed and that policy change would be communicated to the affected employee groups.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction would have an effect on the engage workforce goal as it reduces the career pathways for employees.

Building the FY 2020 Budget

Eliminate Equity and Excellence Coordinators at the High Schools

(\$0.24) / (2.50)

Equity and Excellence Coordinators support the students and staff at each of the comprehensive high schools and H-B Woodlawn. These coordinators help create equitable, hospitable, safe, and inclusive environments for students, families, and staff. These staff members create culturally-affirming spaces where openness, inclusiveness, respect, and appreciation for diversity of thought, values, cultures, learning styles, perceptions, and actions flourish. These coordinators provide leadership and support in developing, creating, coordinating, and implementing services and programs for targeted students to meet high academic standards and achieve success. Each coordinator provides mentoring services, college advising, access to college tours, academic advising, and access to a myriad of resources to help student set and meet their high school and post-secondary goals. This reduction would eliminate the coordinators at the high schools and H-B Woodlawn.

Organizational/Instructional Impact:

The elimination of Equity and Excellence coordinators will have a direct impact on the resources and services provided to our African American, Latino, and Asian American students that receive support through these individuals. Students would not have access to the same level of academic advising and their exposure to post-secondary options would be more limited. Teachers would not have the same level of support as they do now to utilize culturally competent teaching strategies and develop more diverse curriculums. Parents would not be as aware of the many resources available to them and their students to support academic achievement. In each school, elimination of this position would mean the elimination of school specific programs (various cohorts, annual events, etc.).

Implementation Plan:

If these positions are eliminated many of the programs would cease to exist. These services are critical, but the position was identified for reduction because coordinators do not teach a full courseload and do not provide direct instruction to full classes throughout the day.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Partnerships

Impact on Strategic Plan:

This reduction would have a direct impact on student success and well-being. The coordinators provide daily support to students, parents, and staff. The coordinators also build partnership with universities and non-profits and these relationships would suffer if the position was eliminated.

Building the FY 2020 Budget

Tier 3 Reductions

Reduce the Exemplary Projects Teachers at Yorktown and Wakefield High Schools (\$0.24) / (2.50)

Per PIP 20-1.170, “The Arlington School Board encourages school communities (staffs, families, and other stakeholders) to augment the strong APS instructional program with distinctive educational offerings called exemplary projects. Prior to implementation, each offering must be approved by the School Board.

Each exemplary project must:

- ◆ enhance instruction for all students enrolled at the school
- ◆ strengthen the school’s instructional coherence
- ◆ build local community commitment to the school
- ◆ include a clear evaluation plan and reporting schedule.”

Exemplary project teachers serve as coordinators of these programs and are responsible for the daily logistics and communication necessary to ensure that the programs are successful.

Yorktown’s exemplary project is the Center for Leadership and Public Service.

The exemplary project coordinator is a 0.50 FTE. The Center is designed to:

- ◆ facilitate the organization and development of public service and leadership;
- ◆ promote student self-awareness and awareness of, and interest in, others; and
- ◆ increase opportunities for community engagement.

Students and clubs use the Center for Leadership and Public Service for activities and club meetings.

Wakefield’s exemplary projects are AP Network and Senior Project.

These exemplary project coordinators are 2.00 FTE. Every student who graduates from Wakefield will participate in at least one of these programs. Students who choose to may complete both exemplary programs.

Senior Project brings real life, performance-based learning into the classroom. Since 1997, Wakefield students have been focusing on a subject of their choice, learning through in depth, long term exploration. With the help of a Senior Project teacher and an advisor, students plan, execute and present the results of their learning. The project, which includes both research and field experience, reflects approximately 150 hours of work.

As one of the first public high schools in the United States to open enrollment in AP courses to all students, Wakefield recognized the need to support students as they took on the academic and personal challenges that these courses present. The AP Network was created to provide this support and continues to do so through a variety of academic and counseling initiatives, including the following:

- ◆ The Wakefield AP Summer Bridge Program – a 4-day series of workshops and class sessions for AP students to attend in August to better prepare them for AP courses they will be taking in the coming school year.
- ◆ AP Study Seminar – a class that meets every day during 3rd period to provide students with access to AP content teachers and time to complete their AP assignments.
- ◆ Collaboration with Wakefield’s Cohort for Minority Males and United Minority Girls programs to address the achievement gap between white and non-white students.

Building the FY 2020 Budget

- ◆ Faculty participation in AP vertical team training and AP content course training at College Board-sponsored events.
- ◆ Faculty identification and recruitment of students, Grades 8 through 12, who have the potential to succeed in advanced, intensified, and AP level courses.
- ◆ Faculty-conducted workshops and evening presentations that explain the advantages of intensified and AP classes.

Organizational/Instructional Impact:

The loss of exemplary project coordinators at Yorktown and Wakefield will result in a significant reduction in the quality of service provided to students by the projects.

At Yorktown, the Center for Leadership and Public Service would likely close, leaving students without opportunities to engage in public service projects, lessening leadership opportunities for clubs and activities, diluting the school's focus on social emotional learning and creating a vacuum in the support and cultivation of the whole child.

At Wakefield, seniors will likely be unable to experience the comprehensive senior project, lessening their access to a unique opportunity to learn and practice the valuable life and career-related skills that are the cornerstone of this program. Given the social, economic and cultural barriers that often deny students access to advanced level coursework, the loss of an exemplary project coordinator for the AP Network at Wakefield would, in effect, increase the likelihood that underrepresented students would not excel in advanced level classes, thereby limiting their access to post-secondary school opportunities.

Implementation Plan:

Wakefield and Yorktown would likely not have exemplary projects in the 2019-2020 school year or if the projects remained in existence, they would be significantly limited and would likely not allow students equitable access to their services.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Student Success - Without access to these exemplary projects, some historically over-represented and under-represented students will not be able to access necessary social-emotional and academic support to be successful in school programs. Wakefield seniors and many Yorktown students will likely not have engaged in one experience that demonstrates productive workplace skills, qualities and behaviors.

Student Well-Being - Without access to these exemplary projects, Wakefield and Yorktown will struggle to report 95 percent implementation of the Whole Child indicators in the areas of a healthy and supportive learning environment.

Building the FY 2020 Budget

Move Instructional Technology Coordinators (ITCs) from 12-month Contracts to 11-month Contracts

(\$0.60) / (0.00)

The recommendation is to have Instructional Technology Coordinators (ITCs) move from 12-month contracts to 11-month contracts. The rationale for this reduction is that this position is designed to support school instruction, which typically goes for 10-months a year, and is typically not required during the entire summer.

Organizational/Instructional Impact:

This reduction will significantly impact our summer instructional operations (i.e. professional learning, school-wide trainings and summer planning). As well, the need to image and prepare over 27,000 devices for students will rest primarily on technician support.

Implementation Plan:

ITCs would not report during the month of July. The Instructional Technology Coordinator can then return in August to support distribution of personal devices and support instructional technology preparations for the upcoming school year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the strategic plan goals.

One Day Furlough for 12 Month Employees

(\$0.30) / (0.00)

All 12 month employees on the P, E, G, and M scales would be required to take one unpaid day off.

Organizational/Instructional Impact:

This reduction could have an impact on the morale within the organization.

Implementation Plan:

Employees would be required to take one unpaid day off during the fiscal year. The unpaid day off should be chosen based on current workload in order to minimize the impact of the employee being out of the office.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction will have minimal impact on the strategic plan goals.

Building the FY 2020 Budget

Eliminate Administrative Conference

(\$0.05) / (0.00)

Administrative Conference provides a day of learning and celebrating our yearlong successes. It is designed for APS administrators to collectively focus on the APS Strategic Plan that identifies targeted goals and areas of focus for the new school year while providing professional learning opportunities through breakout sessions. The day is designed to build learning communities and partnerships through collective work with other administrators and community members.

Organizational/Instructional Impact:

The one day set aside for all administrators prior to the beginning of the school year would be eliminated.

Implementation Plan:

The reduction could be embedded into existing practices such as monthly Administrative Council meetings, Festival of the Mind or the new professional learning framework. The communication plan would include messaging to all the individuals that would be impacted via our distribution list

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

It impacts a growth and leadership opportunity for administrators that aligns to areas of focus for the year.

Eliminate Funding for Non-Discretionary Field Trips

(\$0.24) / (0.00)

Under this proposed reduction/efficiency non-discretionary field trips would be eliminated. Non-discretionary field trips comprise trips to the Aquatics Centers, the Planetarium, middle school orientation, arts, music and humanities programs, College nights, debates, work study programs, and summer camp programs.

Organizational/Instructional Impact:

This reduction would eliminate the elementary swim program, trips to the planetarium and other trips that have been popular for many years. Other sources of funding, such as PTAs, boosters, and individual families, would have to be found for these popular trips such as those to College nights, debates and arts, music and humanities programs.

Implementation Plan:

Funding for non-discretionary field trips will be eliminated in the FY 2020.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

This reduction/efficiency may impact multiple pathways to success for all students.

Building the FY 2020 Budget

Eliminate Summer School in Middle School with the Exception of Extended School Year Services

(\$0.33) / (0.00)

The reduction would eliminate middle school summer school, but retain one site administrator, one administrative assistant, and one clinic aide for Extended School Year services.

Organizational/Instructional Impact:

Eliminating middle school summer school with the exception of ESY will result in a gap of learning for students and cost savings for APS.

Implementation Plan:

Middle school summer school will be eliminated with the exception of Extended School Year which will retain one site administrator, one administrative assistant, and one clinic aide. Middle school summer does not impede a student from being promoted to the next grade. In addition, transportation is only provided for students who attend summer school for two courses. Students who attend summer school for one course have to either walk home or be provided with an alternate means of transportation by parents/guardians. APS summer school staff must supervise those students for whom an alternate means of transportation cannot be provided by parents/guardians.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Middle school summer school provides an essential service to the students of Arlington Public Schools. At the middle school, students have the option to take coursework to remediate and strengthen skills not mastered during the school year. Additionally, our English learners have access to structured and high quality instruction to support their academic language development and not experience a regression of skills during the summer months. Finally, students have the opportunity to take enrichment coursework to extend their learning and to prepare for rigorous coursework during the following year. Middle school summer school is one of the essential services that Arlington Public School provides for their students and families.

Building the FY 2020 Budget

Reduce Instructional Clerical Positions at the High Schools

(\$0.21) / (3.50)

This reduction would adjust the planning factor to reduce the number of G-scale positions at the high schools. As a result of the change, the three comprehensive high schools would be each lose a 1.00 FTE clerical position and Arlington Community High School would lose a 0.50 FTE clerical positions.

Organizational/Instructional Impact:

Duties will need to be reassigned to other G-scale support staff.

Implementation Plan:

Duties of assigned G-scale employee will be determined, listed, and redistributed.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction would have minimal impact on achieving the strategic plan goals.

Reduce Funding in the Advanced Classes Staff Contingency

(\$0.60) / (0.00)

This account is used to staff advanced classes (AP, IB, Dual Enrollment, etc.) outside the normal budget process, based on student need and enrollment. This allows flexibility during the school year to respond to the needs of schools, including providing staffing for advanced courses/sections with lower enrollment.

Organizational/Instructional Impact:

This reduction may limit overall AP, IB, and Dual Enrollment program options for students and may impact completion of advanced programs. Potentially, schools may be unable to offer some advanced classes/sections based on changing enrollment or small class sizes.

Implementation Plan:

The Staffing Committee would develop a criteria for funding requests for additional advanced class staffing. Once the funding is depleted for the school year, additional requests could not be honored.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Partnerships

Impact on Strategic Plan:

This would directly impact student success and student well-being because some advanced courses/course sections may be unavailable and it may decrease program completion.

Building the FY 2020 Budget

Eliminate Human Resources Inservice Cost - Administrative

(\$0.01) / (0.00)

Inservice is provided to support professional learning centered on division goals and provide career pathway development. This reduction eliminates professional development funding for Human Resources staff.

Organizational/Instructional Impact:

This reduction would reduce the number of opportunities for career pathway development.

Implementation Plan:

This funding would be eliminated beginning with the FY 2020 budget.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Employees would have fewer opportunities for career pathway development.

Eliminate Middle School Testing Coordinators

(\$0.28) / (3.00)

The reduction eliminates the school testing coordinators position at the middle schools and assign those duties to other staff members. The role of the school testing coordinator is to provide training for test proctors and ensure the delivery of standardized test in compliance with state and county guidelines.

Organizational/Instructional Impact:

Eliminating the school testing coordinator position will result in additional work for other staff members who currently support testing logistics in addition to their daily duties and responsibilities.

Implementation Plan:

Depending on the size of the school, the management of testing logistics requires more support from additional staff members to ensure that it is successful. These staff members include but are not limited to school counselors, instructional technology coordinators, administrative assistants, and school administrators during a critical part of the school year for staff evaluations and school year transitions. If this position is eliminated, the duties of the school testing coordinator can be absorbed by existing staff members when divided properly and coordinated by a member of the school administrative team.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

Eliminating the school testing coordinator position adds to the duties and responsibilities of existing staff members. While this is not ideal, this can be managed with the understanding that there will be a reduction in student services and a burden would be placed on these staff members to still maintain daily school operations at an efficient level.

Building the FY 2020 Budget

Eliminate Transportation for Middle and High School Games and Practices

(\$0.42) / (0.00)

Under this reduction/efficiency APS would no longer provide transportation for middle and high school games and practices. All Transportation for middle and high school games and practices would therefore be eliminated.

Organizational/Instructional Impact:

If this reduction/efficiency were adopted, some middle and high school students would have to find their own means of traveling to practices and games. Some or all trips could be funded by PTAs or boosters. This could mean that some students would no longer be able to participate in games and practices, and that students from families with lower incomes could be disadvantaged.

Implementation Plan:

This reduction/efficiency would be implemented for FY 2020. The service could continue in part if funded by PTAs, boosters and others. If adopted a communications plan would be developed and a stakeholder work group would be formed to develop alternative means of transporting students to games and practices before the start of school in September 2019.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

This reduction/efficiency may reduce the pathways to success and support for some students who would be unable to participate in games and practices.

Change to the In-School Alternative Teacher Positions

(\$0.28) / (3.00)

This reduction proposes changing the requirement that the In-School Alternative position be a T-scale position and allowing a support staff position to monitor students assigned to this program.

Organizational/Instructional Impact:

While the person responsible for supervising the students would change from a teacher to an assistant, the program itself would not change.

Implementation Plan:

Instructional assistants would be rotated into this position in addition to the classroom.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

The individual supervising students will not be certified teachers which may impact achievement of the objectives related to Student Success and Student Well-Being.



Building the FY 2020 Budget

Reduce Campus Safety/School Resource Assistants

(\$0.16) / (3.00)

This reduction changes the planning factor which results in fewer school resource assistants.

Organizational/Instructional Impact:

As schools continue to grow, additional support is needed to properly supervise the campus. A reduction of staff will result in less supervision.

Implementation Plan:

If adopted, fewer school resource assistants will be hired and a reduction in force may be required.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Operational Excellence

Impact on Strategic Plan:

Fewer assistants will result in less supervision during a time when schools are growing and additional supervision is needed.

Eliminate Department Chairs at the High Schools

(\$0.28) / (3.00)

Department chairs at the comprehensive high schools and H-B-Woodlawn play an essential role in ensuring that the daily logistics required for the smooth functioning of school and the necessary instructional support for teachers and staff occur. During their release period, department chairs are engaged in the following tasks. (Note that this list describes the bare minimum of responsibility for the department chair and that they are often engaged in more demonstrations of teacher leadership than are described in the following list.)

Meetings: (Share all information with the department)

- ◆ coordinate and facilitate department meetings
- ◆ attend School Department chair
- ◆ attend County Department Chair
- ◆ participate on Instructional Leadership Team (ILT)

Communication: (Share all information with the department)

- ◆ Between different programs within the department
- ◆ With representatives from other schools to obtain program ideas
- ◆ Serve as liaison between department and administration
- ◆ Serve as liaison between APS curriculum office and department
- ◆ Maintain communication with feeder middle school curriculum-area teachers

For the Department

- ◆ Order and distribute supplies and textbooks
- ◆ Maintain inventory of departmental supplies and materials
- ◆ Coordinate resources within the department, both personnel and material

Building the FY 2020 Budget

- ◆ Work with department to develop staff development needs and opportunities
- ◆ Address teacher concerns, Mediate teacher differences, as appropriate
- ◆ Assist with staffing and scheduling, including master schedule and assignment of teaching periods
- ◆ Support new staff

Coordinating:

- ◆ Specific professional development
- ◆ Summer curriculum work
- ◆ County-wide and/or State mandated testing
- ◆ Organizes Governor's Academy applications
- ◆ Plans Elective Fair participation
- ◆ Coordinates student teachers

Organizational/Instructional Impact:

The loss of the release period for department chairs will likely result in little to no leadership of instructional departments and severely diminished efficiency in operations. The following examples of affected processes only begins to describe the challenges that will be faced: vertical and horizontal communication between levels within schools will be impacted; coordination of department resources and supplies will not occur; institutional and practical knowledge of the master schedule and intra-department scheduling will be lost; communication and delivery of content specific professional learning opportunities will be limited; support of School Testing Coordinators for end of course tests will not be available; coordination of student teachers will not occur.

Implementation Plan:

The comprehensive high schools and H-B Woodlawn will likely not have department chairs in the 2019-2020 school year, leaving administrators responsible for the many logistical responsibilities that are currently managed by department chairs.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

Student Success - Without department chairs to manage the daily logistics required for academic success, it cannot be guaranteed that all reporting groups on district and state assessments will show progress toward eliminating the opportunity gap; all students will make at least one year's worth of growth as measured by federal, state and /or district assessments; historically over-represented and under-represented students will be able to access necessary social-emotional and academic support to be successful in school programs.; all students will have access the workplace skills, qualities and behaviors related to cultural competence.

Engaged Workforce - Without department chairs available to serve as first line interventions and supports for their department colleagues, it cannot be guaranteed that at least 95 percent of APS staff will respond favorably that opportunities for professional development meet their needs or in areas of leadership.



Building the FY 2020 Budget

Reduction of E-Days in the Department of Teaching and Learning

(\$0.01) / (0.00)

The Department of Teaching and Learning will reduce the number of E-days used by staff by 250 days. This is the equivalent of one E-day per staff, including those within the department as well as within schools.

Organizational/Instructional Impact:

There will be one fewer day per Teaching and Learning T-scale employees for summer support provided by staff within the Department of Teaching and Learning as well as school staff such as counselors, middle school math coaches, and others.

Implementation Plan:

Beginning in July 2019, each staff member who receives E-days would receive one less day allocated day for the 2019-20 school year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

There will be less staff support available in the summer as well as fewer days for planning and preparation for the upcoming school year.

Eliminate Late and Activity Bus Services

(\$0.81) / (0.00)

Under this reduction/efficiency all late and activity bus services at elementary, middle and high schools would be eliminated, as they have in many other school divisions, including Fairfax County Public Schools and Prince William County Public Schools.

Organizational/Instructional Impact:

Ridership on activity and late buses is very low, often five students or fewer on late, late buses, because most students and families make other arrangements for getting home. This reduction/efficiency is therefore expected to have very little impact on participation in after school activities.

Implementation Plan:

This reduction/efficiency would be implemented for FY 2020. If adopted, staff will work with the principals and PTAs to develop an effective communications plan to students and families.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

If adopted, this reduction/efficiency may impact pathways to success and support for some students.

Building the FY 2020 Budget

Reduce an Additional 1.00 FTE at Each Middle School

(\$0.66) / (7.00)

This Tier 3 reduction eliminates an additional position at the middle schools. The reduction of 1.00 positions from each of the comprehensive middle schools means that each school will lose key staff. Each principal would identify the positions to be eliminated at their site.

Organizational/Instructional Impact:

The loss of this position will have an impact on instruction and the supports provided to students.

Implementation Plan:

This position would be eliminated for FY 2020.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

The impact on class size and the supports offered to students may make it more difficult to achieve the objectives of the Strategic Plan goals listed.

Reduce Resource Teachers for the Gifted at All Elementary Schools by 0.50 FTE

(\$1.13) / (12.00)

This reduction changes the RTG planning factor and reduces all RTGs by 0.50 FTE at all of the elementary schools. The remaining 0.50 FTE allows RTGs to provide support for teachers, to plan and provide differentiated instruction for students identified for gifted services and meets the SOQ.

Organizational/Instructional Impact:

The impact of this reduction is minimal at the elementary schools as it is in line with the SOQs and the duties of the RTG have shifted to coaching and away from direct student services.

Implementation Plan:

This reduction will occur at once.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

The reduction will have a minimum impact on the strategic plan goals, as it is in line with the VDOE SOQs.

Building the FY 2020 Budget

Reduce Special Education Coordination Time

(\$0.06) / (0.60)

This reduction would be a change to the planning factor and reduce special education coordination time. Each high school receives one period assigned for coordination activities directly impacting mainstreaming and regular class placement of identified special education students.

Organizational/Instructional Impact:

The loss of this period will likely add significant strain to already understaffed special education departments. Teachers' student caseloads will rise, increasing the likelihood of error in ensuring that eligible students are appropriately placed and supported in mainstreamed classes.

Implementation Plan:

Current special education teachers will be responsible for ensuring that eligible students are appropriately placed and supported in mainstreamed classes.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

Student Success—Without the period allocated to ensure that eligible identified students are enrolled in mainstream classes and receive appropriate support, it cannot be guaranteed that all reporting groups on district and state assessments will show progress toward eliminating the opportunity gap; all students will make at least one year's worth of growth as measured by federal, state and /or district assessments; historically over-represented and under-represented students will be able to access necessary social-emotional and academic support to be successful in school programs; at least 80 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.

Student Well-Being—Without the period allocated to ensure that eligible identified students are enrolled in mainstream classes and receive appropriate support, it cannot be guaranteed that each high school will report 95% implementation of the Whole Child indicators in the areas of supportive learning environments.

Engaged Workforce—Without the period allocated to ensure that eligible identified students are enrolled in mainstream classes and receive appropriate support, it cannot be guaranteed that 95 percent of special education teachers' responses to exit surveys will indicate a reason for leaving to be an external factor.

Building the FY 2020 Budget

Eliminate the Assistant to Teacher Program

(\$0.32) / (0.00)

The Assistant to Teacher program provides scholarships, mentoring, tutoring, and ongoing support to successful, experienced instructional assistants who are interested in becoming licensed teachers with APS. Seven new teachers were hired from this program for the 2018-19 school year. This reduction eliminates the program.

Organizational/Instructional Impact:

APS will no longer be able to “grow their own” teachers, as this is the funding source for the well-received A-to-T Program and support teachers in obtaining additional teaching license certification, specifically for high need teacher areas. This reduction would significantly impact the teacher preparation pipeline for current instructional assistant staff. This may result in difficulty filling hard-to fill areas such as special education and Montessori.

Implementation Plan:

If this reduction is adopted, this program will be eliminated beginning with the FY 2020 budget and assistants currently in the program would no longer receive funding for coursework effective July 1, 2019.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction would eliminate another employee career pathway.

Reduce Guidance Counselors at the High Schools

(\$0.38) / (4.00)

This reduction changes the planning factor and results in fewer guidance counselors at the three comprehensive high schools and H-B Woodlawn.

Organizational/Instructional Impact:

With fewer guidance counselors to serve students, the counselor to student would increase. This will result in less attention to individual students.

Implementation Plan:

Fewer guidance counselors will be hired and if necessary, a reduction in force may be required.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

Less individual student attention may impact the achievement of the objectives of the Strategic Plan goals listed.

Building the FY 2020 Budget

Reduce the Science Program Initiative Teacher Positions

(\$0.28) / (3.00)

The Science Program Initiative teacher allocation is used to support the staffing demands of AP courses and to help offer EL-Science courses for EL students.

Organizational/Instructional Impact:

This reduction may result in high schools not being able to run some AP science courses and/or some of the EL-Science co-taught courses.

Implementation Plan:

The loss of the staffing may decrease the number of AP and EL-Science courses that each school can offer. Students will have to take other AP sciences or co-taught courses. Department of Teaching and Learning and school administrators will communicate to affected parties as part of the 2019-20 scheduling process.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students

Impact on Strategic Plan:

Students may find that the AP science course they want will not be offered which may impact their post-high school plans. EL students may find that their course options are more limited as compared to what is currently available.

Eliminate Instructional Technology Coordinators at the High Schools

(\$0.47) / (4.00)

Instructional Technology Coordinators (ITCs) provide leadership, training and support to teachers, instructional assistants and other school-based staff in the integration of computer, video, information and communication technologies into the instructional programs of the school(s) to which they are assigned. ITCs also are responsible for conducting countywide instructional technology training, carrying out basic hardware troubleshooting and assisting with network management and troubleshooting. This reduction would eliminate the ITCs at the three comprehensive high schools and H-B Woodlawn.

Organizational/Instructional Impact:

The reduction of ITCs at the three comprehensive high schools and H-B Woodlawn will result in the loss of instructional support to teachers, assistants and other school-based staff in their use of devices to support student learning. It will severely hamper APS's efforts to promote personalized learning and will significantly impact the readiness of students' devices for end of course testing.

Implementation Plan:

The comprehensive high schools and H-B Woodlawn would not have ITCs on site as of the 2019-2020 school year. Given that their basic hardware troubleshooting and assisting with network management and troubleshooting is essential to the ongoing functionality of staff and students' devices, network analysts based within the Department of Information Services would need to take over these duties and be accessible to staff, students and parents on a daily basis.

Building the FY 2020 Budget

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

Student Success - Without access to training and basic, on-site troubleshooting of hardware and network management issues, students may not be able to access instructional resources nor would they be able to demonstrate workplace skills that are related to knowledge of use of various word processing and digital collaboration programs.

Engaged Workforce - Staff will not receive regular, accessible professional learning related to the use of digital resources to support students' learning.

Reduce Funding for the Second Chance Program

(\$0.02) / (0.00)

The Second Chance Program is an educational program for Arlington middle and high school students to help them avoid using alcohol, drugs and certain other substances. Students who are found to be under the influence of alcohol, marijuana, and/or certain other substances may be diverted to Second Chance in lieu of school suspension by Arlington Public Schools or prosecution by Arlington County Juvenile Courts. Parents who are concerned about or see signs of early substance use can refer their teen, and teens can refer themselves. Second Chance is confidential. It is a collaborative community effort that includes students, parents/guardians, school administrators, police, the juvenile justice system, Commonwealth's Attorney, and non-profit partners. It is a program of the Arlington Partnership for Children, Youth, and Families Foundation, a private charitable and educational organization designed to take proactive measures in partnership with APS to address issues and concerns around substance.

Organizational/Instructional Impact:

Any reduction to the Second Chance Program is a reduction in services designed for the physical and mental well-being of a student in need. Historically, the program has been responsive to the needs of students in addressing concerns pertaining to cigarette use, alcohol consumption and/or vaping. Previously the results of the Youth Risk Behavior Survey (YRBS) administered by the Arlington Partnership for Children, Youth and Families released some alarming statistics about local teen substance abuse. Survey results indicated that the percentage of Arlington students who were binge drinking was equal to or slightly higher than the national numbers. While the national numbers were falling, the numbers in Arlington were on the rise. In addition, the percentage of Arlington young people who reported alcohol use in the past 30 days (15% of 8th graders, 37% of 10th graders, and 54% of 12th graders) exceeded that of all the surrounding jurisdictions. Today schools across the country are seeing a substantial and significant increase in vaping. The Second Chance Program provides the appropriate support and intervention and represents collaborative work with Arlington Partnership for Children, Youth and Family designed to support families in managing resources that create a safe and healthy environment for students.

Building the FY 2020 Budget

Implementation Plan:

The reduction would limit the students and families ability to access a research based behavioral and family intervention program. The proposed reduction would be 50 percent of the present allocation. There would be a need to find an alternative approach to meeting this need and/or utilizing APS staff differently in an effort to meet this need. Additionally, there is an annual contract with APCYF that would require an adjustment. If adopted, we would directly with the Second Chance Advisory Committee, principal groups, additional APS staff such as our Substance Abuse Counselor, families and other stakeholder impacted by this decision.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

There would be a significant impact to the APS Strategic Plan, specifically Performance Objectives to Measure Progress on the Goal for Healthy, Safe, and Supported Students where we are addressing key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys that states we will show a reduction in bullying, violence, sexual harassment, and substance use.

Eliminate the Humanities Coordinator Position

(\$0.12) / (1.00)

The Humanities Project is Arlington Public Schools (APS) artist-in-the-schools program. The Coordinator of the program places artists for assemblies, workshops and residencies throughout the year in each school. Programs include the Performing Arts, Heritage Arts, Visual Arts, and Literary Arts.

Organizational/Instructional Impact:

Department of Teaching and Learning supervisors and specialists, in collaboration with school staff, would perform the duties and responsibilities that have been completed by the staff in this position. This reduction brings the office in alignment with similar offices such as Health and PE.

Implementation Plan:

The duties and responsibilities of this position will be shifted to other staff within the department.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

Students may have fewer opportunities to participate in programs related to the arts thereby decreasing opportunities to deliver instruction that is relevant and adaptable to the diverse needs of each of our students.

Building the FY 2020 Budget

Eliminate Transportation for General Education Students Attending Summer School

(\$0.48) / (0.00)

Under this reduction/efficiency transportation would no longer be provided for general education students attending summer school. The projected saving for this reduction/efficiency, based on the cost of services provided in summer 2018, is \$480,000. Additional savings would be incurred if the majority of bus driver contracts were converted from 11 months to 10 months.

Organizational/Instructional Impact:

Under this reduction/efficiency general education student families would have to find their own means of traveling to and from summer school. This might discourage some families from enrolling their children, thereby reducing overall enrollment in summer school.

Implementation Plan:

If adopted, this service would be eliminated beginning in FY 2019 and a communications plan will be developed and coordinated with the summer school communications plan to ensure that parents, who are considering enrolling their children in summer school, are aware that transportation services may no longer be provided.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students

Impact on Strategic Plan:

If adopted, this reduction/efficiency could impact pathways to success and reduce support for some students, who are unable to attend summer school without transportation.

Discontinue use of the IQ System for Engage

(\$0.07) / (0.00)

Information Services will decommission the use of the Intranet Quorum (IQ) System for Engage. The IQ system is a Constituent Relationship Management (CRM) tool widely used in the public sector. APS uses IQ to collect, manage, study and respond to community communications targeted at the School Board and the Superintendent's Office.

Organizational/Instructional Impact:

Without the IQ system, APS would lack a communications tool capable of effectively digesting and responding to the bulk of communications coming from the Arlington community. Prior to the implementation of the IQ system there was no consolidated tool available for managing our customer engagement across the board for all planning or operational projects and APS offered services. This will result in a lack of a system that could provide an accountable customer engagement platform.

Implementation Plan:

If this reduction is adopted, the licensing for the IQ System for Engage would be terminated. APS would revert to processing the incoming communications (email, letters and voice calls) via manual, labor intensive processes.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence
- ◆ Partnerships

Building the FY 2020 Budget

Impact on Strategic Plan:

The IQ system enables APS to effectively manage community questions and feedback. The lack of the tool would increase workload, decrease the consistency of processes, and degrade the relationship between the school system and the community.

The IQ system provides us a great accountability system to engage various constituents of the school district for a stronger and supportive partnership.

Eliminate Funding for Substitutes - P&E Scale **(\$0.03) / (0.00)**

Substitute coverage is provided for key positions in APS during employee leave and transition periods. This provides for continuity of programs and service. This reduction eliminates funding for P and E scale substitutes.

Organizational/Instructional Impact:

Current employees at each work location would need to cover duties and responsibilities or services may be reduced.

Implementation Plan:

This reduction will impact achievement of the objectives for the Strategic Plan goals listed.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence
- ◆ Partnerships

Impact on Strategic Plan:

Impacts all strategic plan goals.

Eliminate Additional Funding for Computer Equipment and Software held in Finance for Schools **(\$0.51) / (0.00)**

This reduction eliminates the computer equipment and software reserve budget. These funds are used division-wide to provide for any technology needs at schools that arise during the fiscal year.

Organizational/Instructional Impact:

If this reduction is adopted, additional funding will not be available for unforeseen technology needs.

Implementation Plan:

The budget will be eliminated in the FY 2020 budget and Finance and Management Services would work with School and Community Relations to communicate this change to those affected.

Strategic Plan Goals:

- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction has minimal impact on achieving the objectives of the strategic plan goals listed.



Building the FY 2020 Budget

Eliminate Instructional Lead Teacher Stipends

(\$0.13) / (0.00)

Currently, each school has an Instructional Lead Teacher that engages in school level instructional leadership. This reduction would eliminate the stipend for this position and the Department of Teaching and Learning and schools would need to develop another model for communicating information and strengthen opportunities for teacher leadership.

Organizational/Instructional Impact:

This shift will reduce a paid stipend that acknowledges and supports leadership roles for teachers.

Implementation Plan:

The Office of Professional Learning will work with schools and Instructional Lead Teachers to navigate this change.

Strategic Plan Goals:

- ◆ Engaged Workforce

Impact on Strategic Plan:

The loss of this stipend will impact opportunities for a structured leadership role for teachers.

Increase Custodial Square Footage Calculation from 21,000 to 22,000

Square Feet per Custodian

(\$0.62) / (12.00)

Under this reduction/efficiency, the calculation for the number of square feet per custodian would be increased from 21,000 to 22,000. This would reduce the number of custodians required for APS facilities by 12.

Organizational/Instructional Impact:

The square foot calculation used to determine the number of custodians assigned to a school or facility has been increased several times over the last ten years, with limited impact on the quality of services provided by custodians, and on climate among custodians. However, we believe that the limit has been reached and, if implemented, this reduction/efficiency would impact the quality of custodial services, reduce morale and negatively affect the climate among custodians.

Implementation Plan:

This reduction/efficiency would be implemented on July 1, 2019.

Strategic Plan Goals:

- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction/efficiency would impact healthy and safe learning environments, negatively affect morale and climate among custodians, make APS less competitive when hiring custodians, and have an overall negative effect on operational excellence.



Building the FY 2020 Budget

Eliminate Microsoft Outlook and Office Suite

(\$0.18) / (0.00)

Eliminate APS students and staff use of the Microsoft Office Suite (Outlook, Word, Excel, PowerPoint, Access), SharePoint and Exchange (email system back-end software). Microsoft Suite is used by staff and students in their current learning and work environments.

Organizational/Instructional Impact:

APS students and staff will need to shift to using the Google suite of applications. While students use the full Office suite lightly, APS staff is very dependent on tools such as MS Word and Excel. The shift to Google is expected to cause a significant loss in productivity as staff build skills using new tools. The new Intranet is planned for the SharePoint environment, which will be eliminated. The email system will need to be transitioned to Google. The current data-center move project, which is in part shifting home directories to Microsoft365, will need to be discontinued and APS will need to shift home directories to the Google domain.

Implementation Plan:

If this reduction is adopted, schools and departments will be informed that all Microsoft software will be removed on July 1, 2019. Shortcuts will be removed from devices and the software will be uninstalled.

Strategic Plan Goals:

- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This productivity tool is leveraged to support the business needs of the organization and is used to recruit, retain, and advance high-quality employees. Because many workforce members are dependent on the MS Office suite, it is expected this will have a negative impact on workforce engagement.

Eliminate Resource Teachers for the Gifted at the High Schools

(\$0.33) / (3.50)

Resource teachers for the gifted support the students and staff at the comprehensive high schools and H-B Woodlawn. The primary role of the resource teacher for the gifted (RTG) at the secondary level is to work collaboratively with students and teachers to add depth and complexity for daily differentiation for gifted learners and/or any student who is ready for the next level of challenge. A secondary role is to raise awareness of scholarships and programs of interest to students beyond the school day and during the summer. These teachers also provide professional development opportunities for teachers in the building, in order to support gifted learners. This reduction eliminates the RTGs at the three comprehensive high schools and H-B Woodlawn.

Organizational/Instructional Impact:

Elimination of resource teachers for the gifted will have a direct impact on the resources and services provided to gifted learners in our high schools. Students and parents will not have a specific individual dedicated to raising awareness of a range of different programs. Teachers will not have the same level of support to develop differentiated lessons that support students identified as gifted.

Implementation Plan:

If these positions are eliminated, the level of support for students, teachers, and parents would decrease significantly. The services provided are critical, but the position was identified for reduction because RTGs do not teach a full courseload and do not provide direct instruction to full classes throughout the day.

Building the FY 2020 Budget

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

This reduction would have a direct impact on student success and well-being. The RTGs at the high school level provide opportunities for students to be academically and personally successful. They also support our teachers in improving the depth and complexity of learning in the classroom.

Eliminate the Career College Counselor Position

(\$0.28) / (3.00)

Each of the comprehensive high schools has a Career College counselor who helps students and families navigate the process of applying to college and explore career options. This reduction eliminates this position from the three comprehensive high schools.

Organizational/Instructional Impact:

The loss of this position will likely add significant strain to already overtaxed school counselors. Without the direct access to resources, college and career contacts and mentors and college and scholarship application information, students and families will likely not receive the support they need to navigate the college application process and post-secondary school career options.

Implementation Plan:

Current school counselors will be responsible for ensuring that students and families are fully informed and equipped to navigate the college application and career exploration process in addition to meeting the existing demands of their job.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Student Well-Being: Healthy, Safe, and Supported Students
- ◆ Engaged Workforce

Impact on Strategic Plan:

Student Success—Without a College Career Counselor, it cannot be guaranteed that all historically over-represented and under-represented students will be able to access necessary social-emotional and academic support to be successful in school programs or that all graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities and behaviors.

Student Well-Being—The reduction of a College Career Counselor will require that school counselors absorb college planning and career exploration communication and processes thereby making it less likely that key findings on student surveys will show an improvement in mental health measures and access to mental health resources. It cannot be guaranteed that each high school will report 95% implementation of the Whole Child indicators in the areas of healthy and supportive learning environments.

Engaged Workforce—Without the period allocated to ensure that eligible identified students are enrolled in mainstream classes and receive appropriate support, it cannot be guaranteed that 95 percent of school counselors' responses to exit surveys will indicate a reason for leaving to be an external factor.



Building the FY 2020 Budget

Eliminate Planned Cyber Security Improvements

(\$0.20) / (0.00)

This reduction will eliminate the planned improvements to increase the organization's Cyber Security framework.

Organizational/Instructional Impact:

This reduction would greatly impact how data and content are readily accessible to all staff in order for them to do their jobs effectively. This will also have an impact on overall security posture to protect against infiltrators into our network.

Implementation Plan:

The work currently being performed with our vendor to develop an improvement plan around our current Cyber Security footprint will be phased out at the end of the current fiscal year.

Strategic Plan Goals:

- ◆ Student Success: Multiple Pathways to Success for All Students
- ◆ Engaged Workforce
- ◆ Operational Excellence

Impact on Strategic Plan:

This reduction will impact achievement of the objectives for the Strategic Plan goals listed.

Building the FY 2020 Budget

Future Considerations

Because of the fiscal constraints we faced in developing the FY 2020 budget, we were not able to fully consider funding specific projects that we anticipate as we move forward with the implementation of the 2018-2024 Strategic Plan. Therefore, the implementation plans for these projects have not yet been developed.

The initiatives are listed below under the corresponding Strategic Plan goal.

Multiple Pathways to Student Success

- ◆ *Middle school program at Williamsburg* – As we go through the PreK-12 Instructional Program Pathways visioning process and seek to balance our options and neighborhood schools, there may be a recommendation for an options program that with the current capacity, could be implemented within Williamsburg Middle School. Specific program recommendations would come from the PreK-12 Instructional Program Pathways process.
- ◆ *Expansion of PreK* – Arlington Public Schools is committed to eliminating opportunity gaps. Quality early childhood programs have a direct impact on school readiness and are of benefit to all children. Therefore, an expansion of current PreK programs would further support the 2018-24 Strategic Plan goals.
- ◆ *Immersion School* – Learning another language strengthens critical thinking skills through problem-solving, conceptualizing, and reasoning while enhancing the ability to see connections between the various disciplines. Additionally, students are empowered to become multilingual, interacting and communicating with others as they gain a greater understanding of and respect for different cultures. With the demand for immersion within APS, through the PreK-12 Instructional Program Pathways visioning process, there may be a recommendation to add an additional immersion elementary school.

Engaged Workforce

- ◆ *Increase compensation* – As the teacher shortage becomes more of a reality, teacher compensation will play a larger role in our ability to attract and retain employees. We need to evaluate our compensation against surrounding jurisdictions and take steps to ensure APS remains competitive.

Operational Excellence

- ◆ *Expansion of Planning and Evaluation staff* – To prepare for 32,000+ students, additional staffing will be needed to determine how APS can best meet future capacity needs and make effective use of resources, conduct evaluations of APS programs and services, create a long-range master plan for the entire school division, and ensure the effective implementation of the Strategic Plan.
- ◆ *Expansion of Human Resources and Finance departments* – As our school system has continued to grow, so too have the demands on our Human Resources and Finance departments. Additional staffing is needed to ensure we can continue to provide the same high level of service to our employees and vendors as we have in the past and respond to increasing requests for additional services.

All Funds Summary



FY 2020 SCHOOL BOARD'S ADOPTED BUDGET SUMMARY

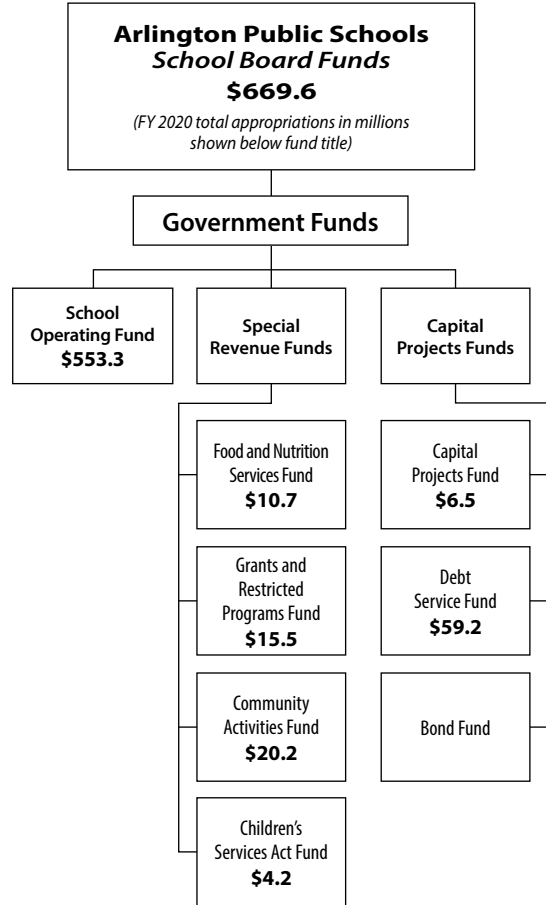
	FY 2019	FY 2020	VARIANCE ADOPTED TO ADOPTED	
	ADOPTED	ADOPTED	AMOUNT	PERCENT
REVENUE				
<i>County Funds</i>				
County Transfer	\$500,528,141	\$532,329,006	\$31,800,865	6.4%
Sub Total	\$500,528,141	\$532,329,006	\$31,800,865	6.4%
<i>Other Revenue</i>				
Budget Savings	\$21,819,573	\$11,649,258	(\$10,170,315)	(46.6%)
Carry Forward from Prior Years	\$3,500,000	\$3,680,000	\$180,000	5.1%
State - Sales Tax	\$28,088,599	\$30,377,851	\$2,289,252	8.2%
State - Other	\$48,110,656	\$51,127,438	\$3,016,782	6.3%
Federal	\$15,004,118	\$15,893,400	\$889,282	5.9%
Other Revenue	\$23,080,335	\$24,497,752	\$1,417,417	6.1%
Sub Total	\$139,603,281	\$137,225,699	(\$2,377,582)	(1.7%)
TOTAL REVENUE	\$640,131,422	\$669,554,705	\$29,423,283	4.6%
EXPENDITURES				
School Operating Fund	\$527,457,482	\$553,274,408	\$25,816,926	4.9%
Community Activities Fund	\$19,060,622	\$20,244,873	\$1,184,251	6.2%
Food and Nutrition Services Fund	\$9,752,931	\$10,728,000	\$975,069	10.0%
Capital Projects Fund	\$6,458,495	\$6,458,495	\$0	0.0%
Children's Services Act Fund	\$4,225,000	\$4,225,000	\$0	0.0%
Grants and Restricted Programs	\$14,622,505	\$15,463,367	\$840,862	5.8%
Debt Service Fund	\$58,554,387	\$59,160,562	\$606,175	1.0%
TOTAL EXPENDITURES	\$640,131,422	\$669,554,705	\$29,423,283	4.6%
RESERVE FUND (NOTE 1)	\$42,224,340	\$4,507,950		

Note 1: The Reserve Fund is not included in the Total Revenue/Total Expenditures figures. In FY 2020, it includes the following Reserves: Capital (-\$12.9M), VRS (\$2.5M), Future Debt Service (\$0.7M), Future Budget Years (\$11.2M), Compensation (\$0.0M), Unfunded Liabilities (\$2.0M), and Health Care (\$1.0M).

All Funds Summary

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

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

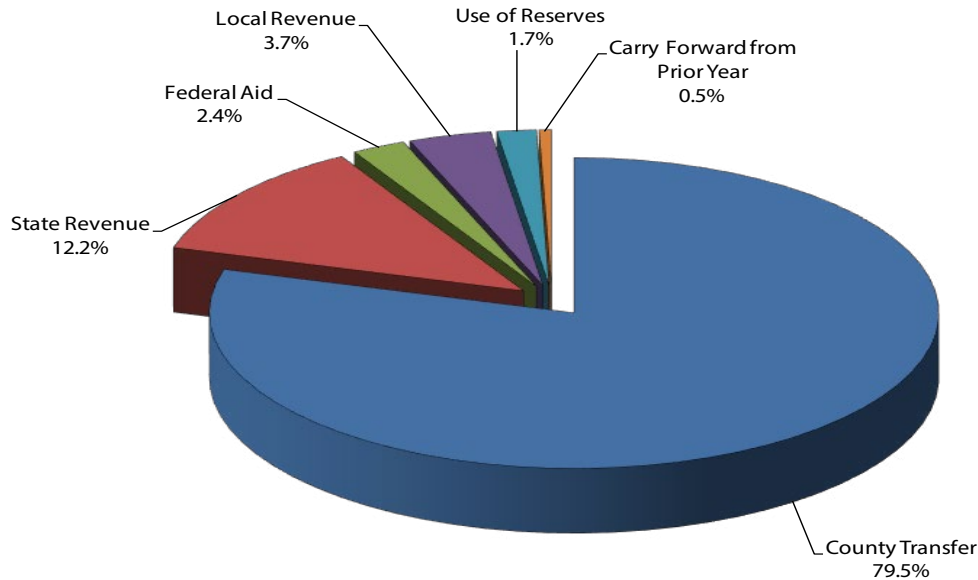


ALL FUNDS REVENUE SUMMARY

IN MILLIONS FUND	FY 2018	FY 2019	FY 2020	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
School Operating Fund	\$495.1	\$527.5	\$553.3	\$25.8	4.9%
Community Activities Fund	\$17.6	\$19.1	\$20.2	\$1.2	6.2%
Food and Nutrition Services Fund	\$10.6	\$9.8	\$10.7	\$1.0	10.0%
Capital Projects Fund	\$30.9	\$6.5	\$6.5	\$0.0	0.0%
Children's Services Act Fund	\$3.6	\$4.2	\$4.2	\$0.0	0.0%
Grants and Restricted Programs Fund	\$16.1	\$14.6	\$15.5	\$0.8	5.8%
Debt Service Fund	\$50.3	\$58.6	\$59.2	\$0.6	1.0%
TOTAL ALL FUNDS	\$624.1	\$640.1	\$669.6	\$29.4	4.6%

All Funds Summary

FY 2020 ADOPTED BUDGET BY FUND



School Operating Fund

The School Operating Fund receives most of its support (83.8%) from the County Transfer. The remainder of the revenue comes from State Aid (8.1%), State Sales Tax (5.5%), local fees and charges (0.7%), carry forward from prior years (0.6%), reserves (1.2%), and Federal Aid (0.1%).

Community Activities Fund

The Community Activities Fund receives less than half of its support from the County Transfer (30.3%). 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 69.7% of the Community Activities Fund revenue.

Food and Nutrition Services Fund

The Food and Nutrition Services Fund is a self-supporting fund. Primary sources of revenue for the Food and Nutrition Services Fund are Federal (51.7%) and State (1.8%) funds as well as receipts from the sale of lunches and breakfasts and other programs (44.8%) and carry forward from prior years (1.7%).

Capital Projects Fund

In FY 2020, the Capital Projects Fund will primarily be supported by reserves (71.5%). County Transfer will provide an additional 28.5%.

Children's Services Act Fund

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

Grants and Restricted Programs Fund

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

Debt Service

The Debt Service Fund is supported primarily by the County Transfer (99.5%). In FY 2020, reserves set aside to offset increases in debt service will provide 0.5% 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 6.4% from the FY 2019 Adopted Budget to the School Board's FY 2020 Adopted Budget.

COUNTY TRANSFER ALLOCATION SUMMARY

IN MILLIONS FUND	FY 2018	FY 2019	FY 2020	COMPARISON ADOPTED TO ADOPTED	
	ACTUAL	ADOPTED	ADOPTED	AMOUNT	PERCENT
County Transfer					
School Operating Fund	\$428,013,228	\$438,148,735	\$463,264,169	\$25,115,434	5.7%
Community Activities Fund	\$5,422,007	\$6,124,426	\$6,125,305	\$879	0.0%
Capital Projects Fund	\$11,589,645	\$127,048	\$1,842,133	\$1,715,085	1,350.0%
Children's Services Act Fund	\$1,775,415	\$2,239,925	\$2,239,925	\$0	0.0%
Debt Service Fund	\$49,011,876	\$53,888,008	\$58,857,474	\$4,969,466	9.2%
TOTAL COUNTY TRANSFER	\$495,812,172	\$500,528,142	\$532,329,006	\$31,800,864	6.4%

All Funds Summary

ALL FUNDS EXPENDITURE SUMMARY

Salaries/Employee Benefits

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

Purchased Services

All expenditures for services acquired or purchased from sources outside the school system (i.e., private vendors, public authorities or other governmental entities). Purchase of service must be on a fee basis or fixed time contract basis.

Other Charges

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

Debt Service

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

Materials and Supplies

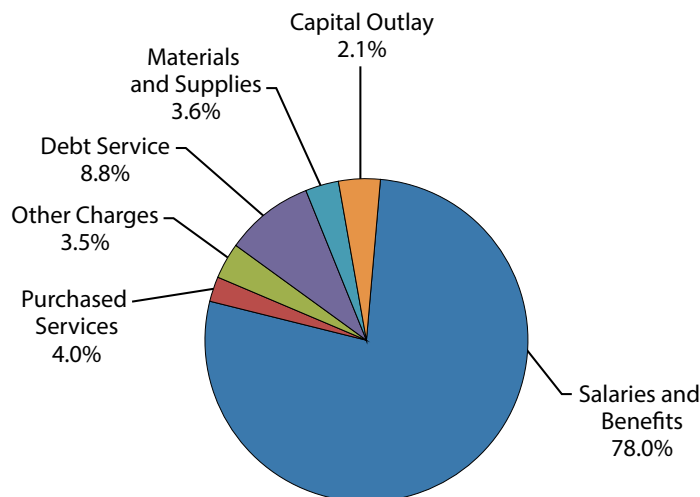
All expenditures for instructional materials, office and school supplies, textbooks, uniform costs and other operating supplies which are consumed or materially altered when used.

Capital Outlay

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

Other Uses of Funds

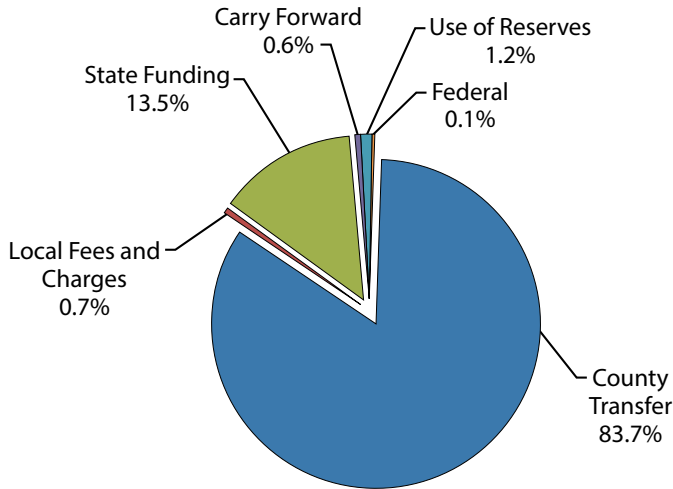
Funding to pay principal and interest on long-term debt and capitalized lease payments.



CATEGORY	AMOUNT
Salaries	\$387,372,194
Employee Benefits	\$134,785,972
Purchased Services	\$26,816,308
Other Charges	\$23,310,127
Debt Service	\$59,160,562
Materials and Supplies	\$24,302,028
Capital Outlay	\$14,308,950
Other Uses of funds	(\$501,435)
TOTAL	\$669,554,705

All Funds Summary

SCHOOL OPERATING FUND SUMMARY



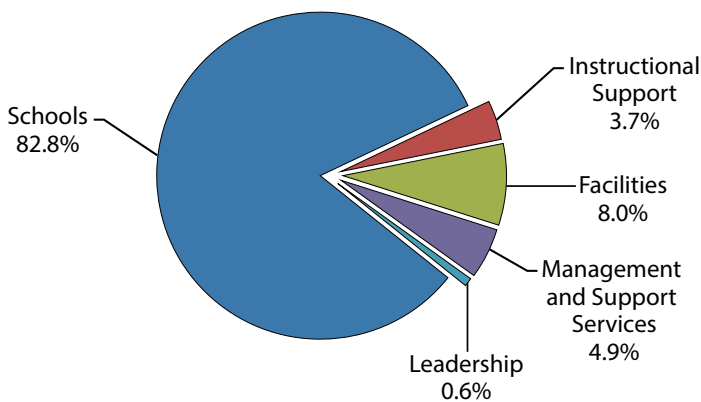
Where Does the Money Come From?

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 2020, which will be carried forward for use in FY 2021.



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 Teaching and Learning, and Administrative Services.

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

Facilities includes the Department of Facilities and Operations.

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

Cost Per Pupil

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

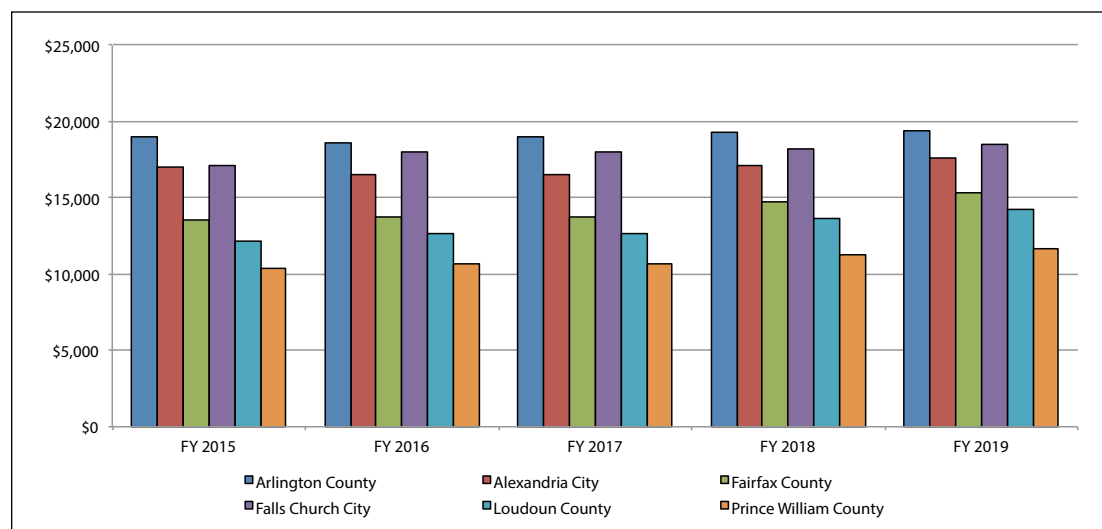
Arlington Public Schools uses the Washington Area Boards of Education (WABE) methodology to calculate the cost per pupil presented in the budget. The WABE calculation includes all students, including PreK students, the School Operating Fund, entitlement grants, police services costs and the Minor Construction/ Major Maintenance 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 2016 through FY 2020 budgets.

APS COST PER PUPIL FY 2016–FY 2020 (WABE METHOD)

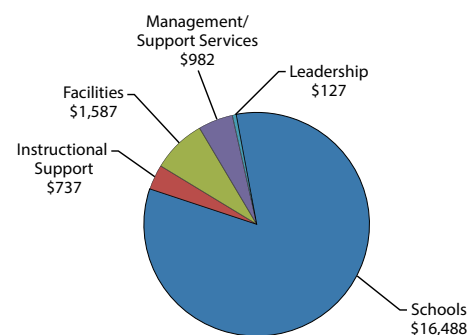
FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
ADOPTED	ADOPTED	ADOPTED	ADOPTED	ADOPTED
\$18,616	\$18,957	\$19,340	\$19,348	\$19,921*

*Cost per pupil for FY20 would have been \$19,559 if no new schools or programs were added to the budget.

WABE COST PER PUPIL COMPARISON



FY 2020 COST PER PUPIL BY CATEGORY



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

Budget Forecast

	FY 2020 SCHOOL BOARD'S ADOPTED	FTEs	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED
REVENUE					
Prior Year Budget - All Funds	\$640,131,422		\$669,554,705	\$669,064,264	\$679,064,985
CHANGES IN REVENUE					
Increase/(Decrease) in County Revenue	\$31,800,865		\$1,591,049	\$12,280,161	\$13,108,805
Increase/(Decrease) in Local Revenue	\$1,417,417		\$600,000	\$750,000	\$600,000
Increase/(Decrease) in State Funds - All funds	\$5,306,034		\$932,842	\$1,236,483	\$1,229,653
Increase/(Decrease) in Federal Revenue	\$889,282		\$200,000	\$200,000	\$200,000
NET REVENUE	\$679,545,020		\$672,878,596	\$683,530,908	\$694,203,444
USE OF RESERVES					
Reserves Used in Prior Year Budget	(\$21,819,573)		(\$11,649,258)	(\$8,014,926)	(\$3,549,003)
Carry Forward from Prior Year	\$180,000		(\$180,000)	\$0	\$0
Reserves Used in Current Year Budget	\$11,649,258		\$8,014,926	\$3,549,003	\$2,173,173
NET USE OF RESERVES	(\$9,990,315)		(\$3,814,332)	(\$4,465,923)	(\$1,375,830)
TOTAL FUNDS AVAILABLE	\$669,554,705		\$669,064,264	\$679,064,985	\$692,827,614
EXPENDITURES					
Prior Year Budget - All Funds	\$640,131,422	4,737.74	\$669,554,705	\$695,152,798	\$720,899,440
BASELINE ADJUSTMENTS					
Salaries and Benefits Baseline Adjustments & Efficiencies	(\$2,550,000)		\$2,000,000	\$2,000,000	\$2,000,000
Baseline Savings	(\$6,164,043)	(5.25)	(\$6,750,345)	(\$6,389,799)	(\$2,529,656)
Contractual Obligations	\$1,693,716		\$1,746,869	\$994,315	\$565,880
Additional Funds for Baseline Services	\$4,629,232	16.52	\$1,209,866	\$1,340,390	\$1,225,674
NET BASELINE ADJUSTMENTS	(\$2,391,095)	11.27	(\$1,793,610)	(\$2,055,094)	\$1,261,898
ONGOING EXPENDITURES					
Enrollment Growth	\$6,213,492	68.00	\$7,530,000	\$8,095,000	\$8,895,000
Compensation	\$12,900,000		\$11,700,000	\$12,700,000	\$13,700,000
Investments to Support Growth	\$1,744,972	12.00	\$365,564	\$365,564	\$0
Growth Initiatives	\$3,797,694	27.65	\$1,168,845	\$1,700,000	\$0
New Schools and Program Moves	\$6,450,759	72.40	\$257,495	\$2,431,516	\$0
NET ONGOING EXPENDITURES	\$31,106,917	180.05	\$21,021,904	\$25,292,080	\$22,595,000
ONE-TIME EXPENDITURES					
Additional Funds for Baseline Services	\$1,488,065		\$1,449,799	\$1,449,799	\$1,449,799
Enrollment Growth	\$825,000		\$825,000	\$825,000	\$825,000
Growth Initiatives	\$256,250		\$0	\$0	\$0
Capital Improvement Plan Requirements	\$279,175		\$1,345,000	\$0	\$491,020
New Schools and Program Moves	\$3,881,856		\$2,750,000	\$234,857	\$0
NET ONE-TIME EXPENDITURES	\$6,730,346	0.00	\$6,369,799	\$2,509,656	\$2,765,819
TOTAL ONGOING + ONE-TIME	\$37,837,263	180.05	\$27,391,703	\$27,801,736	\$25,360,819
NET EXPENDITURES	\$675,577,590	4,929.06	\$695,152,798	\$720,899,440	\$747,522,157
REDUCTIONS					
Continuing FY 2019 Reductions	(\$2,216,000)	(22.20)			
FY 2020 Tier 1 Reductions	(\$3,806,885)	(9.50)			
TOTAL REDUCTIONS	(\$6,022,885)	(31.70)			
TOTAL EXPENDITURES	\$669,554,705	4,897.36	\$695,152,798	\$720,899,440	\$747,522,157
Surplus/(Shortfall)	\$0		(\$26,088,534)	(\$41,834,455)	(\$54,694,544)

Budget Forecast

A summary of the budget forecasts for FY 2021 through FY 2023 is shown on the previous page and is based on the School Board's Adopted budget for FY 2020. Given the revenue and expenditure assumptions included in the forecast, it is clear APS will face financial challenges over the next three years. Revenue across all sources is projected to increase by 2.2 percent in FY 2021, by 2.3 percent in FY 2022, and by 2.4 percent in FY 2023. Expenditures are projected to increase by 3.9 percent in FY 2021 due to increasing enrollment, building renovations, and employee compensation. These cost drivers will also increase expenditures in FY 2022 and FY 2023. The forecast projects the use of reserve funding to assist in balancing the budget, however, these funds will not close the gap completely. To balance each year's future budget, as required by law, APS staff will need to work with the School Board, County Board, and the community as a whole to determine an appropriate course of action.

These forecasts are intended to show how the budget will change in order to maintain the current instructional, support, and extracurricular programs and services as well as to provide services to the 2,259 additional students projected to enroll in APS in FY 2020 through FY 2023. These forecasts are not intended to show the effects of any programmatic decisions that might be made in any of those years.

This budget forecast is a best estimate based on the information that was available during development.

Estimates will change based on, but not limited to:

- ◆ Upcoming boundary changes.
- ◆ Decisions on programs located at existing and new schools.
- ◆ Updated 10-year enrollment projections.
- ◆ Adopted changes in the FY 2021-30 Capital Improvement Plan.
- ◆ New initiatives that align with the 2018-2024 Strategic Plan.
- ◆ Additional funding placed in the reserve accounts.

Detail on the forecasts and the revenue and expenditure assumptions used can be found in the Financial section beginning on page 199.





Administration

Mission, Vision, and Core Values

Organization Chart

Arlington Public Schools Overview

The APS Strategic Plan

Budget Development Process

Budget Development Calendar

Financial Controls and Policies

ORGANIZATIONAL



Administration

SCHOOL BOARD MEMBERS

REID GOLDSTEIN

Chair

TANNIA TALENTO

Vice Chair

DR. BARBARA KANNINEN

Member

MONIQUE O'GRADY

Member

NANCY VAN DOREN

Member

EXECUTIVE LEADERSHIP TEAM

DR. PATRICK K. MURPHY

Superintendent

DR. TARA NATTRASS

Assistant Superintendent for Teaching and Learning

ERIN WALES-SMITH

Interim Assistant Superintendent for Human Resource

LESLIE PETERSON

Assistant Superintendent for Finance and Management Services

JOHN CHADWICK

Assistant Superintendent for Facilities and Operations

RAJESH ADUSUMILLI

Assistant Superintendent for Information Services

CINTIA JOHNSON

Assistant Superintendent for Administrative Services

LINDA ERDOS

Assistant Superintendent for School and Community Relations

LISA STENGLE

Executive Director for Planning and Evaluation

JULIA BURGOS

Chief of Staff



Mission, Vision, and Core Values

MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments.

VISION

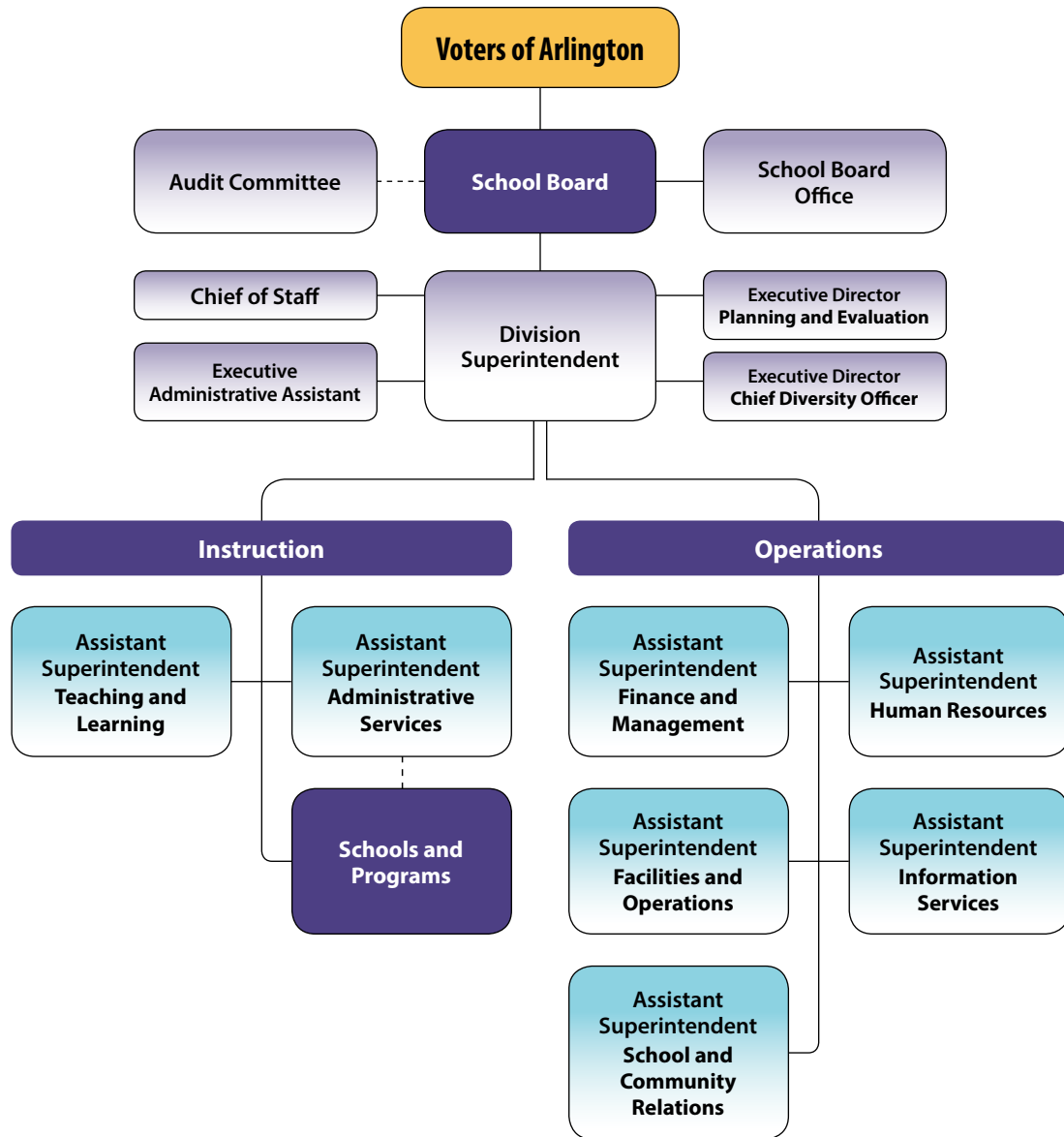
To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

CORE VALUES

- ◆ **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- ◆ **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.
- ◆ **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- ◆ **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.
- ◆ **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- ◆ **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.
- ◆ **Stewardship:** Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.



Organization Chart



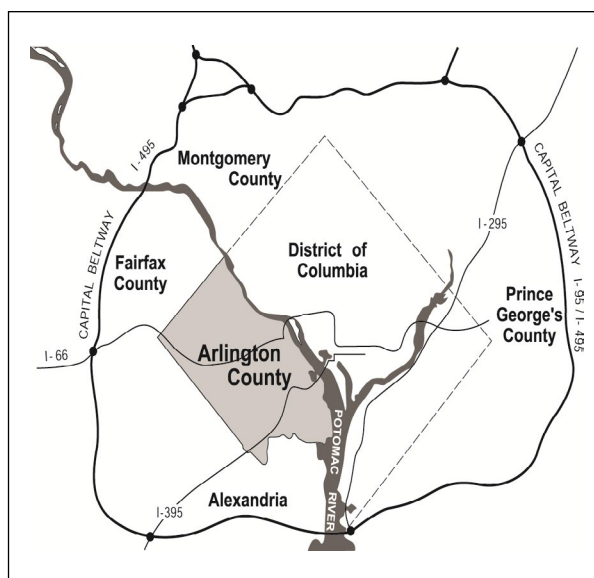


Arlington Public Schools Overview

STUDENTS AND SCHOOLS

Arlington Public Schools represents one of the nation's most diverse and sophisticated student populations. Our 27,436 PreK-12 students come from around the world and speak more than 105 languages. We operate nearly 40 schools and programs, including 24 elementary schools, 6 middle schools, and 4 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 26 square miles of land.

Academic Standards are high in Arlington's schools. Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2018 APS graduates, 79 percent took the ACT and/or the SAT. The average combined score on the SAT was 1191² for Arlington graduates, APS scores are 81 points higher than the average score for Virginia students which is 1110 and 142 points higher than the national SAT average which is 1049. Compared to the previous year, APS had a 2 percent decrease in the number of ACT test takers in 2018. Arlington's average ACT composite score was 26.6, compared to 23.9 for Virginia graduates and a national composite of 20.4.



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

Arlington is the 14th largest of 132 school divisions in the Commonwealth of Virginia and neighboring jurisdiction include three of the five largest school divisions in the Commonwealth. From FY 2003 to FY 2006, enrollment in Arlington had declined 729 students or 3.8 percent. Since FY 2006, enrollment has increased 9,025 students or 49 percent and is projected to increase 1,074 students or 3.9 percent in FY 2020. From FY 2019 to FY 2023, enrollment is projected to increase 12.1 percent or 3,333 students.

2. Because of the changes in the design of the SAT, the performance of 2018 graduates can't be compared with the previous years. For comparison purposes, the 2018 scores can be converted using the College Board SAT score converter. The converted score for 2018 is 1675.



Arlington Public Schools Overview

GOVERNANCE

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

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

ECONOMIC OVERVIEW AND OUTLOOK

Fiscal Year (FY) 2020 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 positive revenues. In Calendar Year (CY) 2019, the County expects stable revenue growth from real estate taxes, driven by a 3.5 percent increase in Arlington's property values.

Arlington's residential property tax base grew 2.9 percent, demonstrating the continued attractiveness of our community. New construction represented 0.4 percentage points of the overall growth. The average value of existing residential properties, including condominiums, townhouses, and detached homes, increased from \$640,900 in CY 2018 to \$658,600 in CY 2019, an increase of 2.8 percent.

Commercial property assessments increased by 4.1 percent over the previous year with the hotel, apartment, and office segments all increasing in value. Apartment values grew 5.5 percent and hotels increased by 5.9 percent. After declining last year, office property assessments increased 4.3 percent due in part to building completions and leasing activity. New construction, largely in apartments, contributed 1.4 percentage points to the overall commercial growth. Growth was partially offset by general commercial (malls, retail stores, gas stations, etc.), which was down 1.7 percent from the previous year.

Meanwhile, other revenue streams are experiencing a variety of changes. Local taxes other than real estate are expected to increase, 0.9 percent in the aggregate. Local fees and fines are anticipated to increase in the aggregate while interest revenue is increasing to reflect the rising interest rate environment and recent gains in interest earnings. Charges for services are increasing almost three percent. Revenue from the Commonwealth is up 0.8 percent while funds from the federal government are declining 1.5 percent, primarily due to decreases in human services grants.

For the FY 2020 adopted budget, General Fund tax revenues are forecast to increase by 4.1 percent. This gain is driven primarily by overall real estate assessment increases of 3.5 percent and the 2.0 cent adopted real estate tax rate increase. Other taxes combined are forecast to increase 0.9 percent in FY 2020. Personal property tax (including business tangible tax) is expected to be flat overall. Sales tax is up 3.3 percent while meals tax and transient occupancy tax are expected to be flat reflecting recent actuals in FY 2019. Business, Professional and Occupational License Tax (BPOL) is projected to increase 2.9 percent.



Arlington Public Schools Overview

FY 2020 revenue from the Commonwealth is expected to be up 1 percent while federal government revenues are expected to be down 2 percent. The increase in the Commonwealth revenue can be attributed to higher highway aid and law enforcement aid based on changes in the Governor's adopted budget, additional funding for social services grants, Comprehensive Services Act funding, and an increase in Compensation Board funding. These increases are offset by a reduction to community-based mental health and support services due to the state's reduction to its Department of Behavioral and Developmental Services to fund Medicaid expansion. Some of that reduction will be offset by increases in revenue from Medicaid billing. The decrease in federal funds is primarily driven by a decrease in Workforce Investment Act (WIA)/Job Training Partnership Act (JTPA) funding.

The FY 2020 adopted budget reflects an adopted 2.0 cent increase in the base tax rate from \$0.993 to \$1.013 with 0.5 cents generating \$3.9 million dedicated to County public safety compensation and resources for schools including School Resource Officers and School Health Nurses; and 1.5 cents generating \$11.7 million dedicated to Arlington Public Schools for operation of new facilities and programs. With this adopted tax rate increase, the CY 2019 real estate tax rate totals \$1.026: a base rate of \$1.013 and the County-wide sanitary district rate of \$0.013 for stormwater management. At the adopted rate, 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. At the adopted tax rate of \$1.026, the tax bill for a typical homeowner increases 4.8 percent, or \$310 more than in CY 2018.

Arlington continues to economically surpass much of the region and the nation. Arlington's unemployment rate remains the lowest in the Commonwealth. The County's per capita income remains among the highest in the state. Home prices continue to have stable growth and the commercial real estate sector is showing signs of positive momentum, including the recent announcement that Amazon will develop a major headquarters in the County. Arlington is poised to begin FY 2020 with steady revenue streams, an overall positive real estate market, and low unemployment levels.

Arlington is one of approximately 48 counties in the United States to be awarded a triple Aaa/AAA/AAA credit rating. In May 2019, the three primary rating agencies all reaffirmed the highest credit rating attainable for jurisdictions. Ratings issued by Fitch, Inc. (AAA), Moody's Investors Service (Aaa), and Standard & Poor's (AAA) validate that Arlington's financial position is outstanding, and it reflects the strong debt position, stable tax base, and sound financial position.

APS receives local revenue from individuals or groups who pay fees for services provided by the district. Services include school building rental fees, music instrument rentals, and bus camera fines. Local revenue is also received through tuition paid for a number of programs including, adult education classes, enrichment programs, Montessori program, summer school, and from other jurisdictions. The FY 2020 budget reflects an increase of 6.1 percent in local revenue sources.



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 June 7, 2018, the School Board adopted the 2018-2024 Strategic Plan.

2018-2024 STRATEGIC PLAN GOALS


- ◆ **Student Success:** Multiple Pathways to Student Success
- ◆ **Student Well-Being:** Healthy, Safe, and Supported Students
- ◆ **Engaged Workforce**
- ◆ **Operational Excellence**
- ◆ **Partnerships:** Strong and Mutually Supportive Partnerships

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals as well as to make any adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.


STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- ◆ All students are academically challenged
- ◆ Access to personalized learning opportunities
- ◆ Multiple pathways to graduation
- ◆ Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options
- ◆ Access to all curriculum, options schools, and programs without barriers




STUDENT SUCCESS: MULTIPLE PATHWAYS TO SUCCESS FOR ALL STUDENTS
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.



STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS
Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.



ENGAGED WORKFORCE
Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.



OPERATIONAL EXCELLENCE
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.



STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS
Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.



The APS Strategic Plan

Performance Objectives

1. Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
2. All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
3. Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.
4. All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shadowing, etc.). (Virginia Profile of a Graduate)
5. At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

Strategies

- ◆ Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- ◆ Adapt curriculum and instruction to the needs of each student.
- ◆ Increase meaningful inclusive learning environments for students.
- ◆ Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- ◆ Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.
- ◆ Ensure equity of access and opportunity across all school programs.
- ◆ Address unconscious racial bias throughout APS.

STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

- ◆ Our learning environment is physically and emotionally safe for students and adults
- ◆ Prevention and intervention services for physical, mental, behavioral, and social-emotional health
- ◆ Engagement in healthy practices that can be continued throughout life

Performance Objectives

6. Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show a reduction in bullying, violence, sexual harassment, and substance use.
7. Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show an improvement in mental health measures and access to mental health resources.
8. Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments (ASCD).



The APS Strategic Plan

9. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
10. Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be reduced and overall suspensions will not increase.

Strategies

- ◆ Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
- ◆ Integrate culturally relevant concepts and practices into all levels of school interactions.
- ◆ Establish and promote a culture of physical and mental wellness.
- ◆ Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.

ENGAGED WORKFORCE

Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.

- ◆ Strong recruitment and hiring as well as strong staff retention
- ◆ Professional learning opportunities engage all staff
- ◆ Evaluation processes provide actionable feedback for all staff
- ◆ Employees are included, respected, and supported
- ◆ Information is readily accessible to all staff in order for them to do their jobs effectively
- ◆ Visionary leadership is demonstrated while supporting high expectations that balance the needs of all stakeholders

Performance Objectives

11. At least 95% of APS staff will respond favorably that opportunities for professional development meet their needs, as indicated on the Your Voice Matters survey.
12. At least 95% of APS staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. At least 95% of APS staff will respond favorably in areas of leadership, as indicated on the Your Voice Matters survey.
14. APS will retain a high-quality workforce, with 95% of respondents to exit surveys indicating a reason for leaving to be an external factor.
15. All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.



The APS Strategic Plan

Strategies

- ◆ Recruit, retain, and advance high-quality employees.
- ◆ Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities.
- ◆ Strengthen evaluation processes.
- ◆ Promote employee health, wellness, and engagement.
- ◆ Establish intentional and focused recruitment efforts to bolster a diverse applicant pool.

OPERATIONAL EXCELLENCE

Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.

- ◆ Resources are aligned with needs
- ◆ Technology is leveraged to support learning and administrative needs
- ◆ Facilities are designed, developed, and maintained for high performance learning and working environments
- ◆ Environmental stewardship practices are in place
- ◆ Data-based decision making leads to continuous improvement

Performance Objectives

16. APS will be Accredited by the Emergency Management Accreditation Program (EMAP).
17. Organizational operations will meet or exceed benchmarks in comparable school divisions.
18. All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.
19. All School Board policies will be up to date and will be reviewed every five years.
20. APS Departments (Finance and Management Services, Facilities and Operations, Teaching and Learning, and Planning and Evaluation) will collaborate to plan innovatively, cost effectively, and within budget to meet 100% of student seat needs through both permanent and temporary facilities, based on 10-year projections.

Strategies

- ◆ Manage available resources and assets efficiently, cost effectively, and equitably.
- ◆ Use long-term and systematic processes to ensure organizational capacity to accommodate sustained growth.
- ◆ Provide high performance learning and working environments that support Universal Design for Learning standards.



The APS Strategic Plan

PARTNERSHIPS: STRONG AND MUTUALLY SUPPORTIVE PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

- ◆ High-impact strategies for engaging all families
- ◆ APS programs and services integrate with those in the broader community
- ◆ Community businesses and organizations provide opportunities for internships/externships, service, and leadership development

Performance Objectives

21. At least 90% of family and community engagement activities build the capacity of staff and families in capabilities (skills and knowledge), connections (networks), cognition (understanding) and confidence (a Dual Capacity-Building Framework for Family-School Partnerships).
22. At least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters.
23. The number of partnerships/ volunteer opportunities will meet the needs of students, specifically in the areas of internships and externships.

Strategies

- ◆ Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
- ◆ Foster effective and meaningful collaboration among and between resources in APS and the community, including APS programs and services, student, parent, and teacher organizations, County government agencies and programs, non-profit organizations, businesses, advisory groups, and community groups.
- ◆ Build partnerships with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.
- ◆ Partner with local organizations to provide wraparound services to students including healthcare, nutrition, academic, and social and emotional supports.
- ◆ Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.



The APS Strategic Plan

STRATEGIC PLAN “TUNING” PROCESS

Understanding that APS, as well as the profession of education as a whole, is dynamic and constantly evolving, each year the Strategic Plan will be reviewed by staff, parents, and community members to determine annual performance toward goals, as well as to make any adjustments that may be needed.

This “tuning” process provides flexibility as APS implements the Strategic Plan. As part of tuning, APS will:

1. Conduct an assessment at the end of each school year to review:
 - ◆ Progress to date on each performance objective, key strengths and opportunities for improvement;
 - ◆ Potential revisions or changes necessary; and
 - ◆ Additional resource needs and budget implications.
2. Work with staff and advisory committees to provide a comprehensive analysis of each performance objective from various perspectives, including:
 - ◆ Should we stay the course and continue to focus on the performance objective?
 - ◆ If not, what do we need to adjust?
 - ✦ Is the 2023-24 outcome for the performance objective too high or too low?
 - ✦ Does the performance objective need adjustment to better align with the strategic plan goals?
 - ✦ Are there unanticipated changes that are outside of our control that need to be considered?
3. Each September, if needed, the Superintendent will recommend revisions to the School Board’s adopted performance objectives for consideration.

Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the Strategic Plan drives the annual School Board and Superintendent priorities, district department plans, school plans, and specific projects and tasks.

In addition to the tuning process, APS staff will prepare an annual implementation plan, describing the detailed tasks that will be undertaken in order to meet the goals in the Strategic Plan.



The APS Strategic Plan

The chart below shows the steps of each of these components and the timing of the related tuning processes.

PLANNING SYSTEM

PLANNING	STEPS	HORIZON	TUNING
<pre> graph TD SP[Strategic Plan] --> SB[SB/Supt Priorities] SB --> DP[Department Plans] SB --> SP2[School Plans] DP <--> SP2 DP --> PT[Projects and Tasks] SP2 --> PT </pre>	<ol style="list-style-type: none"> 1. Conduct community outreach. 2. Update Environmental Scan. 3. Review relevant data. 4. Update long-term goals, strategies, desired outcomes, and indicators. 	6 year	Annual
	<ol style="list-style-type: none"> 1. Develop a "vital few" set of priorities. 2. Cascade priorities to all levels of the division. 3. Align annual budget and resource allocation to priorities. 	1 - 5 years	Annual
	<ol style="list-style-type: none"> 1. Update current condition. 2. Create priority-aligned SMART goals and projects with specific targets and time limits. 3. Develop project management plans. 4. Establish SB/Supt approval of SMART goals and project management plans. 	1 - 3 years	90 days
	<ol style="list-style-type: none"> 1. Create activity and task list of key actions for completing SMART goals and projects. 2. Monitor and report progress. 3. Adjust activities and tasks, as needed. 	Various	90 days or less



Budget Development Process

ARLINGTON PUBLIC SCHOOLS BUDGET PROCESS AND PROCEDURES

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

Budget Policy Guidance and Process Evaluation

June – September

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

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

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

Budget Development

September – March

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

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

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



Budget Development Process

Budget staff incorporates the salary, fringe benefits and position assumptions into an automated salary calculation report that projects the personnel costs for the next budget year. Personnel costs (salary and fringe benefits) comprise nearly 88.6% of the School Operating Fund budget. The salary amounts are then incorporated into the baseline budget estimates.

Baseline budget estimates historically do not include funds for a cost of living adjustment, as this is addressed later in the budget process. The estimates have included salary (step) increases for eligible employees as a matter of School Board policy. The increases are partially offset by budgeted savings from position lapse and employee turnover. In the APS budget, these savings accrue centrally.

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

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

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

The baseline budget and supporting analytical materials are reviewed by the Superintendent and Executive Leadership Team during a budget review period in December, and decisions are made regarding system-wide programs and priorities. As part of the Superintendent’s review, significant budget issues are presented to the Administrative Council - the Schools’ senior leadership group consisting of principals, department heads and program managers - for its review and recommendations. The Budget Advisory Council makes recommendations on policies and practices related to the presentation and preparation of the operating budget as well. The Superintendent’s Proposed Budget is prepared by Budget staff in January and presented to the School Board and the public at a School Board meeting in late February.



Budget Development Process

Budget Review and Adoption

March – June

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

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

Arlington Public Schools Capital Improvement Plan Development Process

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

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



Budget Development Process



Budget Development Calendar



BUDGET DEVELOPMENT CALENDAR	
JULY 2018	
17	Information Item – Budget Development Calendar FY 2020 Budget
AUGUST 2018	
2	Consent Item – Budget Development Calendar FY 2020
SEPTEMBER 2018	
20	Board Information Item – School Board FY 2020 Budget Direction
OCTOBER 2018	
4	Board Action Item – School Board FY 2020 Budget Direction
DECEMBER 2018	
3	Executive Leadership Team/Principal Chairs Budget Review
6	School Board adopts boundary changes
7	Executive Leadership Team/Principal Chairs Budget Review
12	Executive Leadership Team/Principal Chairs Budget Review
17	Executive Leadership Team/Principal Chairs Budget Review
20	FY 2020 revenue estimate from County
20	Board Information Item – FY 2018 Final Fiscal Status Report
JANUARY 2019	
16	Executive Leadership Team/Principal Chairs Budget Review
16	Revised FY 2020 revenue estimate from County
24	Board Action Item – FY 2018 Final Fiscal Status Report
FEBRUARY 2019	
5	School Board presentation of APS budget to Civic Federation
6	Executive Leadership Team/Principal Chairs Budget Review
28	Board presentation – Superintendent’s Proposed FY 2020 Budget
28	Budget Work Session #1 following Board meeting
MARCH 2019	
6	Executive Leadership Team reviews spring enrollment and staffing
12	Budget Work Session #2 - Employee Advisory Group
19	Budget Work Session #3
26	Budget Work Session #4
28	Public Hearing on Superintendent’s Proposed Budget
APRIL 2019	
2	County Board Public Hearing on the County Budget
2	Budget Work Session #5 - Advisory Chairs
4	Public Hearing on Tax Rate
9	Budget Work Session #6
11	Board Action Item – School Board’s Proposed FY 2020 Budget
12	School Board presentation of APS budget to County Board
23	County Board adoption of FY 2020 County Budget
MAY 2019	
2	Budget Work Session #7
7	Public Hearing on School Board’s Proposed Budget
9	Board Action Item - School Board's Adopted FY 2020 Budget



Financial Controls and Policies

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

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

The Arlington School Board budgets for its financial activity in eight different funds, all of which are governmental funds. The funds are as follows:

- ◆ **The School Operating Fund** is the largest fund in the school system and accounts for the day to day operations of APS. It includes the funding for all of the schools and the departments that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and any carry forward from the prior fiscal year.
- ◆ **The Community Activities Fund** provides support for the operation of joint community/school facilities and programs. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund. Revenue for the Community Activities Fund comes from the County Transfer and local revenue, which represents fees and charges for some of the programs in this fund.
- ◆ **The Capital Projects Fund** accounts for the capital projects that are funded on a “pay as you go” basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board’s direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects. The Capital Projects Fund is supported by the County Transfer and re-estimated County revenue.
- ◆ **The Food and Nutrition Services Fund** accounts for the school food services program and is responsible for the school breakfast program, the school lunch program, breakfast and lunch programs for summer school and summer camps, lunch programs at several child care centers, the A La Carte programs in the schools, limited vending machine operations, lunch programs at New Directions, the Family Center, and some PreK programs, as well as catering for special school functions. The Food and Nutrition Services Fund is a self-supporting fund.
- ◆ **The Grants and Restricted Programs Fund** represents funding received by Arlington Public Schools through fees, grants and awards. The Grants and Restricted Programs Fund is further broken down by source of funds: Federal, State, Local/County, and Combined. Within each of these sources are three categories: Entitlements, Discretionary, and Adult Education Grants. Entitlements are funds that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in the calculation of the APS cost per pupil. Discretionary funds are funds for which Arlington Public Schools applies and is awarded on a discretionary basis by the provider.



Financial Controls and Policies

- ◆ **The Children's Services Act (CSA) Fund** accounts for those expenditures outlined in the legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia's state and local services and their related funding to better meet the needs of children with emotional and behavioral problems and their families, youth at risk of an out-of-the-home placement, youth referred by the schools who are in need of services which are not provided by the schools, youth placed in foster care, and youth who may be referred by the Juvenile Court. Both State funds and the County Transfer support this fund.
- ◆ **The Debt Service Fund** accounts for the principal and interest payments for debts incurred for major school construction. This fund is supported by County Transfer and reserve funds set aside by the School Board to offset increases in debt service.
- ◆ **The Bond Fund** accounts for the bonds sold annually through referenda every two years for the purpose of school construction and renovations. The Bond Fund is accounted for separately from the annual budget process since the County appropriates bond proceeds to Arlington Public Schools only after each bond sale.

EXPENDITURE CONTROL AND APPROVALS

Budget Management

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

◆ *Revenues*

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

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

◆ *Expenditures*

The annual appropriated budget is integrated into the automated accounting system at the beginning of each year. Each program manager or principal is responsible for operating within the limits of the annual appropriated budget for their department or school. Expenditures, encumbrances and budget amounts are controlled at the cost center or school level within the program by the automated accounting system which prevents a department or school from overspending its budget by prohibiting a purchasing or payment transaction from being entered when the total budgeted appropriation amount has been obligated.



Financial Controls and Policies

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

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

Encumbrance Control

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

Budget Transfers between Accounts

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

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

Financial Information and Reporting

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

In addition, as a component unit of the County, APS participates in the county audit process and prepares the Schools section of the County's Comprehensive Annual Financial Report (CAFR). The CAFR reports the results of all funds under County authorization, including its component units. The combined financial statements of APS are prepared in conformity with generally accepted accounting principles (GAAP) applicable to government units. For FY 2017, the CAFR received an unqualified or "clean" audit opinion, the highest opinion possible, which indicates strong fiscal management and internal controls, indicates adherence to GASB and GAAP standards, and indicates good record-keeping and documentation of transactions.

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



Financial Controls and Policies

SIGNIFICANT FINANCIAL MANAGEMENT AND ACCOUNTING POLICIES

Financial Management Policies

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

Budget Framework

The School Board's operating and capital budget directions are grounded in the Board's Strategic Plan goals and the ten-year Capital Plan. Both guide development of a strategic plan resource allocation for a designated period of time. The School Board will provide budget direction to the Superintendent each year prior to the development of the next fiscal year's budget. In those years when a Capital Improvement Plan (CIP) is developed (every two years), the School Board will also provide direction to the Superintendent on the development of the CIP. (see Policy D-2.35 Financial Management – Budget Direction; adopted and effective September 22, 2016)

Budget Development

Arlington Public Schools prepares and estimates the amount of money needed during the next fiscal year for the support of schools and the school division. This will be prepared in the form of an annual budget approved by the School Board and submitted to the Arlington County Board. The schedule for budget development will provide sufficient time for review and analysis by staff, community and advisory groups and the School Board. (see Policy D-2.36 Financial Management – Operating Budget Development; adopted and effective September 22, 2016)

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 F-1 Financial Management – Capital Improvement Plan; adopted and effective October 4, 2007)

Revenue Sharing

The Arlington County School Board and the Arlington County Board maintain either a revenue sharing agreement or revenue sharing principles that provides the allocation of net local County tax revenue (gross revenues less tax refunds) between the County and the Schools. Non-local School revenues that increase or decrease do not alter the allocation. All increases or decreases in local tax revenues will be allocated or absorbed at the same rate defined in the most recent revenue sharing agreement or principles. The revenue sharing agreement or principles may provide for other revenue to be shared with Arlington Public Schools. (see Policy D-2.31 Financial Management – Revenue Sharing; adopted and effective September 22, 2016)



Financial Controls and Policies

Additional County Revenue

Arlington Public Schools may receive additional revenue from the County at close-out of its current fiscal year. Upon approval by the School Board and re-appropriation by the County Board, these funds may be allocated to fund expenditures or added to a reserve. (see Policy D-2.33 Financial Management – Additional County Revenue; adopted and effective September 22, 2016)

Reserve Policy

The Arlington School Board may establish reserves to meet planned or unplanned future needs. Any use of reserves must be approved by the School Board. The status of reserves at the time of budget adoption will be included in School Board's Adopted Budget or as requested by the School Board. (see Policy D-2.34 Financial Management – Reserve Fund; adopted and effective September 22, 2016)

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 D-2.30 Financial Management – General; adopted and effective September 22, 2016)

Budget Savings

The school system may have savings derived from funds not encumbered or spent by the end of the fiscal year (June 30). Upon approval by the School Board and re-appropriation by the County Board, savings may be allocated to fund expenditures or added to a reserve. (see Policy D-1.31 Financial Management – Budget Savings; adopted and effective September 22, 2016)

Debt Management Policy

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

- ◆ The ratio of Debt Service to General Expenditures should not exceed 10%
- ◆ The ratio of Tax-Supported General Obligation and Subject to Appropriation Financing to Market Value should not exceed 3%
- ◆ The ratio of Tax-Supported General Obligation Debt to Per Capita Income should not exceed 6%
- ◆ Debt service growth over the six-year projection should not exceed the average ten-year historical revenue growth

(see Policy D-1.32 Financial Management – Debt Management; adopted and effective October 4, 2007)



Financial Controls and Policies

Accounting Policies

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

Basis of Presentation – Fund Accounting

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

Basis of Accounting

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

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

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

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

Budgetary Basis

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



Financial Controls and Policies

Relationship between Accounting and Budgeting

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

Equity in Pooled Cash and Investments

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

Interfund Receivables and Payables

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

Inventories

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

Compensated Absences

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

Grant Revenue

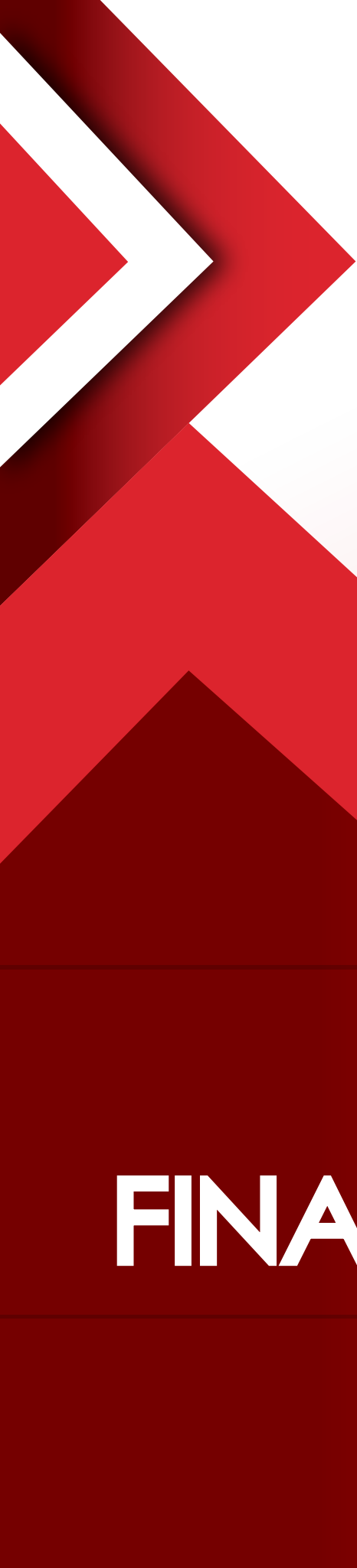
Revenue from federal, state and other grants for funding specific program expenditures, is recognized at the time that the specific expenditures are incurred. Revenue from general purpose grants is recognized in the period to which the grant applies.

Debt Service

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

Retirement Plans

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



All Funds Summary
Fund Statements by Fund
Revenue Assumptions
Revenue History
Expenditure Assumptions
Expenditure History
Budget Forecast
FY 2019-28 Capital
Improvement Plan

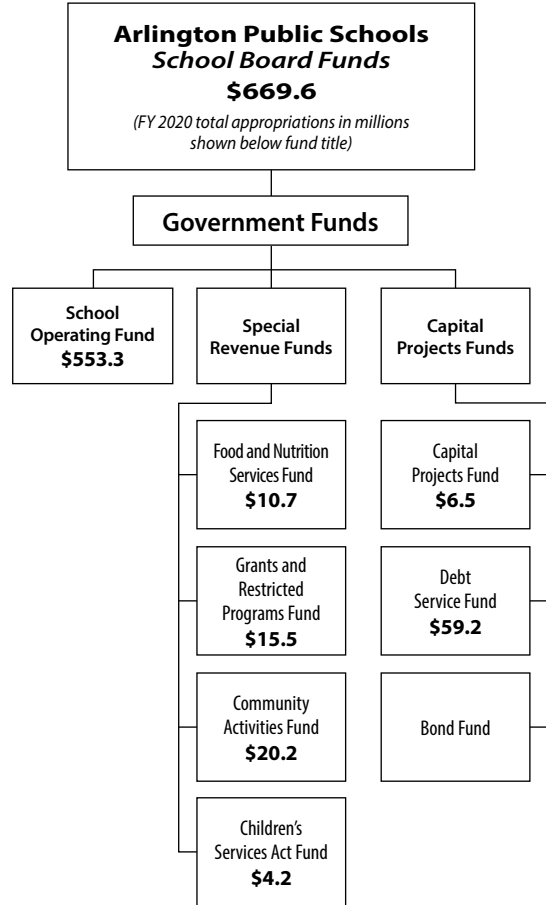
SCHOOLS
DEPARTMENTS
OTHER FUNDS

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, Children’s Services Act Fund, and Grants and Restricted Programs Fund which are appropriated annually by the County Board. The Bond Fund is accounted for separately and the County appropriates the funds only when the bonds are sold.

At the end of each fiscal year, the County maintains any fund balance and the entire amount is re-appropriated to the Schools by fund in the next fiscal year. The detail below provides the FY 2018 Actual, FY 2019 Adopted and FY 2020 Adopted revenue and expenditures for all funds. Information for each separate fund is provided on the following pages.



	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$495,812,172	\$497,604,902	\$522,426,668
County Transfer - One-time	\$0	\$2,923,240	\$9,902,338
State	\$71,596,852	\$76,199,255	\$81,510,289
Local	\$37,728,754	\$23,080,335	\$24,497,752
Federal	\$16,406,620	\$15,004,118	\$15,888,400
Carry Forward from Prior Year	(\$1,924,704)	\$3,500,000	\$3,680,000
Use of Reserves	\$4,500,000	\$21,819,573	\$11,649,258
TOTAL	\$624,119,694	\$640,131,423	\$669,554,705

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	POSITIONS	ADOPTED
EXPENDITURES			
Salaries (includes hourly)	\$354,641,225		\$371,051,171
Employee Benefits	\$120,353,201		\$127,064,167
Purchased Services	\$25,581,148		\$25,306,725
Other Charges	\$15,110,038		\$21,313,539
Debt Service	\$50,311,876		\$58,554,387
Materials and Supplies	\$22,288,849		\$22,092,414
Capital Outlay	\$28,391,598		\$15,247,546
Other Uses of Funds	(\$490,884)		(\$498,526)
TOTAL	\$616,187,051	4,737.74	\$640,131,423

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 (24 elementary, 11 secondary, and 4 other school programs) and the departments (School Board Office, Superintendent's Office, Department of Teaching and Learning, Administrative Services, Finance and Management Services, School and Community Relations, Human Resources, Facilities and Operations, and Information Services) that support the schools. The transfer from the County provides most of the revenue for this fund. Other revenue comes from the state, local fees, and carry forward from the prior fiscal year.

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	428,013,228.23	\$435,225,495	\$455,072,012
County Transfer - One-time	\$0	\$2,923,240	\$8,192,157
State	\$65,367,739	\$70,370,201	\$74,963,631
Local	\$3,100,882	\$4,016,800	\$4,016,800
Federal	\$646,080	\$600,000	\$800,000
Carry Forward from Prior Year	(\$2,000,000)	\$3,500,000	\$3,500,000
Use of Reserves	\$0	\$10,821,747	\$6,729,808
TOTAL	495,127,929	\$527,457,483	\$553,274,408

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$330,417,354		\$346,497,040		\$361,089,648
Employee Benefits	\$113,919,830		\$120,575,957		\$127,751,895
Purchased Services	\$20,457,001		\$20,366,612		\$21,860,201
Other Charges	\$12,416,751		\$17,693,164		\$19,152,197
Materials and Supplies	\$13,884,250		\$13,914,134		\$15,613,962
Capital Outlay	\$11,233,056		\$8,909,101		\$8,307,940
Other Uses of Funds	(\$490,884)		(\$498,526)		(\$501,435)
TOTAL	\$501,837,358	4,473.11	\$527,457,483	4,617.91	\$553,274,408



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, Aquatics, the Career Center, and Drew, Carver, Gunston and Thomas Jefferson Community Centers. Conceptually, these programs and facilities directly benefit both students and community members or are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance department administers the fund.

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

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$5,422,007	\$6,124,426	\$6,125,305
Local	\$12,054,571	\$12,936,196	\$14,119,568
Carry Forward from Prior Year	\$75,296	\$0	\$0
TOTAL	\$17,551,874	\$19,060,622	\$20,244,873

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$11,505,608		\$12,316,225		\$13,086,816
Employee Benefits	\$2,679,084		\$2,782,278		\$3,180,980
Purchased Services	\$257,607		\$280,722		\$294,222
Other Charges	\$1,569,093		\$2,091,190		\$2,040,407
Materials and Supplies	\$1,189,424		\$1,259,587		\$1,309,827
Capital Outlay	\$351,058		\$330,621		\$332,621
TOTAL	\$17,551,873	125.25	\$19,060,622	129.25	\$20,244,873

All Funds Summary



CAPITAL PROJECTS FUND

The Capital Projects Fund accounts for those capital projects that are funded on a “pay as you go” basis. Until FY 2005, the Capital Projects Fund included only the Minor Construction/Major Maintenance program. In response to the School Board’s direction to allocate current revenues to major construction projects, a second program, Major Construction, was established to distinguish funds for major construction from those allocated for minor construction/major maintenance projects. In FY 2016, the School Board elected to move the positions related to Major Construction Projects to the Bond Fund.

The Capital Projects Fund is supported by the County Transfer as well as the Future Budget Years Reserve.

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$11,589,645	\$127,048	\$131,952
County Transfer - One-time	\$0	\$0	\$1,710,181
Bond Premium	\$15,442,463	\$0	\$0
State	\$713,467	\$0	\$0
Use of Reserves	\$3,200,000	\$6,331,447	\$4,616,362
TOTAL	\$30,945,576	\$6,458,495	\$6,458,495

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$84,448		\$108,805		\$98,862
Employee Benefits	\$21,892		\$36,073		\$33,090
Purchased Services	\$1,070,073		\$430,000		\$400,053
Other Charges	\$132,783		\$390,956		\$983,667
Materials and Supplies	\$819,487		\$1,085,000		\$1,095,463
Capital Outlay	\$15,421,463		\$4,407,662		\$3,847,360
TOTAL	\$17,550,146	1.00	\$6,458,495	1.00	\$6,458,495



All Funds Summary

FOOD AND NUTRITION SERVICES FUND

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

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

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
State	\$129,552	\$188,000	\$188,000
Local	\$4,744,633	\$4,255,000	\$4,810,000
Federal	\$5,681,988	\$5,309,931	\$5,550,000
Carry Forward from Prior Year	\$0	\$0	\$180,000
TOTAL	\$10,556,173	\$9,752,931	\$10,728,000

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$3,307,593		\$3,182,733		\$3,636,042
Employee Benefits	\$869,492		\$1,007,676		\$1,004,735
Purchased Services	\$17,462		\$12,650		\$12,500
Other Charges	\$10,375		\$288,872		\$268,723
Materials and Supplies	\$5,479,838		\$5,241,000		\$5,656,000
Capital Outlay	\$7,259		\$20,000		\$150,000
TOTAL	\$9,692,020	6.00	\$9,752,931	6.00	\$10,728,000

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 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local	\$3,590,683	\$3,655,979	\$4,373,583
State	\$2,386,205	\$1,872,339	\$1,551,384
Federal	\$10,078,552	\$9,094,187	\$9,538,400
TOTAL	\$16,055,440	\$14,622,505	\$15,463,367

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Salaries (includes hourly)	\$9,326,222		\$8,946,368		\$9,460,826
Employee Benefits	\$2,862,903		\$2,662,184		\$2,815,272
Purchased Services	\$867,484		\$566,741		\$599,332
Other Charges	\$321,732		\$274,357		\$290,134
Materials and Supplies	\$915,850		\$592,693		\$626,776
Capital Outlay	\$1,378,761		\$1,580,162		\$1,671,029
TOTAL	\$15,672,952	132.38	\$14,622,505	143.20	\$15,463,367



All Funds Summary

CHILDREN'S SERVICES ACT (CSA) FUND

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

Both State funds and the County Transfer support this fund.

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$1,775,415	\$2,239,925	\$2,239,925
State	\$1,795,411	\$1,985,075	\$1,985,075
TOTAL	\$3,570,826	\$4,225,000	\$4,225,000

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Purchased Services	\$2,911,522		\$3,650,000		\$3,650,000
Other Charges	\$659,304		\$575,000		\$575,000
TOTAL	\$3,570,826	0.00	\$4,225,000	0.00	\$4,225,000

All Funds Summary

DEBT SERVICE FUND

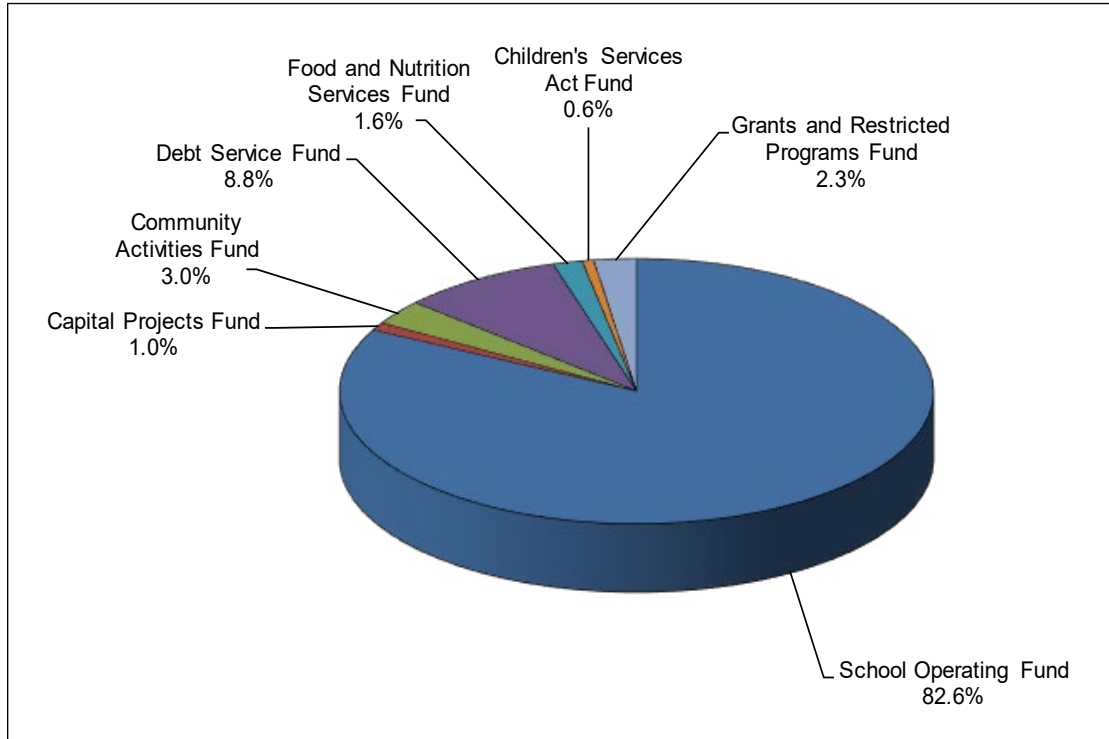
The Debt Service Fund accounts for the principal and interest payments for debts incurred for major school construction. The County Transfer provides most of the support for this fund which is also supported by debt service reserves created from carry forward from prior fiscal years.

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$49,011,876	\$53,888,008	\$58,857,475
Use of Reserves	\$1,300,000	\$4,666,379	\$303,088
TOTAL	\$50,311,876	\$58,554,387	\$59,160,562

	FY 2018	FY 2019		FY 2020	
CATEGORY	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
EXPENDITURES					
Other Uses of Funds	\$50,311,876		\$58,554,387		\$59,160,562
TOTAL	\$50,311,876	0.00	\$58,554,387	0.00	\$59,160,562

All Funds Summary

FY 2020 ADOPTED BUDGET BY FUND



Fund Statements by Fund

CLASSIFICATION OF FUND BALANCES UNDER GASB 54

Arlington Public Schools classifies fund balances as follows:

- ◆ Restricted includes fund balance amounts that are to be used for specific purposes as defined by the funds provider. Bond and PAYGO funds are restricted to Capital projects and Grant funds are to be used only for the purposes outlined in the individual grants.
- ◆ Committed includes fund balance amounts that are constrained to a specific purpose due to a formal action such as incomplete projects and purchase orders that have been committed in the accounting system and the balance used in the FY 2020 Adopted Budget.
- ◆ Assigned includes fund balance amounts that are intended for a specific purpose but are not considered restricted or committed. The reserve accounts are assigned based on School Board authorization.

CHANGES IN FUND BALANCES

The change in the School Operating fund balance for FY 2020 includes a decrease in reserve funds of \$11.6 million in order to partially offset increases in the FY 2020 School Board's Adopted budget. The decrease in reserves include: \$0.3 million from the subsequent years' debt service, \$4.9 million from the general reserve, and \$6.5 million from the compensation reserve. In addition, \$0.2 million is taken from the Food and Nutrition Services fund balance.



Fund Statements by Fund

COMBINED FUND STATEMENT

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES:								
Sales Tax	23,067,985	24,458,713	26,332,866	28,088,599	30,377,851	30,755,115	31,255,178	31,752,479
Commonwealth of VA	40,571,919	43,031,519	45,263,986	48,110,656	51,132,438	51,688,016	52,424,436	53,156,788
Federal Government	13,774,753	15,191,225	16,406,620	15,004,118	15,888,400	16,088,400	16,288,400	16,488,400
Charges for Services	27,296,367	33,408,214	22,228,128	23,080,335	24,497,752	25,097,752	25,847,752	26,447,752
Use of Money and Property	255,240	372,376	1,409,689	-	-	-	-	-
TOTAL REVENUES	104,966,264	116,462,047	111,641,289	114,283,708	121,896,441	123,629,283	125,815,766	127,845,419
EXPENDITURES:								
Current:								
Community Activities	15,724,188	16,909,533	17,552,491	19,170,911	20,244,873	20,494,873	20,894,873	21,144,873
Education	18,476,239	19,601,467	19,243,778	23,185,664	19,688,367	19,688,367	19,688,367	19,688,367
Personnel	400,264,108	423,306,980	448,514,269	471,262,627	493,482,321	517,219,015	543,351,756	568,506,127
Operating	45,687,189	48,246,990	51,774,177	64,157,102	62,062,147	58,692,183	61,066,772	61,767,716
Capital Outlay	11,419,342	8,373,298	11,240,315	8,929,101	8,457,940	10,452,940	9,187,797	8,327,940
Capital Projects	43,066,388	49,970,393	78,659,939	247,736,889	69,588,495	49,879,605	43,240,102	35,486,824
Debt Service:								
Principal	28,856,655	32,313,399	34,747,054	38,604,217	37,978,215	38,717,751	39,172,993	39,752,000
Interest and Fiscal Charges	15,674,196	13,929,730	15,564,822	19,950,170	21,182,347	21,733,064	21,971,780	21,648,310
Interfund Charges	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	579,168,305	612,651,790	677,296,845	892,996,681	732,684,705	736,877,798	758,574,440	776,322,157
REVENUE OVER/(UNDER) EXPENDITURES	(474,202,041)	(496,189,743)	(565,655,556)	(778,712,973)	(610,788,264)	(613,248,515)	(632,758,674)	(648,476,738)
OTHER FINANCING SOURCES								
Operating Transfers In	464,986,648	476,070,856	500,912,789	509,188,199	536,009,006	549,328,167	555,179,454	565,907,781
Operating Transfer Out	(2,416,492)	(2,972,376)	(3,951,527)	-	-	(4,518,186)	(1,305,235)	(300,586)
Interfund Transfer	-	-	-	-	-	-	-	-
Proceeds of Sales of Bonds	32,550,000	75,200,000	107,842,463	49,500,000	63,130,000	42,350,000	37,050,000	28,800,000
Proceeds from Lease	2,663,295	1,991,412	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	497,783,451	550,289,892	604,803,725	558,688,199	599,139,006	587,159,981	590,924,219	594,407,195
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	23,581,410	54,100,149	39,148,169	(220,024,774)	(11,649,258)	(26,088,534)	(41,834,455)	(54,069,543)
FUND BALANCE								
Beginning of Year	23,774,336	47,355,746	101,455,895	101,455,895	140,604,064	(118,568,879)	128,954,806	(144,657,413)
End of Year	47,355,746	101,455,895	140,604,064	(118,568,879)	128,954,806	(144,657,413)	87,120,351	(198,726,956)

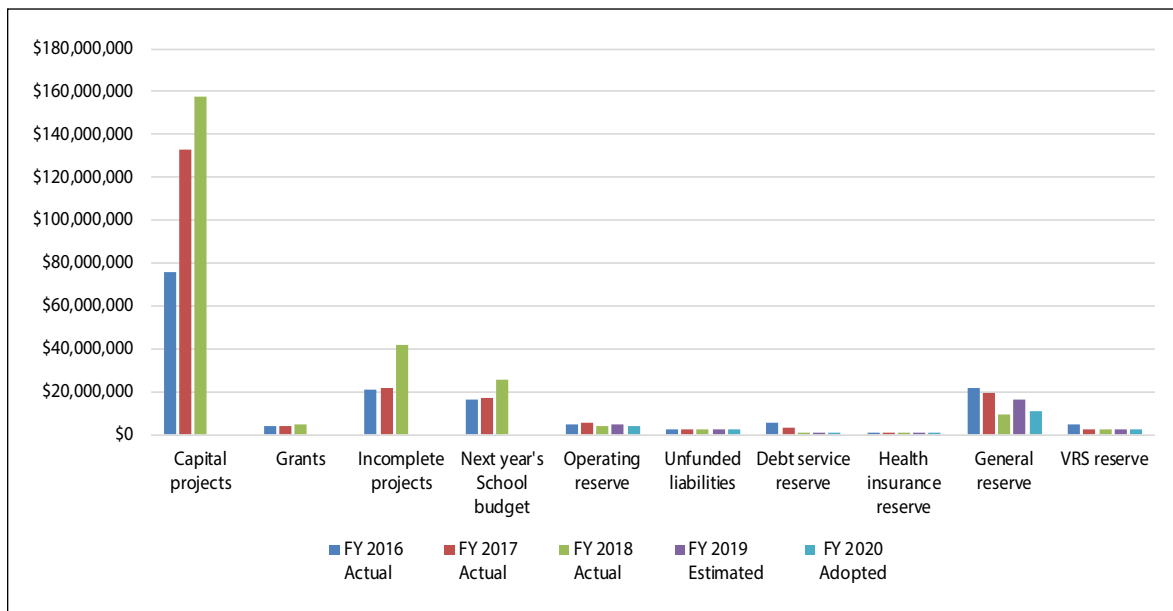
Fund Statements by Fund



COMBINED FUND STATEMENT (CONT.)

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
FUND BALANCE								
Restricted for:								
Capital Projects	75,741,414	132,830,419	157,543,728	-	-	-	-	-
Grants	3,587,376	3,955,671	4,338,159	-	-	-	-	-
Committed to:								
Incomplete Projects	20,705,691	21,980,077	41,673,570	-	-	-	-	-
Next Year's School Budget	16,039,537	17,317,655	25,319,573	-	-	-	-	-
Assigned to:								
Operating Reserve	4,429,512	5,534,110	4,216,675	4,406,873	4,226,873	4,226,873	4,226,873	4,226,873
Unfunded Liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Subsequent Years' Debt Service	5,260,000	3,310,000	643,621	987,562	684,474	39,347	-	-
OPEB Reserve	-	-	-	-	-	-	-	-
Health Insurance Reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General Reserve	21,593,920	19,204,667	9,495,442	16,061,559	11,165,389	5,420,590	2,285,934	-
VRS Reserve	4,637,239	2,512,239	2,512,239	2,512,239	2,512,239	1,512,239	512,239	-
Capital Reserve	-	-	-	-	-	-	-	-
Compensation Reserve	5,200,000	4,650,000	4,700,000	6,450,000	-	-	-	-
TOTAL FUND BALANCES	\$160,194,689	\$214,294,838	\$253,443,007	\$33,418,233	\$21,588,975	\$14,199,049	\$10,025,046	\$7,226,873

FUND BALANCE TREND ANALYSIS





Fund Statements by Fund

SCHOOL OPERATING FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Sales Tax	23,067,985	24,458,713	26,332,866	28,088,599	30,377,851	30,755,115	31,255,178	31,752,479
Commonwealth of VA	35,122,440	37,206,066	39,034,873	42,281,602	44,585,780	45,139,492	45,873,439	46,603,332
Federal Government	-	309,052	646,080	600,000	800,000	825,200	850,400	875,600
Charges for Services	9,903,997	3,027,954	3,100,882	4,016,800	4,016,800	4,243,466	4,470,739	4,697,998
Use of Money and Property	-	-	-	-	-	-	-	-
TOTAL REVENUES	68,094,422	65,001,785	69,114,701	74,987,001	79,780,431	80,963,273	82,449,756	83,929,409
EXPENDITURES								
Current:								
Education								
Personnel	396,495,205	419,303,984	444,337,184	467,072,998	488,841,544	512,454,938	538,455,379	563,468,450
Operating	41,078,207	43,179,688	46,266,502	58,613,800	56,124,924	52,628,260	54,835,149	55,377,393
Capital Outlay	11,403,551	8,335,929	11,233,056	8,909,101	8,307,940	10,432,940	9,167,797	8,307,940
TOTAL EXPENDITURES	448,976,963	470,819,601	501,836,742	534,595,899	553,274,408	575,516,138	602,458,325	627,153,783
REVENUE OVER/(UNDER) EXPENDITURES	(380,882,541)	(405,817,816)	(432,722,041)	(459,608,898)	(473,493,977)	(494,552,865)	(520,008,569)	(543,224,374)
OTHER FINANCING SOURCES:								
Operating Transfers In	402,201,167	401,688,697	433,113,228	446,808,792	466,764,169	475,745,144	480,291,196	490,718,937
Operating Transfer Out	(2,161,252)	(2,600,000)	(2,600,000)	-	-	(4,518,186)	(1,305,235)	(300,586)
Interfund Transfer	(8,441,947)	(3,120,476)	(4,500,000)	(10,997,826)	(4,919,450)	(2,762,627)	(811,847)	(1,263,520)
Proceeds from Lease	2,663,295	1,991,412	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	394,261,263	397,959,633	426,013,228	435,810,966	461,844,719	468,464,331	478,174,114	489,154,831
REVENUE AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	13,378,722	(7,858,183)	(6,708,813)	(23,797,932)	(11,649,258)	(26,088,534)	(41,834,455)	(54,069,543)
FUND BALANCE								
Beginning of Year	53,997,566	67,376,288	59,518,105	52,809,292	29,011,360	17,362,102	(8,726,432)	(50,560,887)
End of Year	67,376,288	59,518,105	52,809,292	29,011,360	17,362,102	(8,726,432)	(50,560,887)	(104,630,430)
FUND BALANCE								
Committed to:								
Incomplete Projects	9,645,592	7,523,544	7,138,417	-	-	-	-	-
Next Year's School Budget	16,039,537	17,317,655	25,319,573	-	-	-	-	-

Fund Statements by Fund



SCHOOL OPERATING FUND (CONT.)

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
Assigned to:								
Operating Reserve	2,000,000	2,000,000	-	-	-	-	-	-
Unfunded Liabilities	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Subsequent Years' Debt Service	5,260,000	3,310,000	643,621	987,562	684,474	39,347	-	-
Health Insurance Reserve	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
General Reserve	21,593,920	19,204,667	9,495,442	16,061,559	11,165,389	5,420,590	2,285,934	-
VRS Reserve	4,637,239	2,512,239	2,512,239	2,512,239	2,512,239	1,512,239	512,239	-
Compensation Reserve	5,200,000	4,650,000	4,700,000	6,450,000	-	-	-	-
TOTAL FUND BALANCES	\$67,376,288	\$59,518,105	\$52,809,292	\$29,011,360	\$17,362,102	\$9,972,176	\$5,798,173	\$3,000,000



Fund Statements by Fund

FOOD AND NUTRITION SERVICES FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Commonwealth of VA	97,425	231,007	129,552	188,000	188,000	189,866	192,339	194,798
Federal Government	4,828,771	5,444,180	5,681,988	5,309,931	5,550,000	5,724,800	5,899,600	6,074,400
Charges for Services	4,044,090	4,503,088	4,686,471	4,255,000	4,810,000	4,933,334	5,056,061	5,178,802
Use of Money and Property	-	-	58,162	-	-	-	-	-
TOTAL REVENUES	8,970,286	10,178,275	10,556,173	9,752,931	10,548,000	10,848,000	11,148,000	11,448,000
EXPENDITURES								
Current:								
Education								
Personnel	3,768,903	4,002,996	4,177,085	4,189,629	4,640,777	4,764,077	4,896,377	5,037,677
Operating	4,608,982	5,067,302	5,507,675	5,543,302	5,937,223	6,063,923	6,231,623	6,390,323
Capital Outlay	15,791	37,369	7,259	20,000	150,000	20,000	20,000	20,000
TOTAL EXPENDITURES	8,393,676	9,107,667	9,692,019	9,752,931	10,728,000	10,848,000	11,148,000	11,448,000
REVENUE OVER/(UNDER) EXPENDITURES	576,610	1,070,608	864,154	-	(180,000)	-	-	-
OTHER FINANCING SOURCES:								
Operating Transfers In	-	-	-	-	180,000	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	-	-	-	-	180,000	-	-	-
REVENUE AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	576,610	1,070,608	864,154	-	-	-	-	-
FUND BALANCE								
Beginning of Year	1,895,501	2,472,111	3,542,719	4,406,873	4,406,873	4,226,873	4,226,873	4,226,873
End of Year	2,472,111	3,542,719	4,406,873	4,406,873	4,226,873	4,226,873	4,226,873	4,226,873
FUND BALANCE								
Committed to:								
Incomplete Projects	42,599	8,609	190,198	-	-	-	-	-
Assigned to:								
Operating Reserve	2,429,512	3,534,110	4,216,675	4,406,873	4,226,873	4,226,873	4,226,873	4,226,873
TOTAL FUND BALANCES	\$2,472,111	\$3,542,719	\$4,406,873	\$4,406,873	\$4,226,873	\$4,226,873	\$4,226,873	\$4,226,873

Fund Statements by Fund



COMMUNITY ACTIVITIES FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Charges for Services	10,498,647	11,344,954	12,054,570	12,936,196	14,119,568	14,369,568	14,769,568	15,019,568
Use of Money and Property	-	-	-	-	-	-	-	-
TOTAL REVENUES	10,498,647	11,344,954	12,054,570	12,936,196	14,119,568	14,369,568	14,769,568	15,019,568
EXPENDITURES								
Current:								
Community Activities	15,724,188	16,909,533	17,552,491	19,170,911	20,244,873	20,494,873	20,894,873	21,144,873
TOTAL EXPENDITURES	15,724,188	16,909,533	17,552,491	19,170,911	20,244,873	20,494,873	20,894,873	21,144,873
REVENUE OVER/(UNDER) EXPENDITURES	(5,225,541)	(5,564,579)	(5,497,921)	(6,234,715)	(6,125,305)	(6,125,305)	(6,125,305)	(6,125,305)
OTHER FINANCING SOURCES								
Operating Transfers In	5,232,404	5,490,043	5,422,625	6,124,426	6,125,305	6,125,305	6,125,305	6,125,305
Interfund Transfer	-	20,000	-	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	5,232,404	5,510,043	5,422,625	6,124,426	6,125,305	6,125,305	6,125,305	6,125,305
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	6,863	(54,536)	(75,296)	(110,289)	-	-	-	-
FUND BALANCE								
Beginning of Year	233,258	240,121	185,585	110,289	-	-	-	-
End of Year	240,121	185,585	110,289	-	-	-	-	-
FUND BALANCE								
Committed to:								
Incomplete Projects	240,121	185,585	110,289	-	-	-	-	-
TOTAL FUND BALANCES	240,121	185,585	110,289	\$-	\$-	\$-	\$-	\$-



Fund Statements by Fund

GRANTS AND RESTRICTED PROGRAMS FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Commonwealth of VA	3,604,498	3,490,772	3,590,683	3,655,979	4,373,583	4,373,583	4,373,583	4,373,583
Federal Government	8,945,982	9,437,993	10,078,552	9,094,187	9,538,400	9,538,400	9,538,400	9,538,400
Charges for Services	2,849,633	2,817,486	2,386,205	1,872,339	1,551,384	1,551,384	1,551,384	1,551,384
Use of Money and Property								
TOTAL REVENUES	15,400,113	15,746,251	16,055,440	14,622,505	15,463,367	15,463,367	15,463,367	15,463,367
EXPENDITURES								
Current:								
Education	14,822,751	15,377,956	15,672,952	18,960,664	15,463,367	15,463,367	15,463,367	15,463,367
TOTAL EXPENDITURES	14,822,751	15,377,956	15,672,952	18,960,664	15,463,367	15,463,367	15,463,367	15,463,367
REVENUE OVER/(UNDER) EXPENDITURES	577,362	368,295	382,488	(4,338,159)	-	-	-	-
FUND BALANCE								
Beginning of Year	3,010,014	3,587,376	3,955,671	4,338,159	-	-	-	-
End of Year	3,587,376	3,955,671	4,338,159	-	-	-	-	-
FUND BALANCE								
Restricted For:								
Grants	3,587,376	3,955,671	4,338,159	-	-	-	-	-
Committed to:								
Incomplete Projects	-	-	-	-	-	-	-	-
TOTAL FUND BALANCES	\$3,587,376	\$3,955,671	\$4,338,159	\$-	\$-	\$-	\$-	\$-

Fund Statements by Fund



CHILDREN'S SERVICES ACT FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Commonwealth of VA	1,747,556	1,972,245	1,795,411	1,985,075	1,985,075	1,985,075	1,985,075	1,985,075
TOTAL REVENUES	1,747,556	1,972,245	1,795,411	1,985,075	1,985,075	1,985,075	1,985,075	1,985,075
EXPENDITURES								
Current:								
Education	3,653,488	4,223,511	3,570,826	4,225,000	4,225,000	4,225,000	4,225,000	4,225,000
TOTAL EXPENDITURES	3,653,488	4,223,511	3,570,826	4,225,000	4,225,000	4,225,000	4,225,000	4,225,000
REVENUE OVER/(UNDER) EXPENDITURES	(1,905,932)	(2,251,266)	(1,775,415)	(2,239,925)	(2,239,925)	(2,239,925)	(2,239,925)	(2,239,925)
OTHER FINANCING SOURCES								
Operating Transfers In	1,905,932	2,251,266	1,775,415	2,239,925	2,239,925	2,239,925	2,239,925	2,239,925
TOTAL OTHER FINANCING SOURCES (USES)	1,905,932	2,251,266	1,775,415	2,239,925	2,239,925	2,239,925	2,239,925	2,239,925
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-	-	-	-
FUND BALANCE								
Beginning of Year	-	-	-	-	-	-	-	-
End of Year	-	-	-	-	-	-	-	-
TOTAL FUND BALANCES	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-



Fund Statements by Fund

CAPITAL PROJECTS BOND FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Use of Money and Property	255,240	372,376	1,351,527	-	-	-	-	-
TOTAL REVENUES	255,240	372,376	1,351,527	-	-	-	-	-
EXPENDITURES								
Current:								
Capital Projects	30,849,037	38,662,910	60,386,722	173,633,145	63,130,000	42,350,000	37,050,000	28,800,000
TOTAL EXPENDITURES	30,849,037	38,662,910	60,386,722	173,633,145	63,130,000	42,350,000	37,050,000	28,800,000
REVENUE OVER/(UNDER) EXPENDITURES	(30,593,797)	(38,290,534)	(59,035,195)	(173,633,145)	(63,130,000)	(42,350,000)	(37,050,000)	(28,800,000)
OTHER FINANCING SOURCES								
Operating Transfer Out	(255,240)	(372,376)	(1,351,527)	-	-	-	-	-
Proceeds of Sales of Bonds	32,550,000	75,200,000	92,400,000	49,500,000	63,130,000	42,350,000	37,050,000	28,800,000
TOTAL OTHER FINANCING SOURCES (USES)	32,294,760	74,827,624	91,048,473	49,500,000	63,130,000	42,350,000	37,050,000	28,800,000
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	1,700,963	36,537,090	32,013,278	(124,133,145)	-	-	-	-
FUND BALANCE								
Beginning of Year	53,881,814	55,582,777	92,119,867	124,133,145	-	-	-	-
End of Year	55,582,777	92,119,867	124,133,145	-	-	-	-	-
FUND BALANCE								
Restricted For:								
Capital Projects	55,582,777	82,497,481	95,425,038	-	-	-	-	-
Committed to:								
Incomplete Projects		9,622,386	28,708,107	-	-	-	-	-
TOTAL FUND BALANCES	\$55,582,777	\$92,119,867	\$124,133,145	\$-	\$-	\$-	\$-	\$-

Fund Statements by Fund



CAPITAL PROJECTS FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
REVENUES								
Commonwealth of VA	-	131,429	713,467	-	-	-	-	-
Charges for Services	-	11,714,732	-	-	-	-	-	-
TOTAL REVENUES	-	11,846,161	713,467	-	-	-	-	-
EXPENDITURES								
Current:								
Capital Projects	12,217,351	11,307,483	18,273,217	74,103,744	6,458,495	7,529,605	6,190,102	6,686,824
TOTAL EXPENDITURES	12,217,351	11,307,483	18,273,217	74,103,744	6,458,495	7,529,605	6,190,102	6,686,824
REVENUE OVER/(UNDER) EXPENDITURES	(12,217,351)	538,678	(17,559,750)	(74,103,744)	(6,458,495)	(7,529,605)	(6,190,102)	(6,686,824)
OTHER FINANCING SOURCES								
Operating Transfers In	11,216,294	21,047,721	11,589,645	127,048	1,842,133	5,412,105	5,417,602	5,423,304
Interfund Transfer	8,341,947	2,450,476	3,200,000	6,331,447	4,616,362	2,117,500	772,500	1,263,520
Proceeds of Sales of Bonds	-	-	15,442,463	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	19,558,241	23,498,197	30,232,108	6,458,495	6,458,495	7,529,605	6,190,102	6,686,824
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	7,340,890	24,036,875	12,672,358	(67,645,249)	-	-	-	-
FUND BALANCE								
Beginning of Year	23,595,126	30,936,016	54,972,891	67,645,249	-	-	-	-
End of Year	30,936,016	54,972,891	67,645,249	-	-	-	-	-
FUND BALANCE								
Restricted For:								
Capital Projects	20,158,637	50,332,938	62,118,690	-	-	-	-	-
Committed to:								
Incomplete Projects	10,777,379	4,639,953	5,526,559	-	-	-	-	-
TOTAL FUND BALANCES	\$30,936,016	\$54,972,891	\$67,645,249	\$-	\$-	\$-	\$-	\$-



Fund Statements by Fund

DEBT SERVICE FUND

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED	ADOPTED	PROJECTED	PROJECTED	PROJECTED
EXPENDITURES								
Debt Service:								
Principal	28,856,655	32,313,399	34,747,054	38,604,217	37,978,215	38,717,751	39,172,993	39,752,000
Interest and Fiscal Charges	15,674,196	13,929,730	15,564,822	19,950,170	21,182,347	21,733,064	21,971,780	21,648,310
Interest and Fiscal Charges	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	44,530,851	46,243,129	50,311,876	58,554,387	59,160,562	60,450,815	61,144,773	61,400,310
REVENUE OVER/(UNDER) EXPENDITURES	(44,530,851)	(46,243,129)	(50,311,876)	(58,554,387)	(59,160,562)	(60,450,815)	(61,144,773)	(61,400,310)
OTHER FINANCING SOURCES								
Operating Transfers In	44,430,851	45,593,129	49,011,876	53,888,008	58,857,474	59,805,688	61,105,426	61,400,310
Interfund Transfer	100,000	650,000	1,300,000	4,666,379	303,088	645,127	39,347	-
TOTAL OTHER FINANCING SOURCES (USES)	44,530,851	46,243,129	50,311,876	58,554,387	59,160,562	60,450,815	61,144,773	61,400,310
REVENUES AND OTHER FINANCING SOURCES OVER/(UNDER) EXPENDITURES	-	-	-	-	-	-	-	-
FUND BALANCE								
Beginning of Year	-	-	-	-	-	-	-	-
End of Year	-	-	-	-	-	-	-	-
TOTAL FUND BALANCES	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-

Revenue Assumptions

LOCAL

Beginning Balance/Carry Forward from Prior Year - \$3,680,000

Each year, we build the budget assuming funding from closeout from the current year will fund a portion of the next year’s budget. For FY 2020, \$3.5 million in carry forward is anticipated from FY 2019 for the School Operating Fund and \$0.2 million in carry forward from prior years will be used for the Food and Nutrition Services Fund.

Use of Reserves - \$11,649,258

Over the past several years, the School Board has placed funds from closeout into reserve to help offset one-time costs in future budgets, and to defray increases in future debt service, Virginia Retirement system contributions, and compensation increases. The FY 2020 Adopted Budget uses \$11.6 million from reserves. The FY 2020 budget uses \$0.3 million from the Debt Service reserve, \$6.5 million from the Compensation Reserve, and \$4.9 million from the Future Budget Years reserve.

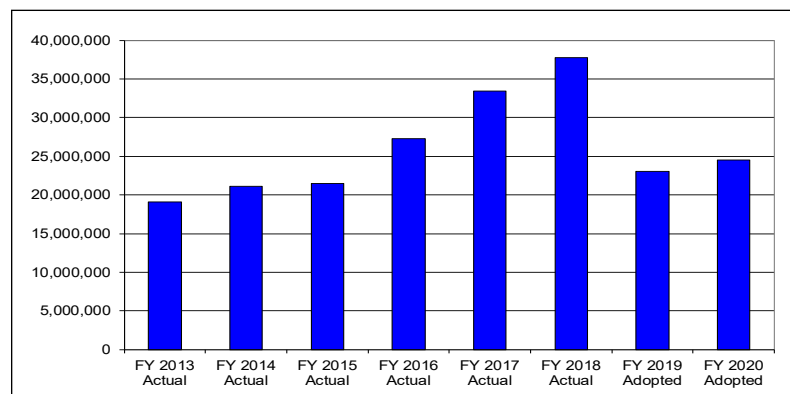
USE OF RESERVES BY FISCAL YEAR				
FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
3.27%	1.92%	2.87%	2.81%	1.74%

Fees and Charges - \$24,497,752

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 \$24.5 million or 3.7 percent of the total revenue for all funds.

Fees for services related to enrollment (before and after school care in the Extended Day program, school breakfast and lunches in the Food and Nutrition Services Fund, tuition revenues for Montessori, Summer School, etc.) are determined by looking at total enrollment projections for FY 2020 and projecting the number of students who will take advantage of those services. Additionally, the costs of the services are projected to determine an increase in specific fees, if necessary. Fees for building rentals, musical instrument rentals, athletic events, sale of obsolete equipment, etc., are determined by reviewing the actual revenues received for the past three years for these products or services and then projecting the amounts that will be received in the next fiscal year. Any changes in policy that might impact fees are also reviewed.

LOCAL REVENUE – FEES AND CHARGES



Revenue Assumptions

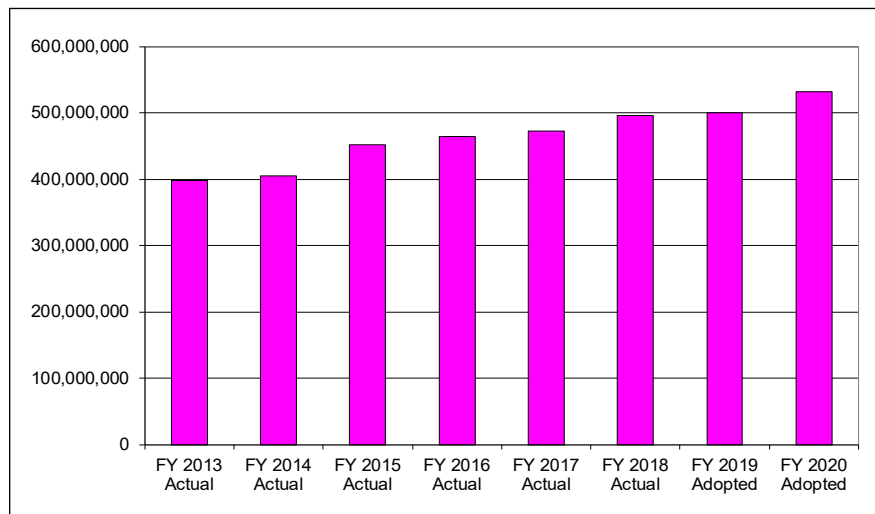
As a result of reviewing historical fee receipts, baseline fee revenue for FY 2020 is unchanged. Expected decreases in local revenue include driver education fees (\$5,000), adult education tuition (\$5,000), the enrichment program (\$5,000) and miscellaneous local receipts (\$15,000). Estimated increases in local revenue include student parking fees (\$30,000). Food and Nutrition revenue will increase by \$0.8 million based on increased student participation and increased revenue from federal programs. Increased enrollment in Extended Day and the opening of two new schools is expected to generate \$1.0 million in local revenue.

County Transfer/Revenue Sharing – \$525,593,669

The County Transfer based on the revenue sharing totals \$532.3 million or 79.5 percent of the total revenue for all funds, an increase of \$31.8 million or 6.4 percent from the FY 2019 Adopted Budget. The County Transfer comprises \$522.4 million in ongoing revenue in accordance to the revenue sharing policy and \$9.9 million in one-time revenue. Revenue sharing between the County and the Schools has been in place since FY 2002 and provides the Schools with a specific percentage of locally-generated tax revenues. The School Board's Adopted budget reflects a revenue sharing allocation of 47.0 percent of local tax revenue.

Within the total transfer amount, the Schools fund the expenditures in the School Operating Fund, the Community Activities Fund, the Children's Services Act Fund, the Capital Projects Fund, and the Debt Service Fund. In FY 2020, the County Transfer for the School Operating Fund increases \$25.1 million or 5.7 percent from the FY 2019 Adopted Budget. When compared with the FY 2019 Adopted Budget, County funding is projected to increase for the Debt Service Fund (\$5.0 million), the Capital Projects Fund (\$1.7 million), and the Community Activities Fund (\$879).

COUNTY TRANSFER



Revenue Assumptions

STATE

State revenue provides \$81.8 million or 12.2 percent of the total revenue for all funds, a \$5.3 million increase from the FY 2019 Adopted budget. The State revenue in the FY 2020 budget is based on the General Assembly's 2018-2020 biennial budget as amended on February 24, 2019. In addition to State Sales Tax Revenue, there are four types of support under State Aid to Education: Standards of Quality; Incentive Programs; Categorical Programs; and Lottery Funded Programs. In addition to the funds provided by the General Assembly's adopted budget, state funding is received in the Children's Services Act Fund (\$2.0 million), Grants and Restricted Programs Fund (\$0.6 million), and Food and Nutrition Services Fund (\$0.2 million).

State Aid to Education: Standards of Quality – \$39,371,879

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

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

State Aid to Education: Incentive Programs – \$3,374,744

Incentive programs provide funding above the SOQ funding for specific needs provided the school division certifies it meets the specific requirements for each of the programs. The Superintendent must provide certifications to the state each year in order to receive these funds. The Technology-VPSA grant continues in FY 2020 and 28 percent of At-Risk funding is provided through the incentive programs. In addition, the General Assembly's adopted budget includes additional funding of \$1.7 million for compensation and \$0.7 million for special education regional tuition.

State Aid to Education: Categorical Programs – \$217,913

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

Revenue Assumptions

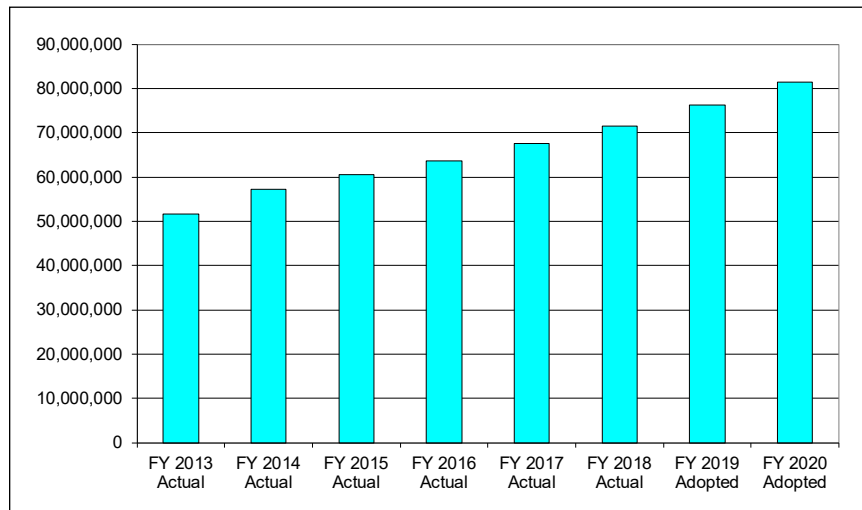
State Aid to Education: Lottery Funded Programs – \$4,887,939

Accounts funded entirely by Lottery proceeds include: K-3 Primary Class Size Reduction, Virginia Preschool Initiative (VPI), Early Reading Intervention, SOL Algebra Readiness, ISAEP, Career and Technical Education, Mentor Teacher Program, School Breakfast, and Project Graduation. At-Risk is split-funded with incentive funding and 72 percent is funded by Lottery funds. For FY 2020, the VPI funding in the General Assembly’s adopted budget is \$1.68 million, an increase of \$0.06 million from FY 2019 which will allow us to request reimbursement for 532 students.

State Sales Tax – \$30,377,851

A portion of the local sales tax is collected on a statewide basis and allocated back to individual school divisions based upon the most recent school-age population estimates provided by the Weldon Cooper Center. State sales tax projections are also provided by the State and are modified to reflect historical trends and an analysis of current economic conditions. The General Assembly’s adopted budget includes an increase of \$2.3 million in sales tax revenue for APS in FY 2020.

STATE REVENUE



FEDERAL

Federal Revenue – \$15,893,400

Federal revenue is budgeted in the School Operating Fund, Food and Nutrition Services Fund and the Grants and Restricted Programs Fund. Federal revenue totals \$15.9 million for FY 2020, an increase of \$0.9 million or 5.9 percent from the FY 2019 Adopted budget. Federal revenue includes funds for the Individuals with Disabilities Education Improvement Act (IDEA), Every Student Succeeds Act (ESSA) funding, and other grants. Federal revenue projections for the Grants and Restricted Programs Fund and the Food and Nutrition Services Fund are based on current federal legislation and the best estimates available at the time of budget preparation. Federal revenue in the School Operating Fund is based on anticipated reimbursements from the Medicaid program.

Revenue Assumptions

RESERVES

The County maintains a reserve of 5.5 percent of the General Fund, including Schools. Funds necessary to meet the requirement of maintaining this reserve are taken out of the local tax revenues prior to their being shared with the Schools. Because the County is phasing in an increase in the percentage held in reserves, we anticipate adding additional funds at closeout, over the next several years, to meet the new reserve levels

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

During the FY 2012 budget adoption process, as a result of additional one-time County Transfer funding, the School Board created a capital reserve totaling \$5.3 million for anticipated capacity needs in FY 2013 and beyond. At that time, the School Board designated the funds in the general reserve to the capital reserve. In addition, as a result of a decrease in the proposed VRS contribution rate, \$1.8 million was placed in the VRS reserve.

During FY 2011 close out, as a result of greater than anticipated revenue as well as expenditure savings, the School Board created a health insurance reserve of \$1 million in order to smooth the costs and premiums paid by APS and its employees which can vary significantly from year to year, and provided additional funds to the capital reserve of \$13.4 million.

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

During FY 2013 closeout, the School Board designated \$4.3 million received as a bond premium during the Spring 2013 general obligation bond sale to the capital reserve.

During the FY 2014 mid-year budget review, the School Board set aside an additional \$2.0 million for the VRS Reserve from the reserve in the FY 2014 Adopted budget created from FY 2013 closeout. In addition, \$3.0 million received as a bond premium during the Spring 2014 general obligation bond sale was allocated to the capital reserve during FY 2014 close out.

During the FY 2015 3rd quarter review, the School Board added \$2.0 million to the Future Debt Service reserve and \$4.0 million to the Capital reserve. The School Board also created a Compensation reserve and allocated \$2.0 million.

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

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

Funds totaling \$7.7 million were taken from the Future Budget Years reserve to offset primarily one-time costs in the FY 2017 budget. The School Board also designated \$2.5 million in one-time funding from the County appropriation be added to the Future Budget Years reserves.

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

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

Revenue Assumptions

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

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

During the FY 2017 close out, the School Board designated \$3.7 million to the Capital reserve for future infrastructure projects. In addition, \$2.0 million was added to the Debt Service reserve and \$6.0 million was allocated to the Compensation reserve.

At the end of FY 2018, \$15.2 million was received as a bond premium from the spring 2018 bond sale. The School Board allocated these fund to the Capital reserve. In addition, the School Board removed \$2.0 million from the Undesignated reserve and reallocated these funds to the Capital reserve.

The FY 2019 budget uses \$4.7 million from the Debt Service reserve to partially offset the increase in Debt Service. Funds totaling \$11.2 million are taken from the Future Budget Years reserve. Of this amount, \$4.9 million is used in the School Operating fund to offset one-time and on-going costs and \$6.3 million is used to fund the Minor Construction/Major Maintenance accounts less salaries and benefits. In addition, \$6.0 million is taken from the Compensation reserve to partially offset the step increase in FY 2019 and the second year of the three-year planned increase in salaries for positions identified in the compensation study as being under market.

During the FY 2018 close out, the School Board designated \$1.8 million to the Compensation reserve, \$6.7 million to the Future Budget Years reserve, and \$0.3 million to the Debt Service reserve.

The FY 2020 budget uses \$0.3 million from the Debt Service reserve to partially offset the increase in Debt Service. Funding of \$6.5 million is taken from the Compensation reserve to partially offset the step increase in FY 2020 and the final year of the three-year planned increase in salaries for positions identified in the compensation study as being under market. In addition, \$4.9 million is taken from the Future Budget Years reserve to partially fund Minor Construction/Major Maintenance and balance the budget.

The chart on the below shows the sources, uses, and balances of the reserve funds as of May 9, 2019.

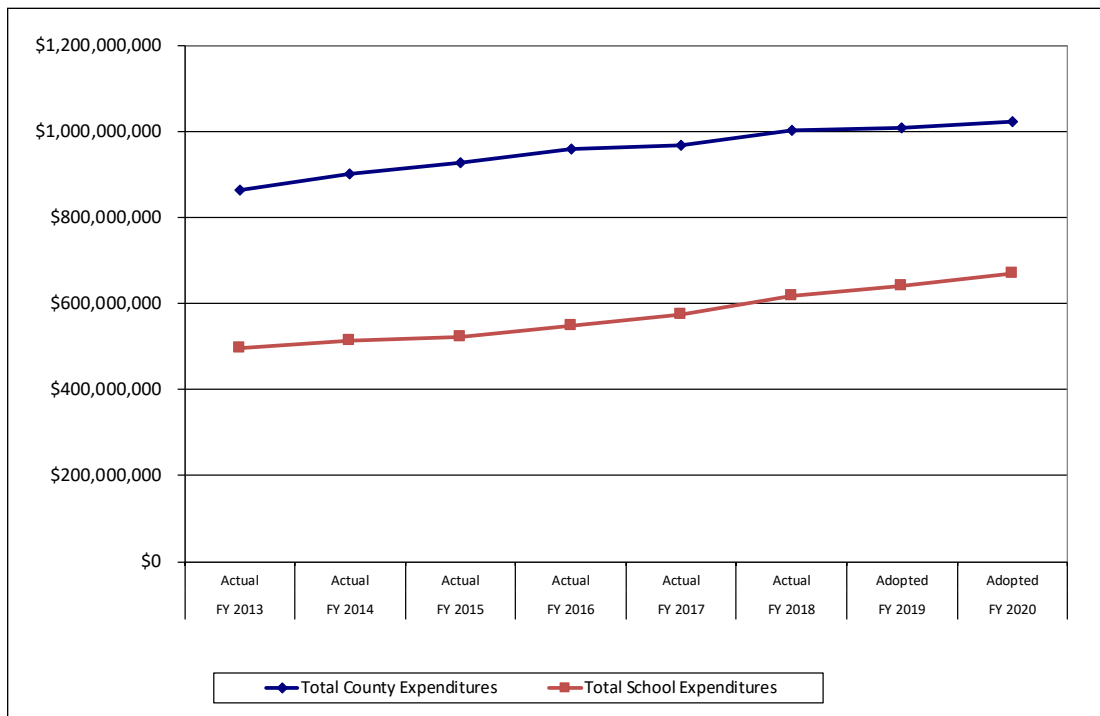
RESERVES AVAILABLE

RESERVE	CURRENT BALANCE	USED IN FY 2020 ADOPTED BUDGET	NEW BALANCE
Capital	\$32.6		\$32.6
VRS	\$2.5		\$2.5
Debt Service	\$1.0	(\$0.3)	\$0.7
Future Budget Years	\$16.1	(\$4.9)	\$11.2
Compensation	\$6.5	(\$6.5)	\$0.0
Separation Pay	\$2.0		\$2.0
Health Care	\$1.0		\$1.0
TOTAL	\$61.6	(\$11.6)	\$49.9

Revenue History

In the FY 2020 budget, 79.5 percent of the total revenue to the Schools comes from the County in the form of County Transfer, as a result of revenue sharing. Revenue sharing has been in place since FY 2002 and provides the Schools with a percentage share of locally-generated tax revenues. The School Board's Adopted budget is based on a revenue sharing allocation of 47.0 percent, an increase of from the 46.6 percent provided in the FY 2019 Adopted Budget. In FY 2020, the total County Transfer comprises \$522.4 million of ongoing local tax revenue and \$9.9 million of one-time revenue. The remaining revenue is received from the federal government, from the State, and from local fees and charges. The graph below shows the County's total local tax revenue and the Schools' total revenue from FY 2013 Actual to FY 2020 Adopted.

REVENUE HISTORY



Expenditure Assumptions

SALARIES

Salary calculations are automated and based on current salaries. A larger than expected number of retirements as well as changes in hiring practices resulted in a larger than normal savings in salaries. Typically, salary savings average \$1.5 million each year; for the FY 2020 budget, salary savings total \$3.9 million. For FY 2020, the salary calculation program budgets an average salary for all vacant positions.

The budget includes funding for a step increase for all eligible employees at a cost of \$10.7 million. This increase supports the School Board’s goal to ensure that APS recruits, hires, and invests in a high-quality and diverse workforce. In addition, the budget includes \$2.2 million for the final year of a three-year plan to increase salaries for positions identified on the compensation study as being below market rate.

In FY 2020, salaries and the associated benefits account for 88.4 percent of the School Operating Fund, a decrease of 0.2 percent, and 78.0 percent of the total budget, an increase of 0.2 percent.

The chart below outlines the compensation adjustments provided since FY 2010.

FISCAL YEAR	STEP INCREASE?	OTHER SALARY ADJUSTMENTS
2018-19	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2017-18	Yes	Salary scale adjustments for positions identified in the compensation study as being under market.
2016-17	Yes	1.75% increase for eligible employees at the top of the scale or on longevity steps.
		Increase in the minimum wage to \$14.50 per hour for eligible employees with regularly-scheduled work hours.
2015-16	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2014-15	No	2% compensation adjustment
		\$500 one-time bonus for all eligible employees
2013-14	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2012-13	No	2.68% compensation adjustment
		5% compensation adjustment required by General Assembly as part of VRS '5 for 5' Swap
2011-12	Yes	\$1000 one-time bonus for employees who would move a step without an increase in salary or who are at the top of the scale.
2010-11	No	No other salary adjustments provided.
2009-10	“Yes, mid-way through the year”	No other salary adjustments provided.

Expenditure Assumptions

EMPLOYEE BENEFITS

Benefits are allocated using the direct cost of personnel.

The General Assembly’s budget, as amended on February 24, 2019, maintains the VRS rate at 15.68 percent. The County’s retirement rate increases from 15.0% to 15.1% for FY 2020, resulting in a small increase to the adopted budget.

VIRGINIA RETIREMENT SYSTEM (VRS) RATE

RATE TYPE	FY19 ADOPTED	FY20 ADOPTED	RATE CHANGE	PERCENT CHANGE
Retirement – Professional	15.68%	15.68%	0.00%	0.0%
Retirement – Non-professional	5.79%	5.79%	0.00%	0.0%
Group Life Insurance	1.31%	1.31%	0.00%	0.0%
Retiree Health Care Credit	1.20%	1.20%	0.00%	0.0%

Health Insurance and Other Post-Employment Benefits (OPEB)

The employer contribution for health insurance is estimated to increase by \$1.4 million in FY 2020 based on changes in health care selections and plan design changes.

In addition, APS funds the accrued obligation for future retiree health insurance. Every year, APS’s actuary values the division’s unfunded OPEB liability and recalculates the amount of the annual payment required to fund the Annual Required Contribution. The contribution to the OPEB trust remains the same in FY 2020. APS currently has an unfunded OPEB obligation of \$118.5 million and a Net OPEB Obligation of \$11.5 million.

Defined Contribution match

For FY 2020, the defined contribution match remains at 0.4 percent of salary or \$240 per year, whichever is greater.

Other Benefits

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



Expenditure Assumptions

ENROLLMENT AND CAPACITY NEEDS

Adjustments in expenditures are made based on the change in projected enrollment from one budget year to the next. The FY 2020 budget reflects an increase in enrollment over that which was projected for FY 2019. The FY 2019 Adopted budget included funds and positions based on a projected enrollment of 28,016 students. On September 30, 2018, actual enrollment was 27,436 students. For FY 2020, the projected enrollment is 28,510 students. This represents an increase of 494 students from the FY 2019 projected enrollment of 28,016 students, upon which the FY 2019 Adopted Budget was built. Each year, the Superintendent's Proposed budget is built using projections made in the fall based on September 30 enrollment. After the Superintendent's Proposed budget comes out, enrollment is re-projected based on January 31 enrollment and any adjustments are made as part of the School Board's Proposed budget.

Prior to the FY 2015 budget, special education enrollment was projected in the fall and re-projected in the spring but because of the nature of special education enrollment, changes primarily affected the spring projections. Beginning with the FY 2015 budget, special education enrollment was projected in the fall and again using the official December 1 special education count for the state prior to the Superintendent's Proposed budget. Using this methodology resulted in a better projection for special education being included in the Superintendent's Proposed budget for FY 2015 and FY 2016 as well as a smaller change in special education projected enrollment in the spring. We have used this methodology again for the FY 2020 projections.

The projected enrollment included in the School Board's adopted budget results in an increase of \$7.0 million, based on changes in positions, materials and supplies allocations generated by the planning factors currently in place plus contingencies for staffing and recent boundary changes. In addition, funding totaling \$0.8 million is provided for relocatables, including furniture and technology and \$0.2 million is provided for two additional bus drivers and three additional bus attendants. The opening of Alice West Fleet Elementary School and Dorothy Hamm Middle School, the relocation of the Montessori program to a new building, and the relocation of the H-B Woodlawn and Shriver programs to The Heights building requires additional funding of \$6.5 million for ongoing costs (staffing, utilities, etc.) and \$3.9 million for start-up costs. When these costs are added to the enrollment costs of \$7.0 million noted above, the total cost of enrollment and capacity for FY 2020 is \$17.4 million.

Expenditure Assumptions

COST OF ENROLLMENT GROWTH		IN MILLIONS	
Enrollment			FTE
Elementary		\$0.5	3.40
Secondary		\$3.9	49.70
Other School-based		\$0.8	9.90
Staff contingency placeholder		\$0.5	
Boundary changes placeholder		\$0.3	
Total Enrollment Costs		\$6.0	63.00
Capacity			
Relocatables		\$0.8	
Furniture and technology for relocatables		\$0.1	
Total Capacity Costs		\$0.8	
Transportation			
Bus drivers		\$0.1	2.00
Bus attendants		\$0.1	3.00
Total Transportation Costs		\$0.2	5.00
TOTAL COST OF ENROLLMENT GROWTH		\$7.0	68.00

STAFFING

School budgets are developed by applying approved staffing standards (planning factors) and per pupil cost factors for materials, supplies and equipment to the projected student enrollment. School staffing and operating costs are calculated in the fall for the Superintendent’s Proposed Budget and are recalculated in the spring based on revised enrollment projections for the School Board’s Adopted budget. This results in an entire recalculation from the bottom-up of the staffing and operating needs for each school based on the projected PreK and K-12 enrollments for each budget cycle. The Planning Factors for FY 2020 can be found in the Supplemental Section.

LEASES / UTILITIES / MANDATES

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

DEBT SERVICE

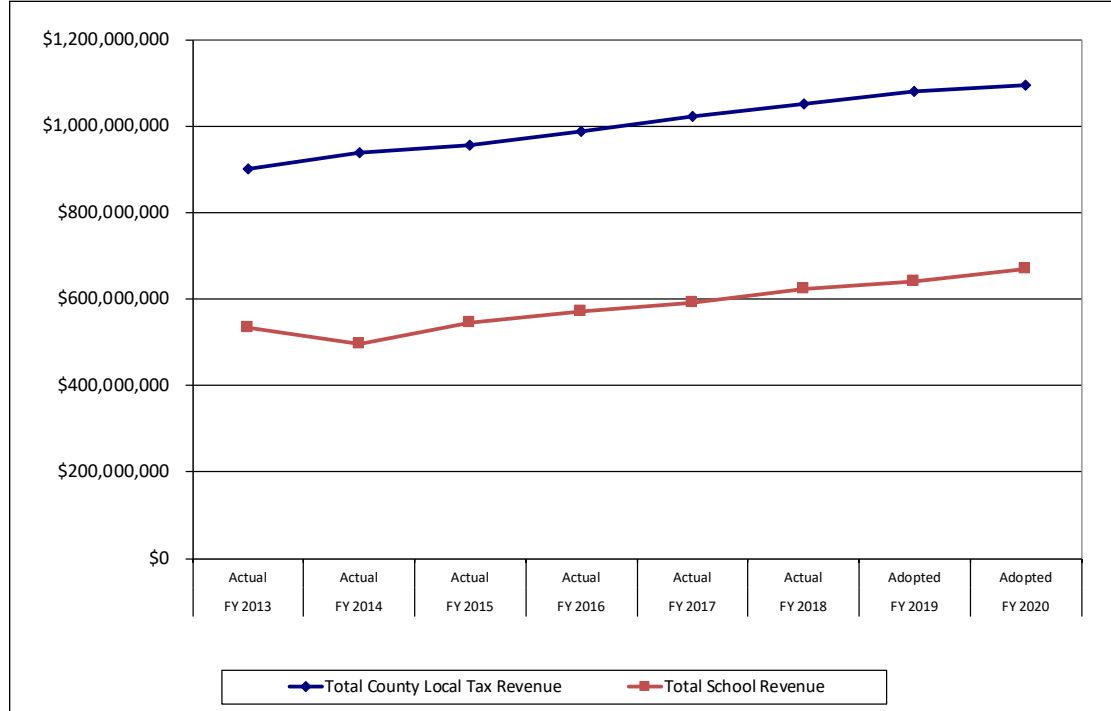
Debt Service increases by \$606,175 to account for the principal and interest payments on bonds previously sold for construction projects and for the \$63.13 million to be sold in spring 2019 to fund construction projects as outlined in the School Board’s Adopted FY 2019 – FY 2028 Capital Improvement. Projected Debt Service is based on the School Board’s FY 2019 – FY 2028 Capital Improvement Plan adopted on June 21, 2018.



Expenditure History

The graph below shows total expenditures for Arlington County and Arlington Public Schools from FY 2013 Actual to FY 2020 Adopted.

EXPENDITURE HISTORY



Budget Forecast



BUDGET FORECAST SUMMARY

	FY 2020 SCHOOL BOARD'S ADOPTED	FTEs	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED
REVENUE					
Prior Year Budget - All Funds	\$640,131,422		\$669,554,705	\$669,064,264	\$679,064,985
CHANGES IN REVENUE					
Increase in County Revenue	\$24,821,767		\$11,493,387	\$12,280,161	\$13,108,805
County One-Time Revenue	\$9,902,338		\$0	\$0	\$0
County One-Time Revenue - Prior Year	(\$2,923,240)		(\$9,902,338)	\$0	\$0
Increase/(Decrease) in Local Revenue	\$1,417,417		\$600,000	\$750,000	\$600,000
Increase/(Decrease) in State Funds - All funds	\$5,306,034		\$932,842	\$1,236,483	\$1,229,653
Increase/(Decrease) in Federal Revenue	\$889,282		\$200,000	\$200,000	\$200,000
NET REVENUE	\$679,545,020		\$672,878,596	\$683,530,908	\$694,203,444
USE OF RESERVES					
VRS Reserve Used in Prior Year Budget	\$0		\$0	(\$1,000,000)	(\$1,000,000)
Debt Service Reserve Used in Prior Year Budget	(\$4,666,379)		(\$303,088)	(\$645,127)	(\$39,347)
Future Budget Years Reserve Used in Prior Year Budget	(\$11,203,194)		(\$4,896,170)	(\$6,369,799)	(\$2,509,656)
Compensation Reserve Used in Prior Year Budget	(\$5,950,000)		(\$6,450,000)	\$0	\$0
Carry Forward from Prior Year - Food and Nutrition Services	\$180,000		(\$180,000)	\$0	\$0
Future Budget Years Reserve Used in Current Year Budget (See Note 1)	\$4,896,170		\$6,369,799	\$2,509,656	\$1,660,934
Compensation Reserve Used in Current Year Budget (See Note 1)	\$6,450,000		\$0	\$0	\$0
VRS Reserve Used in Current Year Budget (See Note 1)	\$0		\$1,000,000	\$1,000,000	\$512,239
Debt Service Reserve Used in Current Year Budget (see Note 1)	\$303,088		\$645,127	\$39,347	\$0
NET USE OF RESERVES	(\$9,990,315)		(\$3,814,332)	(\$4,465,923)	(\$1,375,830)
TOTAL FUNDS AVAILABLE	\$669,554,705		\$669,064,264	\$679,064,985	\$692,827,614
EXPENDITURES					
Prior Year Budget - All Funds	\$640,131,422	4,737.74	\$669,554,705	\$695,152,798	\$720,899,440
BASELINE ADJUSTMENTS					
Salaries and Benefits Baseline Adjustments and Efficiencies	(\$2,550,000)		\$2,000,000	\$2,000,000	\$2,000,000
Baseline Savings					
Eliminate one-time costs in prior year	(\$6,164,043)	(5.25)	(\$6,750,345)	(\$6,389,799)	(\$2,529,656)
Contractual Obligations					
Debt Service	\$606,175		\$1,290,253	\$693,958	\$255,537
Other contractual obligations	\$1,087,541		\$456,616	\$300,357	\$310,343
Additional Funds for Baseline Services					
Baseline services in other funds (CSA, F&NS, Grants, Ext. Day)	\$2,814,303	13.82	\$550,000	\$700,000	\$550,000
Other baseline services	\$1,814,929	2.70	\$659,866	\$640,390	\$675,674
NET BASELINE ADJUSTMENTS	(\$2,391,095)	11.27	(\$1,793,610)	(\$2,055,094)	\$1,261,898
ONGOING EXPENDITURES					
Enrollment Growth					
Changes in enrollment	\$5,256,000	63.00	\$6,730,000	\$7,195,000	\$8,095,000
Additional bus drivers (2) and bus attendants (3)	\$207,492	5.00	\$0	\$0	\$0
Spring update placeholder	\$500,000		\$800,000	\$800,000	\$800,000
Other enrollment related needs (contingencies)	\$250,000		\$0	\$100,000	\$0
Compensation					
Step increase	\$10,700,000		\$11,700,000	\$12,700,000	\$13,700,000
Additional compensation - below market positions	\$2,200,000		\$0	\$0	\$0
Investments to Support Growth	\$1,744,972	12.00	\$365,564	\$365,564	\$0
Growth Initiatives					



Budget Forecast

BUDGET FORECAST SUMMARY (CONT.)

	FY 2020 SCHOOL BOARD'S ADOPTED	FTEs	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED
Arlington Tech	\$1,106,054	11.40	\$849,600	\$0	\$0
Student and Instructional Support	\$1,500,000		\$0	\$1,700,000	\$0
Psychologists and Social Workers (<i>partially postponed in FY 2019</i>)	\$872,395	9.25	\$0	\$0	\$0
Academic Support for Level 5 English Language Learners (<i>postponed in FY 2019</i>)	\$0	0.00	\$0	\$0	\$0
Infrastructure and Support Needs	\$319,245	7.00	\$319,245	\$0	\$0
New Schools and Program Moves: Ongoing Costs	\$6,450,759	72.40	\$257,495	\$2,431,516	\$0
NET ONGOING EXPENDITURES	\$31,106,917	180.05	\$21,021,904	\$25,292,080	\$22,595,000
ONE-TIME EXPENDITURES					
Additional Funds for Baseline Services					
One-time costs in the baseline	\$1,488,065		\$1,449,799	\$1,449,799	\$1,449,799
Enrollment Growth					
Redistributing existing relocatables including furniture, equipment, and technology	\$825,000		\$825,000	\$825,000	\$825,000
Growth Initiatives					
Arlington Tech	\$0		\$0	\$0	\$0
Student and Instructional Support	\$0		\$0	\$0	\$0
Safety and Security Needs	\$256,250		\$0	\$0	\$0
Capital Improvement Plan Requirements					
Turf Field Replacements	\$279,175		\$1,345,000	\$0	\$491,020
New Schools and Program Moves: Start-up Costs	\$3,881,855		\$2,750,000	\$234,857	\$0
NET ONE-TIME EXPENDITURES	\$6,730,346	0.00	\$6,369,799	\$2,509,656	\$2,765,819
TOTAL ONGOING + ONE-TIME	\$37,837,263	180.05	\$27,391,703	\$27,801,736	\$25,360,819
NET EXPENDITURES	\$676,439,153	4,939.96	\$695,152,798	\$720,899,440	\$747,522,157
REDUCTIONS					
Continuing FY 2019 Reductions					
Class Size Increase (<i>postponed in FY 2019</i>)	(\$2,100,000)	(22.20)			
Adjust Contract Hours for Library Media Assistants (<i>two year phase-in</i>)	(\$116,000)				
FY 2020 Tier 1 Reductions					
Workers Compensation	(\$400,000)				
Changes to Workers' Compensation days paid	(\$160,000)				
Administrative Assistant position	(\$68,554)	(1.00)			
Revise Elementary Summer School model	(\$500,000)				
Eliminate additional funding for lease payments	(\$1,500,000)				
Reduce Funding for Postage	(\$20,000)				
Reduce Evaluation Costs	(\$50,000)				
Reduce FLES at Key School	(\$94,350)	(1.00)			
No Longer Permit APS Employees Residing Outside Arlington County to Use APS Vehicles for Commuting	(\$90,000)				
Discontinue Onsite Training and Support for Gradebook and Student Information Systems - Technology Support Specialists	(\$204,860)	(2.00)			
Incorporate the Middle School Pathways Program into each middle school	(\$245,594)	(2.50)			
Reduce Funding for Local Travel Reimbursement	(\$44,812)				
Increase Fees for Student Parking at the High Schools	(\$30,000)				

Budget Forecast



BUDGET FORECAST SUMMARY (CONT.)

	FY 2020 SCHOOL BOARD'S ADOPTED	FTEs	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED
Elimination of Meltwater Services	(\$7,000)				
Reduce Service Awards and Special Events (SCR)	(\$5,073)				
Reduce Printing of Report Cards	(\$16,500)				
Reduce Service Awards (HR)	(\$8,638)				
Reduce Funding for Substitutes - Clerical (School)	(\$32,976)				
Reduce Human Resources Front Desk Staff	(\$46,218)	(1.00)			
Eliminate Asst Dir of Assessment	(\$141,312)	(1.00)			
Eliminate the Assistant Director of Transportation Position	(\$120,000)	(1.00)			
Eliminate Replacement Computer Equipment (HR)	(\$6,000)				
Eliminate implementation of the anonymous reporting hotline	(\$15,000)				
TOTAL REDUCTIONS	(\$6,022,885)	(31.70)	\$0	\$0	\$0
TOTAL EXPENDITURES	\$669,554,705	4,897.36	\$695,152,798	\$720,899,440	\$747,522,157
Surplus/(Shortfall)	\$0		(\$26,088,534)	(\$41,834,455)	(\$54,694,544)

Note 1: Future Budget Years Reserve, Compensation Reserve, VRS Reserve, and Debt Service Reserve used in FY 2020 through FY 2023 assumes full depletion of current reserve balances if no additional funding is provided.

Budget Forecast

The budget forecasts for FY 2021 through FY 2023 are based on the adopted budget for FY 2020. Given the revenue and expenditure assumptions below, the potential deficits or surpluses are shown on the previous pages. However, should any 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 2,259 additional students projected to enroll in APS in FY 2020 through FY 2023. These forecasts are not intended to show the effects of any programmatic changes or school boundary decisions that might be made in any of those years.

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

Revenue Assumptions

- ◆ **County Transfer**–The County publishes two separate revenue forecasts: a low growth scenario and a moderate growth scenario. This forecast assumes the moderate growth scenario which projects 2.2% growth in total County local tax revenue in FY 2021, 2.3% growth in FY 2022, and 2.4% growth in FY 2023. The County Transfer amount is based on 47.0% share of County local tax revenue. Any tax increases in future years for either the County or the Schools would change the Schools’ share and would change the projected revenue in the out years.
- ◆ **State Revenue**–Assumes growth in State funding beyond FY 2020 strictly for increased enrollment based on the adopted General Assembly’s 2018-2020 biennial budget as amended on February 24, 2019.
- ◆ **Local Revenue**–Assumes a slight increase in Local revenue each year based on historical trends and projected increases in expenditures for self-funded programs such as Extended Day and Food and Nutrition Services.
- ◆ **Federal Revenue**–Assumes a slight increase in Federal revenue each year based on historical trends, primarily in the Food and Nutrition Services Fund and Medicaid reimbursements.
- ◆ **Carry Forward**–Assumes Carry Forward will remain at the same level as FY 2020.
- ◆ **Reserves**–The School Board has created a number of reserves over the past seven years as a way to help offset the increasing costs of capital, VRS, debt service, compensation, health insurance, and other unfunded liabilities in the out years. In addition, the School Board has allocated funds from closeout from the past several fiscal years to create a Future Budget Years reserve to help defray one-time costs in upcoming fiscal year budgets. Reserves are used in the forecast to partially offset any projected increases in debt service in the FY 2020 budget and in the out years until depleted.

Reserves are also used to offset one-time costs in the FY 2020 budget and the Minor Construction/ Major Maintenance accounts. Any known one-time costs in the out years related to Enrollment, Additional Capacity, and New Investments are also included. Compensation reserves are used in the FY 2020 budget to offset 50 percent of the step increase cost and market rate adjustment. Although a step increase is assumed in the out years, the compensation reserve is depleted in FY 2020 so any compensation increases cannot be offset in FY 2021 and beyond. Because the reserves are one-time revenue sources each year, the subsequent year is decreased by the amount of reserves used in the prior year.

Budget Forecast



Expenditure Assumptions

- ◆ Salaries and Benefits Baseline Adjustments and Efficiencies includes:
 - ✦ Estimated changes in the salary and benefits base from the prior year adopted budget to current and on board.
 - ✦ Projected changes in fringe benefit rates
 - Using the rates in the General Assembly's adopted 2019-2020 biennial budget, the VRS retirement rate for professional staff for FY 2021 and FY 2022, it is estimated that the rate will increase one percentage point in FY 2021 and remain at that level for FY 2022 and FY 2023. 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 2020 in the out years.
 - Health insurance premiums are projected to increase \$1.5 million per year based on historical trends and premium increases of 3% in FY 2021 and beyond.
- ◆ *Baseline Savings* includes costs removed from the budget because they were one-time costs in the prior year, or because the cost of an item or service has decreased.
- ◆ *Contractual Obligations* includes those items for which we are legally bound to pay such as Debt Service and Building Lease Costs, and those items which must be paid in order for schools to run such as Utilities.
- ◆ *Additional Funds for Baseline Services* includes increases necessary in order to maintain the same level of service as is currently in place such as increased expenditures for the Food and Nutrition Services fund, the Extended Day program, as well as increased maintenance and repair costs.
- ◆ *Additional Costs for New Capacity* include additional operating costs required for either new or enlarged schools such as staffing and utilities as well as any start-up costs needed such as furniture, equipment, technology, library materials, buses, etc.
- ◆ *Enrollment Growth includes:*
 - ✦ Changes in enrollment which includes additional positions and additional materials and supplies resulting from applying the FY 2020 Adopted planning factors to the projected increase in enrollment
 - ✦ Other enrollment-related needs include funds to move currently owned relocatables to a new location along with technology and furniture for the relocatables, if needed, to address capacity.

Budget Forecast

- ◆ *Compensation* in FY 2020 consists of a step increase for eligible employees plus \$2.2 million to bring positions identified in the compensation study up to market in the final year of a three-year phase-in. The baseline forecast includes a step increase in FY 2021 and beyond.
- ◆ *Arlington Tech* includes the costs expansion of the program in FY 2020 and the continuing expansion of the program in fiscal years 2021 through 2022. Staffing costs were decreased based on actual enrollment in this program being slightly lower than previously anticipated. Any one-time costs are funded with one-time funds and eliminated in the following year.
- ◆ *Safety and Security Needs* includes initiatives to increase the safety of students and staff and the security of school buildings. Any one-time costs are funded with one-time funds and eliminated in the following year.
- ◆ *Infrastructure and Support Needs* includes funding for additional contracted bus drivers and bus attendants. Any known out-years costs are included in FY 2021.
- ◆ *New Investments* includes funding for additional central office assistance to support students and staff in preparation for becoming a 30,000 student school division in 2021. Any known out-years costs for technicians are included in FY 2021 and FY 2022.
- ◆ *Use of One-time Funds* includes those items that will be funded with one-time funds from the Future Budget Years reserve that have not been included elsewhere in the forecast such as replacement buses and technology. One-time funds will also be used to offset the technology and furniture start-up costs for The Heights building, Alice West Fleet Elementary School, Dorothy Hamm Middle School and the Montessori Program at the Henry building, the redistribution of existing relocatables and necessary furnishings for the relocatables, turf field replacements as outlined in the FY 2019-2028 CIP, as well as and any one-time costs included in Continuing Growth Initiatives.
- ◆ *Reductions*—Recognizing that, as the budget process began, the Schools were facing a very large deficit, a variety of *efficiencies and changes in service delivery* were implemented in order to reduce the funding gap. These reductions include reducing the budget for workers' compensation and changing when APS begins to pay for a workers' compensation claim, reducing central office positions and department budgets, reducing a small number of school-based positions, revising the elementary summer school model, eliminating additional funding for lease payments used to purchase technology, and using one-time funds for the Minor Construction/Major Maintenance accounts. Additionally, the second year phase in to reduce library media assistants contract hours and class size increases, which was postponed in FY 2019 using one-time funds, are implemented.

Budget Forecast

Long-Range Sustainability

In the FY 2020 School Board's Adopted Budget, a total of \$11.8 million is used from a number of reserves and \$9.9 million is used from one-time funds provided from the County in order to balance the budget. These funds are one-time revenue sources and must be eliminated in subsequent years, which increases the shortfall for APS in future years. While this practice works for expenditures that are funded one-time, such as purchasing a vehicle or a software package, this is not sustainable over time for ongoing expenditures.

As indicated in the budget forecast, the future budgets years reserve, VRS reserve, compensation reserve and debt service reserve will be fully depleted if no additional funding is provided. APS will work to reduce its dependence on reserves to balance the budget in the future.

Long-Term Savings

As the forecast indicates, there is an increasing shortfall in FY 2021 through FY 2023. In order to balance the budget in future years, the following will continue to be reviewed to determine if long-term savings can be realized:

- ◆ Energy savings
- ◆ Transportation
- ◆ Planning factors study
- ◆ Personalized learning devices study
- ◆ Review of option programs
- ◆ Collaboration with the County



FY 2019-FY 2028 Capital Improvement Fund

School Board Message

August 21, 2018

The Honorable Katie Cristol, Chair
Arlington County Board
2100 Clarendon Blvd. Suite 300
Arlington, VA 22201

Dear Chair Cristol,

On behalf of the School Board, thank you for the County Board's ongoing collaboration with us and support for our FY 2019-28 Capital Improvement Plan (CIP). The School Board greatly appreciates the County Board's partnership as we manage school capacity needs in this challenging fiscal environment. We all benefit by working closely and collaboratively to address this top priority community need.

Throughout our County, the results of our previous collaborations are taking shape in the ongoing construction of the new Alice W. Fleet Elementary School, the new middle school at Stratford, and the new secondary school at the Wilson site, all of which will open in September 2019 as the Montessori program moves from Drew Model to the Patrick Henry Elementary School building. We are excited about the visioning being done by the jointly-appointed Career Center Working Group to help define a plan for an additional 800 high school seats and optimize future phased development of public facilities at a site that holds enormous potential for our community. In addition, we continue making the most of existing APS resources by increasing capacity for more students through internal modifications at several schools, relocatable classrooms, and adding Kindergarten classes at option schools.

As APS prepares to grow from about 27,000 students today to more than 32,000 students by 2027, meeting capacity needs continues to be a focus. On June 21, the School Board approved the FY 2019-28 CIP, which was developed with the help of staff and input from community members. In every CIP process, we seek to maintain Arlington's tradition of academic excellence while prudently staying below the 10% bond capacity threshold in our funding request for schools.

This was a challenging process this year, and resulted in the School Board drawing on our capital reserves to fund all or part of certain capital project priorities and delaying the proposed opening of a new elementary school and an addition to an existing middle school until after this CIP's 10- year period. The School Board allocated about \$31.0 million in capital reserves for a portion of the Career Center's sports field, underground parking garage, and 800-seat addition, as well as full funding for a transportation staff facility at \$2.1 million and field conversions to synthetic turf at \$1.97 million.

The FY 2019-28 CIP includes funding for the 725-seat elementary school at the Reed site, as well as 600 high school seats at the Education Center, 250 seats at the Career Center (due to internal modifications), and planning and design for an 800-seat addition at the Career Center site. Please see Attachment A in this report, "APS FY 2019-28 CIP—Projects by Year and Funding Source," which includes all the projects currently underway or planned to open to address capacity needs.

FY 2019-FY 2028 Capital Improvement Fund

School Board Message



In adopting the FY 2019-28 CIP, the School Board is requesting a bond referendum in November 2018 of \$103.00 million for the following projects:

◆ New Elementary School at the Reed Building	\$44.25 million
◆ Career Center/Arlington Tech Internal Renovation (HS Seats)	\$6.00 million
◆ Career Center Project, planning and design funds	\$5.90 million
◆ Education Center Renovation (HS Seats)	\$32.25 million
◆ Major Infrastructure Projects (MC/MM)	14.60 million

The School Board recognizes that the County Board has also faced competing needs for funding in a difficult fiscal environment, and we value the opportunity to continue working together to leverage resources and meet school and community needs as efficiently as possible. Going forward, the School Board requests that the following anticipated needs be considered as the County plans and studies future sites:

- ◆ Elementary school site(s)
- ◆ Secondary school additions or sites
- ◆ Early years annex and/or potential instructional program swing space (temporary use with 200-300 seats)
- ◆ Athletic fields (permanent use)
- ◆ School bus parking (temporary use)
- ◆ White fleet parking (temporary use)
- ◆ Administrative offices and trade shops for Facilities and Operations

On behalf of the School Board, I thank you and look forward to continuing our partnership that keeps Arlington strong and ready for the future. With so many competing needs for land and resources in Arlington, we appreciate the County Board's support for schools that have healthy, safe and academically-challenging learning environments in which students can flourish.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barb Kanninen'.

Dr. Barbara Kanninen

Attachment

C: School Board Members
Superintendent Patrick Murphy



FY 2019-FY 2028 Capital Improvement Fund

Executive Summary

Arlington County continues to be a desirable place to live and raise families, as evidenced by the growth in our public school student population. With that growth comes the responsibility to manage our Arlington Public Schools (APS) facilities to accommodate present and future students and provide high quality learning environments. Every two years, the Capital Improvement Plan (CIP) process allows APS to examine how school facilities need to change to respond to expected future enrollment and the infrastructure investments required for the upkeep of our schools and operations.

The 2019-28 CIP process was defined by a number of challenges including:

- ◆ Limitations on bonding capacity available to address the need for new schools
- ◆ Growing enrollment
- ◆ School infrastructure upkeep and improvements

The FY 2019-28 CIP required evaluating trade-offs for the potential number of future seats by school level and their timing. The School Board and APS staff weighed the merits of eight scenarios that provided various combinations of school seats and opening dates. Each scenario was studied to understand how it would affect the balance between projected enrollment and the number and timing of seats provided in relation to the availability of bond funding and relocatable classrooms.

With the eighth and final scenario in the FY 2019-28 CIP process, the School Board committed \$411.6 million in bond funding for 4,236 school seats by Fall 2027. In addition, the School Board dedicated monies for the Career Center site to include a field and parking garage by 2023 and a performing arts facility by 2025; a transportation staff facility renovation by 2019; Minor Construction/Major Maintenance (MC/MM) projects throughout the 10-year CIP period; and field conversions to synthetic turf. Not all funds dedicated to these CIP priorities came from bond funding; over \$35.0 million in capital reserves were allotted to partially or fully fund certain priorities, such as a transportation staff facility. This was done to keep the associated FY 2019-28 CIP bond issuances within acceptable financial thresholds.

In keeping with the School Board commitment to keep the community informed of the CIP process, a dedicated “Engage with APS” webpage was created to update county residents on the process timeline; raise awareness on opportunities for open office hours and venues to get answers to CIP-related questions and community information sessions; provide answers to School Board questions on the CIP; and allow for community input on CIP priorities included in the Superintendent’s Proposed CIP.

APS sought input from various stakeholders, including the Advisory Council on School Facilities and Capital Programs (FAC), which assisted in assessing periods of time when it would be ideal to add seats by grade level. FAC’s recommendations were based on identifying future school years when it is expected that the difference between seats and projected enrollment will exceed the current balance in seats and students.

FY 2019-FY 2028 Capital Improvement Fund

Executive Summary



In addition, community input on the CIP was considered and incorporated into the evolving CIP scenarios. As the process evolved, the School Board directed staff to produce CIP scenarios that constructed high school seats earlier than the Superintendent's Proposed CIP and added an underground garage with an at-grade field, which was absent in the Proposed CIP. By the time the final CIP scenario was developed, the School Board dedicated \$146.4 million in new bond funding and \$31.0 million in capital reserves for the field and parking to be constructed by Fall 2023, and an 800-seat addition and performing arts facility by Fall 2025. The list below identifies projects that will be included in the November 2018 bond referendum.

◆ Reed (725 elementary school seats)	\$44.25 million
◆ Career Center/Arlington Tech (250 high school seats),	\$6.0 million
◆ Planning and design funds for field, parking garage, and 800 high school seats at the Career Center	\$5.90 million
◆ Education Center (600 high school seats)	\$32.25 million
◆ Major Infrastructure Projects (MC/MM)	\$14.60 million



FY 2019-FY 2028 Capital Improvement Fund

Attachment A: School Board Adopted CIP

PROJECT DESCRIPTION	OTHER FUNDING SOURCES						BOND FUNDING		
	OPERATING	MC/MM (NOT BONDS)	CAPITAL RESERVE ¹	JOINT FUND		PREVIOUS BOND FUNDING	FY 2019	FY 2020	FY 2021
				APS	ARLCO				
SEATS AVAILABLE IN							FALL 2018	FALL 2019	FALL 2020
Stratford (1,000 seats in 2019) *	\$0.80		\$0.25	\$2.11	\$2.11	\$22.25	\$9.03		
Wilson (114 seats in 2019) *	\$1.90		\$7.00	\$3.00	\$3.00	\$82.90	\$3.00		
Major Infrastructure Projects (bond-funded MC/MM)							\$7.20	\$7.40	\$7.60
Reed - Expanded (725 seats in 2021)	\$1.25		\$4.00	\$2.75	\$2.75		\$24.10	\$17.75	\$2.40
Career Ctr/Arl Tech (FY17-26 project; 250 seats in 2021) **	\$0.75					\$12.00	\$1.00	\$-	\$5.00
Career Center Project - field and parking garage (2023); 800 seat addition and performing arts facility (2025)	\$1.30		\$31.00			\$6.00	\$2.80	\$3.10	\$19.90
Education Center (600 HS seats in 2021)	\$0.75					\$4.00	\$16.00	\$14.10	\$2.15
MS: Renovation/Addition Location TBD (300 seats in 2030)			\$-						
New ES in Existing Building (725-750 seats in 2029) ²	\$1.30		\$-						
Transportation Staff Facility Renovation			\$2.10						
Drew Model School refresh (summer 2019)		\$0.95							
Patrick Henry building refresh (summer 2019)		\$0.85							
Field conversions to synthetic turf (APS share)			\$1.97						
Turf field replacements (APS share)		\$2.89							
TOTAL PROJECTS	\$8.05	\$4.69	\$46.32	\$7.86	\$7.86	\$127.15	\$63.13	\$42.35	\$37.05

300 Shows the number of seats coming online that year

BOND REFERENDA AMOUNTS

2018	2020
\$103.00	\$58.10

Debt Service Ratio Target ≤9.8%

Debt Service Ratio — APS

Annual Bond Issuance

FY 2019	FY 2020	FY 2021
9.28%	9.57%	9.78%
\$63.13	\$42.35	\$37.05
	\$1.98	\$2.10

ANNUAL APS DEBT SERVICE INCREASE

1. This is a plan to allocate funds to Capital Reserve over the next ten years in order to mitigate the need for bond funding for needed buildings

* Bonds for Stratford and Wilson being sold in FY 2019 are from previous bond referenda.

** The Career Center/Arlington Tech project funding was \$12.75 million in the FY17-26 CIP. Of that amount, it is estimated that \$4.54 million will have been used over the summers of 2017 and 2018 for internal modifications generating 350 seats. The remaining \$8.21 million along with the new funding in the FY19-28 CIP will be used to provide the 250 additional seats needed for Arlington Tech.

2. Adjusted cost for renovation of existing building in lieu of full cost of building new ES.

*** The 2026 bond referendum amount includes an additional \$2M for the New ES project and \$15.9M for the MS Renovation/Addition (not shown in this chart).

FY 2019-FY 2028 Capital Improvement Fund

Attachment A: School Board Adopted CIP



BOND FUNDING							TOTAL BOND FUNDING	TOTAL PROJECT COST
FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028		
FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027		
							\$9.03	\$36.55
							\$3.00	\$100.80
\$7.80	\$8.00	\$8.20	\$8.40	\$8.60	\$8.80	\$9.00	\$81.00	\$81.00
725							\$44.25	\$55.00
250							\$6.00	\$18.75
\$21.00	\$34.00	\$60.40	\$5.20	800			\$146.40	\$184.70
600							\$32.25	\$37.00
				\$2.50	\$2.70	\$13.90	\$19.10	\$35.00
			\$5.10	\$5.50	\$28.90	\$31.10	\$70.60	\$73.90
							\$-	\$2.10
							\$-	\$0.95
							\$-	\$0.85
							\$-	\$1.97
							\$-	\$2.89
\$28.80	\$42.00	\$68.60	\$18.70	\$16.60	\$40.40	\$54.00	\$411.63	\$631.46

2022	2024	2026	***
\$17.90	\$89.49	\$42.21	

FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	TOTAL
9.56%	9.35%	9.45%	9.93%	9.38%	9.47%	8.84%	
\$28.80	\$42.00	\$68.60	\$18.70	\$16.60	\$40.40	\$54.00	\$411.63
(\$0.06)	\$0.01	\$2.13	\$4.84	(\$2.44)	\$2.13	(\$3.15)	\$7.53

NOTE





- On online copy of the above table is available at <https://www.apsva.us/wp-content/uploads/2018/06/F-1-Scenario-A2.pdf>
- Bond financing is generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda. Bond referenda are scheduled for even-numbered calendar years, with the next bond referendum in November 2018.
- APS's bonding capacity is framed by the County Board-adopted financial and debt management policies. These policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County's CIP, ensuring that the CIP is financially sustainable and that it supports the County's triple, triple-A bond ratings.
- Within the 10-year CIP period, net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund. This percentage is known as the debt service ratio.
- A high debt service increase reflects an increase of \$3 million or more over the previous fiscal year.
- The MC/MM identifies major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems.
- The color coding in the "Bond Funding" area of the chart pertains to the bond referendum year in which these project amounts will be included (see the "Bond Referenda Amounts" line just below the main chart). The color coding in the "Other Funding Sources" area of the chart shows additional Capital Reserve amounts from a previous version of the chart.

FY 2019-FY 2028 Capital Improvement Fund

Arlington Public Schools Map

LEGEND

School Level:

-  Elementary
-  Middle
-  High
-  Secondary (Middle and High)



Source: Arlington Public Schools, Planning and Evaluation Department, July 2018.

FY 2019-FY 2028 Capital Improvement Fund

CIP Overview



CAPITAL IMPROVEMENT PLAN

Managing enrollment growth and maintaining the quality of facilities are critical to the success of any school division. Constructing, renovating, and adding to existing school buildings are all lengthy processes. Typically, from the time the School Board makes a commitment, it takes five years to open a school. It begins by identifying the needs of the school division and is followed by obtaining bond authority from the citizens, after which construction may follow.

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

Major Construction 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 20 years or more. Most CIP projects are funded by general obligation bonds, but they may also be funded with supplemental funding or current revenues set aside in the Capital Reserve.



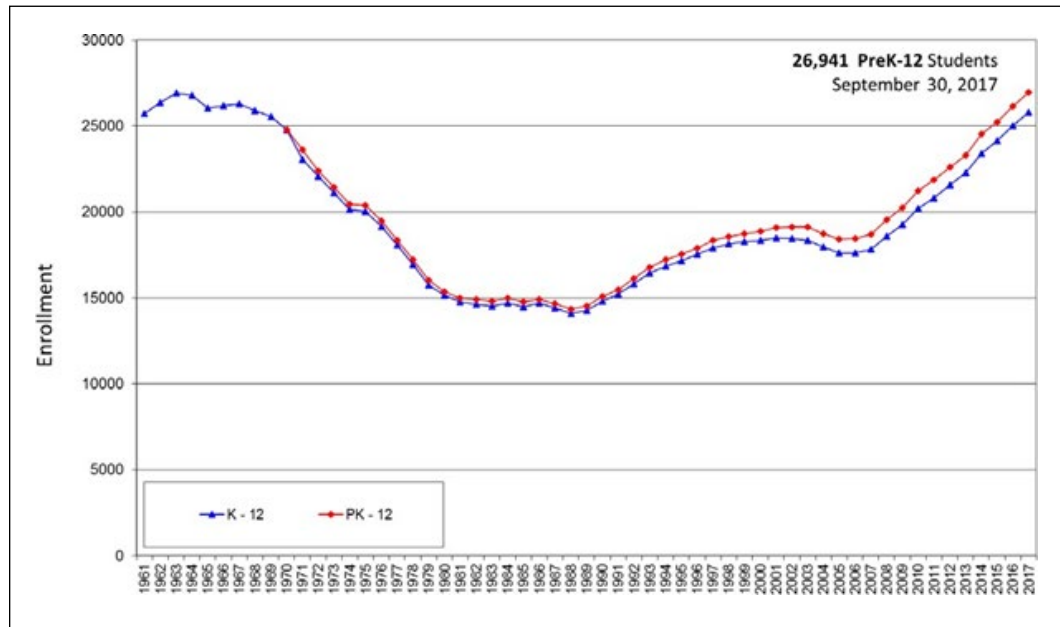
FY 2019-FY 2028 Capital Improvement Fund CIP Overview

ENROLLMENT GROWTH

Underscoring the need to manage enrollment growth, Figure 1(below) shows historical enrollment trends. Since 2006, PreK-12 enrollment has increased by just over 8,500 students through 2017. In this period, enrollment growth has averaged about 3% year-over-year.

APS produces projections¹ that extend 10-years, the same period considered by the CIP. When the projected enrollment, by grade level, is compared to the estimated number of future permanent seats² produced by prior CIP funding, it helps illustrate periods of time when there are more students than seats. Figure 2 (next page) shows that after the 725 elementary seats are added at Reed in school year 2021-22—a 2017-26 CIP priority—there are likely to be about 160 more projected students than seats by the following school year. This difference grows to about 1,420 more students than seats by school year 2027-28. Similar to the CIP which is reevaluated every two years, projections are reviewed annually to assess changes in enrollment growth and monitor enrollment levels at each school to ensure balanced enrollment across schools.

FIGURE 1: Total K-12 and PreK-12 Enrollment (September 30th), 1961-2017



1. To learn more about how projections are used in the CIP process, see the March 2018 "Arlington Facilities and Student Accommodation Plan" (AFSAP) report for more information at <https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf>
2. Permanent seats are associated with a current or future school structure. Permanent seats do not include relocatable classrooms.

FY 2019-FY 2028 Capital Improvement Fund

CIP Overview



Likewise, Figure 3 shows the effect on the balance between seats and projected enrollment when 1,000 middle school seats are added at Stratford—a 2015-24 CIP project—in school year 2019-20. In that school year, there is a temporary surplus of seats, but by the following school year, there are about 160 more projected students than seats. This difference grows to about 560 more students than permanent seats by 2027-28.

The same is true at the high school level. Even when 600 seats are provided through repurposing of the Education Center and 250 seats are added to Arlington Tech through internal modifications, by the following school year in 2022-23 there are expected to be about 75 more students than seats at the high school level, due to enrollment growth; see Figure 4 (next page). This difference grows to about 700 more students than seats by 2027-28.

FIGURE 2: Projected Enrollment and Seats from Prior CIP, PreK to Grade 5

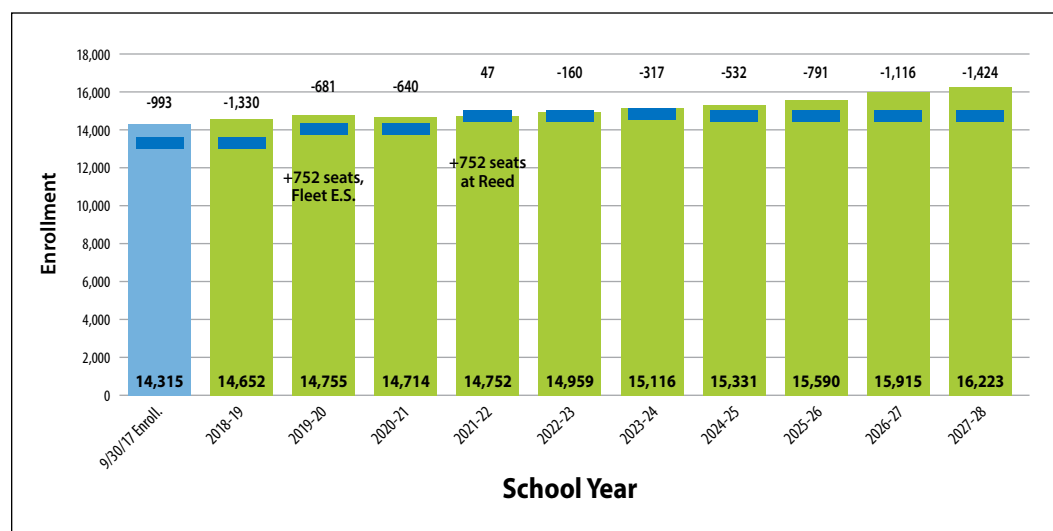
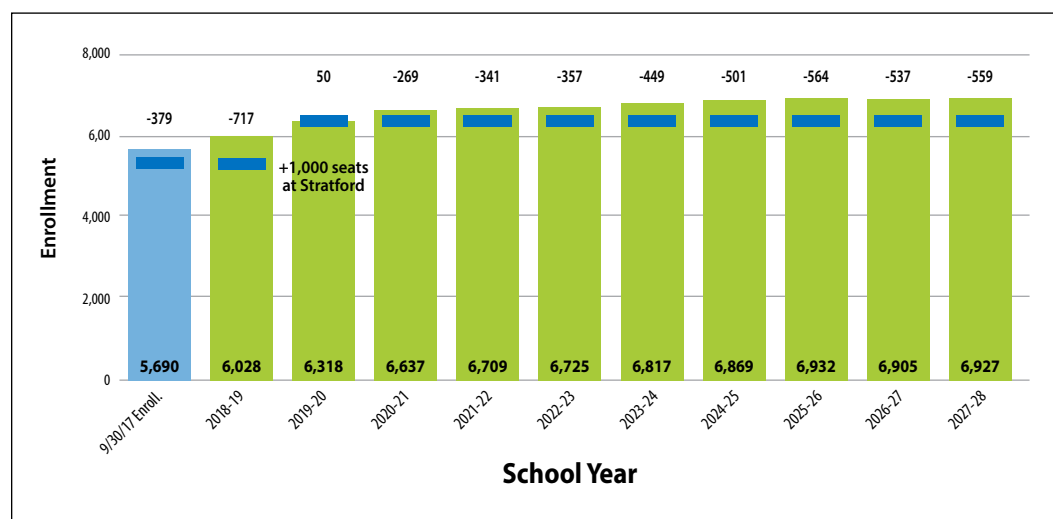


FIGURE 3: Projected Enrollment and Seats from Prior CIP, Grades 6 to 8





FY 2019-FY 2028 Capital Improvement Fund CIP Overview

ENROLLMENT GROWTH

Because the seat capacity from prior CIP projects which have either started construction or will start near-term construction is outpaced by enrollment growth, the School Board must re-evaluate prior CIP projects that have not started and contemplate new capital projects. APS staff and the School Board were assisted in assessing periods of time when it would be ideal to add seats by grade level by the Advisory Council on School Facilities and Capital Programs (FAC). FAC's recommendations were based on identifying future school years when it is expected that the difference between seats and projected enrollment will exceed the current balance in seats and students. The current balance is used as a criterion because APS is currently managing such differences between students and seats. Figure 5 identifies those periods of time—shown circled—when FAC assessed it would be ideal to add seats.

FIGURE 4: Projected Enrollment and Seats from Prior CIP, Grades 9 to 12

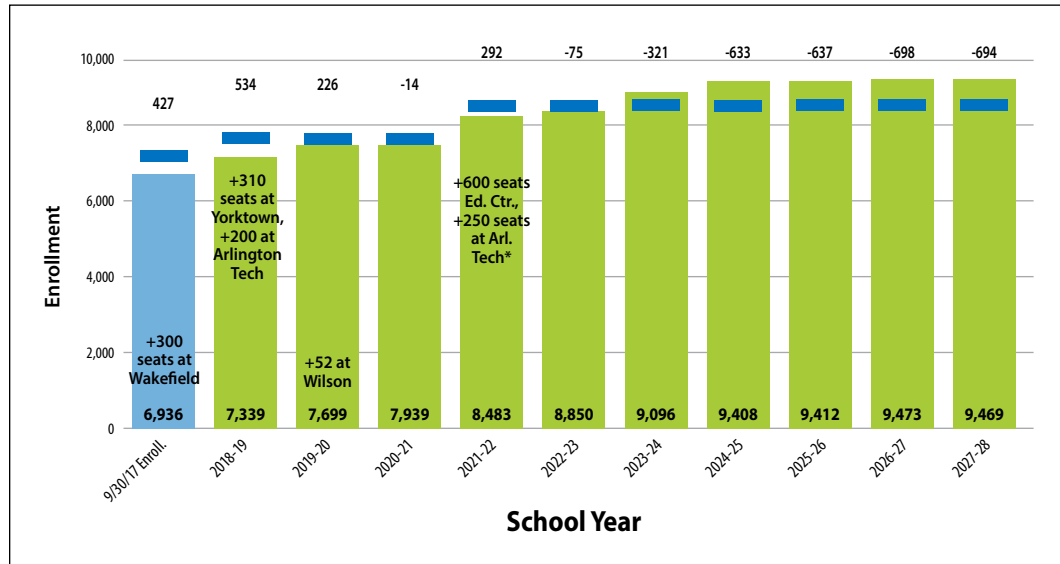


FIGURE 5: Periods Identified as Ideal for Adding Seats by Grade Level for FY 2019-28 CIP

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Elementary School	(640)	47 +725 at Reed	(160)	(317)	(532)	(791)	(1,116)	(1,424)
Middle School	(269)	(341)	(357)	(449)	(501)	(564)	(537)	(559)
High School	(14)	292 +600 at Ed. Center, +250 at Arl. Tech	(75)	(321)	(633)	(637)	(698)	(694)

NOTE

- The numbers represent the difference between seats and students, with the red figures representing a deficit of seats and black figures representing a surplus of seats.
- The 250 seats at Arlington Tech are the remaining seats needed to complete the FY 2017-26 CIP project for planned growth at Arlington Tech to 600 students. The FY 2017-26 CIP project seats were to be delivered by September 2018. This timeline has shifted to allow a comprehensive phased development planning effort to occur through the Career Center Working Group (CCWG) prior to beginning any capital expansion project.

FY 2019-FY 2028 Capital Improvement Fund

CIP Overview



PROCESS

The process to shape the priorities of the FY 2019-28 CIP began in Fall 2017 with the drafting of the Arlington Facilities Student Accommodation Plan (AFSAP) and its publication in March 2018. The AFSAP provides an overview of projected enrollment by school level and the implications for future seat capacity.

With the publication of the AFSAP, preparations for the FY 2019-28 CIP started in early March 2018. Using the AFSAP for context, APS staff and the FAC identified periods of time when it would be ideal to add permanent seats to manage growth by school level.

By late April, APS Design and Construction Services received cost estimates for an array of capital projects that might be considered in the FY 2019-28 CIP from two different professional cost estimators engaged for this purpose, see Appendix B. Similarly, APS Finance and Management Services worked to determine an estimate of bonding capacity³ so staff could perform cash flow analyses on a combination of potential capital projects. All three topics were covered at the School Board's Work Session #1.

At the start of this process, the necessary information—impact of projected enrollment, cost of potential projections, and bonding capacity—was assembled. Then CIP scenarios were developed with the goal to manage growth through capital projects that addressed different school levels and needs, as well as the timing of projects, within the financing constraints. The first scenario developed for Work Session #1 was for information purposes and demonstrated the impact of funding all the school facilities that met the timing for projected seat needs, as identified by FAC and APS staff (see Figure 5). This first scenario illustrated the trade-offs implicit with each CIP, since providing all school seats when needed led to going over the two key funding thresholds for several fiscal years: the (1) Debt Service Ratio, which cannot exceed 10% per the County Government's policy, and an (2) annual debt service increase which is preferred to be kept below \$3.0 million.

The second scenario was the Superintendent's Proposed FY 2019-28 CIP that provided all the seats by school level as recommended by FAC, while shifting some of the timing so that every project's funding fit within the bonding capacity. This CIP scenario added seats at the elementary, middle, and high school levels, including 800 seats at the Career Center by 2026 with no field or additional parking.

After the Superintendent's Proposed CIP was released, the School Board held a series of work sessions that developed scenarios to add 800 seats at the Career Center site earlier than 2026 and provide additional parking and/or field. At each work session, the School Board discussed the implications of each scenario to bond capacity, relocatable classrooms, and balance between projected enrollment and proposed seats. Figure 6 (next page) summarizes the different scenarios that were developed across the process, and Figure 7 (next page) details key dates in the CIP development calendar.

3. APS's bonding capacity is framed by the County Board-adopted financial and debt management policies. The policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County's CIP, ensuring that the CIP is financially sustainable and that it supports the County's triple, triple-A bond ratings.



FY 2019-FY 2028 Capital Improvement Fund CIP Overview

FIGURE 6: CIP Scenario Iterations with School Board Direction and Dates

SCHOOL BOARD WORK SESSION OR MEETING DATE	CIP SCENARIO ITERATION AND SCHOOL BOARD DIRECTION
Work Session #1 April 24	Baseline CIP Scenario Included all projects required to address seat needs in the required timeframe
Information Item May 7	Superintendent's Proposed CIP Adjusted timeline to fit within the bonding capacity Delays opening of Career Center 800 seats, New Elementary School, and adjusted Career Center/Arlington Tech
Work Session #3 May 15	School Board's Requested Scenarios A & B A - Opens Career Center in fall 2024, delays openings of New Elementary School and Middle School Addition B- Uses Education Center for elementary seats, repurposes Henry for Career Center seats, delays plans for New Elementary School and Middle School Addition
Work Session #4 May 22	School Board's requested Scenario B1 A variation of Scenario B without a parking garage at the Career Center
Joint School Board and County Board Work Session May 29	School Board's Requested Scenario A1 A variation of Scenario A that adjusts timing of New Elementary School from 2031 to 2029 and the Middle School Addition from 2031 to 2030
Information Item June 7	School Board's Proposed CIP Scenario A1
Work Session #5 June 12	School Board's Proposed CIP Scenario A2 Includes all projects from Scenario A1, builds field, below grade parking deck in 2023 ahead of 800+ seats in 2025

FIGURE 7: FY 2019-28 CIP Development Calendar

DATE	CIP SCHEDULE
March 9	The Arlington Facilities and Student Accommodation Plan (AFSAP) is released
March 22	Information Item
April 12	Work Session
April 17	Career Center Working Group, Joint Work Session with County Board
April 19	Monitoring Item
April 24	Work Session #1
May 3	Supt's Proposed FY19-28 CIP
May 7	Work Session #2
May 14	Community Outreach – CIP Information Session at Washington-Lee
May 15	Work Session #3
May 16	Community Outreach – CIP Information Session at Swanson
May 21	Community Outreach – CIP Information Session at Career Center
May 22	Work Session #4
May 29	Joint Work Session with County Board
June 7	School Board's Proposed FY 2019-28 CIP
June 12	Work Session #5
June 21	School Board adopts final FY 2019-28 CIP
July 14	County Board adopts final FY 2019-28 CIP (includes schools)
November 6	2018 Bond Referendum

FY 2019-FY 2028 Capital Improvement Fund

CIP Overview



ENGAGEMENT

Throughout the FY 2019-28 CIP process, APS endeavored to keep the community informed about progress on the CIP and to answer questions regarding the evolving scenarios. For this purpose, APS offered in-person, social media, and online avenues for community engagement for the CIP.

Beginning in April 2018, Planning and Evaluation staff developed the FY 2019-28 CIP website, https://www.apsva.us/engage/cip_fy19-28/, with explanatory text on the CIP process, a schedule of School Board meetings and work sessions relevant to the CIP, and links to all content related to the CIP as it became available, such as copies of presentations or answers to School Board members' CIP questions. The webpage also included a dedicated communications page with summaries of select School Board work sessions and links to news stories on the CIP, podcasts that explain the CIP process, and news releases on CIP-related milestones. This information was distributed to stakeholders via School Talk messages and weekly updates to APS Ambassadors; in addition, the APS Twitter account tweeted about CIP updates and the APS Facebook page featured posts about CIP activities.

Besides informing the community about the CIP process through online and social media channels, staff conducted in-person outreach. In April, staff held Open Office Hours at Wakefield High School, the Education Center, and Kenmore Middle School to answer questions on the CIP process.

Community input was also gathered through other engagement processes including the 1,300 New High School Seats, Education Center instructional focus, Reed BLPC, and Career Center Working Group.

By May 2018, when the CIP process was further along and the School Board was weighing the merits of competing CIP scenarios, additional community outreach was organized to answer questions on the CIP scenarios and status. To this end, three Community Information Sessions were organized at Washington-Lee High School, Swanson Middle School, and Patrick Henry Elementary School. All these sessions were held in the evening and sites were selected to address questions from parents of students attending all three grade levels. In attendance were staff with different areas of expertise, including finance, enrollment projections, and the future projects at the Career Center, Education Center, and the Reed School site, so they could answer a variety of questions.

The FY 2019-28 CIP process also included an opportunity for community input on the Superintendent's Proposed CIP through an online questionnaire that asked the following:

In reviewing the Superintendent's proposed Fiscal Year 2019-28 Capital Improvement Plan (CIP), please share your thoughts on the major capital projects and infrastructure needs of APS, and how this CIP addresses these needs and our community's priorities.

This questionnaire resulted in seventy-nine (79) responses. All responses-- with any personal information removed, were posted online for the public's review and were shared with APS staff and the School Board so they could assess the range of answers to the questionnaire as they deliberated the merits of various CIP scenarios.



FY 2019-FY 2028 Capital Improvement Fund

Capital Investment

The CIP funds two types of capital projects: Major Construction and Minor Construction/Major Maintenance (MC/MM) projects. For these capital projects to be funded with proceeds from bond sales, their total costs must be more than \$500,000 and have a useful life of 20 years or more. In addition, a project's useful life must be equal to or longer than the repayment schedule for the bonds issued for it.

Major Construction projects include new facilities, additions, and renovations:

- ◆ New Facilities: a new school built on a new or existing site with play fields, common spaces, and attendance boundaries (or attendance policies in the case of option 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
- ◆ Renovation: replacement of selected finishes or systems and reconfiguration of spaces as necessary to bring the facility up to code and/or current standards

Figure 8 shows ongoing major construction projects funded through prior CIP rounds, new major construction projects funded through the FY 2019-28 CIP, and other priorities funded through capital reserves.

FIGURE 8: 10-Year CIP, New and Ongoing Major Construction Projects (from Bond Funds)

MAJOR CONSTRUCTION PROJECT NAME	ADDITIONAL SEATS PROVIDED	OPENING DATE	2018 BOND FUNDS (In millions)	CAPITAL RESERVES, ALLOCATED OVER NEXT TEN YEARS (In millions)
ONGOING PROJECTS				
New Middle School at Stratford Site	1,000	2019	--	--
New Secondary Program (Middle and High) at the Wilson Property	114	2019	--	--
NEW PROJECT				
New Elementary School at Reed Building	725	2021	\$44.25	--
Career Center/Arlington Tech Internal Renovation	250	2021	\$6.00	
Career Center Project, Field and Parking Garage (planning and design funds)	--	2023	\$5.90	\$31.00
Career Center Project, Addition High School Seats and Performing Arts Facility (planning and design funds)	800	2025		
Education Center High School Seats	600	2021	--	--
New Elementary School in Existing Building	725-750	2029	--	
Middle School Renovation/Addition at Location TBD	300	2030	--	--
Bond funded MC/MM	--	'19-'28	\$14.50	--
Transportation Staff Facility Renovation	--	2019	--	\$2.10
Field Conversions to Synthetic Turf (APS Share)	--	'19 and '21	--	\$1.97

FY 2019-FY 2028 Capital Improvement Fund

Capital Investment



MC/MM projects primarily include HVAC, roofing, and infrastructure improvements. Priorities for these projects come from a ten-year plan developed by staff that runs concurrently with the CIP and is based on a series of annual inspections and condition reports. Schools and departments are also invited to participate directly in the MC/MM process by submitting requests for projects at individual buildings. Figure 9 lists two projects in the FY 2019-28 CIP which use MC/MM funds.

FIGURE 9: 10-Year CIP, MC/MM Projects Not Funded by Bond Funds

MC/MM PROJECT NAME	YEAR	MC/MM FUNDING IN MILLIONS <i>(not bonds)</i>
Drew Middle School Refresh	2019	\$0.95
Patrick Henry Building Refresh	2019	\$0.85

Each fall, the MC/MM committee—comprising staff from the Facilities and Finance departments, representatives from each principals’ group, and a member of the FAC—convenes for a series of meetings to review and prioritize projects from the 10-year plan and the new requests submitted according to the following criteria:

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



FY 2019-FY 2028 Capital Improvement Fund

Capital Investment

CIP FUNDING

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

Arlington County schedules bond referenda for even-numbered calendar years, which correspond to odd-numbered fiscal years; for example, the next bond referendum is scheduled for November 2018 (FY 2019). 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 the design of a Major Construction project in one bond referendum year and then construction of the project in the next bond referendum year. The practice of funding design and construction of projects in separate bond referenda years allows the project to be well underway prior to the second bond referendum year, at which time estimates of construction and total project costs will have been refined to reflect input from the school and community and more detailed development of the design.

Projects with total costs of more than \$500,000 and useful lives of 20 years or more are typically funded with proceeds from bond sales, although, in the FY 2019-28 CIP, certain facilities are partially or wholly paid with capital reserves. To keep the current CIP's Debt Service Ratio⁴ below 10%, about \$31.00 million in capital reserves were allocated to the construction of the Career Center Project's classroom seats, field, parking garage, and performing arts facility. For the same reason, renovation of a Transportation staff facility and field conversions to synthetic turf are completely funded with capital reserves, with about \$2.10 and \$1.97 million allocated respectively. 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.

4. Within the 10-year CIP period, net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund. This percentage is known as the debt service ratio.

FY 2019-FY 2028 Capital Improvement Fund

Capital Investment



ESTIMATED PROJECT COSTS

Estimated costs included in the CIP for Major Construction projects represent total project costs. Total project costs comprise construction costs; soft costs and contingencies calculated based on current costs; plus an allowance for escalation, or potential cost increase, through the midpoint of construction.

For each project under consideration, a preliminary scope of work was developed by Architecture/Engineering (A/E) consultants with input from Design and Construction Services staff. Two independent estimates were prepared for each project based on the preliminary scope of work; one by a cost estimator on the A/E team, and another by a Construction Manager. The two estimates were reconciled with one another to ensure that each was based on the same assumptions and scope of work. This process ensured that APS obtained two separate professional opinions of probable cost for each project. Staff selected the higher of the two numbers to use in the total costs for the projects included in the FY 2019-28 CIP.

The total project cost estimates were initially based on 2019 dollars; see Appendix B for a list of all project costs considered in the FY 2019-28 CIP. To plan for projects that would be completed after 2019, 4% compounded annual escalation was added to account for increasing costs of labor and materials through the anticipated mid-point of construction for each project. Anticipated escalation causes the total cost of a project to vary according to the year in which it is scheduled for completion.

Because of the conceptual nature of the estimates, several design, construction, and soft cost contingencies are included in all CIP project estimates. Design cost contingency is an estimated cost that is added to total project cost for development of the design drawings. This contingency's estimated cost typically goes down as a facility's design becomes better defined and more details during the process from conceptual design through bid documents. Construction contingencies are included to cover unanticipated costs arising during construction and soft cost contingencies are included because many of APS's direct costs are unclear at this early stage of a project.



FY 2019-FY 2028 Capital Improvement Fund

Capital Investment

PUBLICATIONS THAT INFORMED THE CIP

Arlington Facilities and Student Accommodation Plan (AFSAP)

The AFSAP is generally produced every other calendar year to provide a comprehensive look at student enrollment and building capacity; it is used to inform the CIP. A copy of the March 6, 2018, AFSAP can be found at <https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf>.

2018-24 Strategic Plan

The Strategic Plan is a six-year plan that charts a course for students, staff and APS overall. The Strategic Plan addresses the needs and aspirations of students, parents, citizens, teachers, administrators and staff, while mapping out the school system's core activities. On June 7, 2018, the School Board adopted the 2018-24 Strategic Plan. In September 2018, the Superintendent will propose final strategies and performance objectives of the Strategic Plan for School Board approval. A copy of the Strategic Plan can be found at <https://www.apsva.us/wp-content/uploads/2018/06/SB-Adopted-APS-2018-2024-Strategic-Plan-DRAFT-removed.pdf>.

Facilities Optimization Study, SY 2017-18

The APS Facilities Optimization Study provides the number of relocatable classrooms that may be deployed at each APS school. The study was developed by APS staff. It provides data with which to make informed decisions about adding capacity to APS schools through the use of relocatable classrooms.

FY 2019-FY 2028 Capital Improvement Fund

Capital Investment



COMMITTEES THAT INFORMED THE CIP

Advisory Council on School Facilities and Capital Programs (FAC)

The FAC, comprising parents and citizens, reports directly to the School Board. The FAC assists the School Board in the continuous, systematic review of school facilities and the annual and long-range Capital Improvement Program (CIP). FAC offers recommendations and suggestions to the School Board on the AFSAP, which includes the 10-year CIP, and for future funding for school facilities.

Building Level Planning Committees (BLPC)

Following a decision to proceed with a capital project, the School Board appoints a BLPC. The 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 the best way to meet the goals and objectives for the project as approved in the CIP. The BLPC assists in developing the concept design and creating the schematic design that is recommended to the School Board for approval.

Public Facilities Review Committees (PFRC)

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



FY 2019-FY 2028 Capital Improvement Fund

Appendix A: Motion for Adoption of FY 2019-28 CIP: June 21, 2018

The School Board is tasked by the Code of Virginia to oversee the delivery of public education in the county. This includes making decisions on providing and/or managing school facilities and properties, such as establishing a CIP. The Board conducts their business in accordance with Robert's Rules of Order, consequently all their official actions are made by voting on motions. Below is the June 21, 2018, motion approving the APS FY 2019-28 CIP:

Motion for Adoption of FY 2019-28 CIP: June 21, 2018

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

During the development of the FY 2019-FY 2028 CIP, the School Board focused on providing seats for students in the areas of most critical need in light of the continued, sustained growth in student enrollment. The development process that began in the fall of 2017 culminates in this CIP and will be detailed in a report to be completed by the end of July 2018.

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

The School Board recognizes that its first priority in this CIP is identifying the funding needed for the 2018 bond, in order to begin work on the areas of most critical need. The School Board further recognizes that additional community input and further collaboration with the Arlington County Board and staff will be necessary moving forward.

Consistent with these goals, I move that the School Board adopt the FY 2019-FY 2028 Capital Improvement Plan.

Elementary School Capacity

Reed - Expanded

- ◆ Estimated New Seats: 725
- ◆ Projected Completion: start of school, September 2021
- ◆ Maximum Estimated Project Cost: \$55,000,000
- ◆ 2018 Bond Funding: \$44,250,000 (Project funding also includes \$4.0 million from reserves, \$5.5 million from joint funding, and \$1.25 million in other funds)

Elementary Seats to be Determined

- ◆ Estimated New Seats: 725 -750
- ◆ Projected Completion: start of school, September 2029
- ◆ Maximum Estimated Project Cost: \$73,900,000
- ◆ 2018 Bond Funding: \$0 (Project funding also includes \$70.6 million in future bonds, and \$1.3 million in other funds)

FY 2019-FY 2028 Capital Improvement Fund

Appendix A: Motion for Adoption of FY 2019-28 CIP: June 21, 2018



Middle School Capacity

Middle School Renovation/Addition Location to be Determined

- ◆ Estimated New Seats: 300
- ◆ Projected Completion: start of school, September 2030
- ◆ Maximum Estimated Project Cost: \$35,000,000
- ◆ 2018 Bond Funding: \$0 (Project funding also includes \$35.0 million in future bonds)

High School Capacity

Career Center/Arlington Tech

- ◆ Estimated New Seats: 250
- ◆ Projected Completion: start of school, September 2021
- ◆ Maximum Estimated Project Cost: \$18,750,000
- ◆ 2018 Bond Funding: \$6,000,000 (Project funding also includes \$12.0 million in previous bonds, and \$0.75 million in other funds)

Career Center Project

- ◆ Estimated New Seats: 800
- ◆ Projected Completion: start of school, September 2025
- ◆ Maximum Estimated Project Cost: \$184,700,000
- ◆ 2018 Bond Funding: \$5,900,000 (Project funding also includes \$6.0 million in previous bonds, \$140.5 million in future bonds, and \$31.0 million from reserves funding, and \$1.3 million in other funds)

Education Center

- ◆ Estimated New Seats: 600
- ◆ Projected Completion: start of school, September 2021
- ◆ Maximum Estimated Project Cost: \$37,000,000
- ◆ 2018 Bond Funding: \$32,250,000 (Project funding also includes \$4.0 million in previous bonds, and \$0.75 million in other funds)



FY 2019-FY 2028 Capital Improvement Fund

Appendix A: Motion for Adoption of FY 2019-28 CIP: June 21, 2018

Infrastructure

Major Infrastructure Projects (bond-funded MC/MM)

- ◆ Maximum Estimated Total Project Costs: \$81,000,000 over the 10 years of the CIP
- ◆ 2018 Bond Funding: \$14,600,000 (Includes \$66.4 million future bonds)

Transportation Staff Facility Renovations

- ◆ Maximum Estimated Project Cost: \$2,100,000
- ◆ 2018 Bond Funding: \$0.0 (Project funding also includes \$2.1 million from reserves)

Field Conversions to Synthetic Turf and Turf Field Replacements (APS Share)

- ◆ Maximum Estimated Total Project Costs
 - ✦ \$1,970,000 Field Conversions
 - ✦ \$2,890,000 Turf Field Replacements
- ◆ 2018 Bond Funding: \$0.0 (Project funding includes \$1.97 million from reserves, \$2.89 million from MC/MM funds)

Building refreshes

- ◆ Maximum Estimated Total Project Costs
 - ✦ \$950,000 Drew Model
 - ✦ \$850,000 Patrick Henry
- ◆ 2018 Bond Funding: \$0.0 (Project funding includes \$1.8 million from MC/MM funds)

MOTION

WHEREAS, Section 15.2-2640 of the Code of Virginia of 1950, as amended (the “Code”), requires that the School Board of Arlington County (“School Board”) request, by resolution, that the County Board of Arlington County (“County Board”) adopt a resolution regarding the contracting of a debt and the issuance of general obligation bonds of Arlington County for school purposes;

NOW, THEREFORE, BE IT RESOLVED, that the School Board, as required by Section 15.2- 2640 of the Code, does hereby request that the County Board adopt a resolution setting forth the maximum amount of its general obligation bonds to be issued for capital projects for school purposes and requesting that the Circuit Court of Arlington County order an election on the question of contracting a debt and issuing the general obligation bonds of Arlington County in an amount not to exceed \$103,000,000 for the purpose of paying the costs of capital projects for school purposes. This resolution shall take effect immediately.

FY 2019-FY 2028 Capital Improvement Fund

Appendix B: Total Project Cost Estimates



A list of all capital projects considered in the FY 2019-28 CIP and their cost is below and can also be found at <https://www.apsva.us/wp-content/uploads/2018/04/Capital-Projects-Considered-for-FY-2019-28-CIP-as-of-April-24-2018.pdf> and <https://www.apsva.us/wp-content/uploads/2018/05/FY-2019-28-CIP-Work-Session-Presentation-May-7-2018.pdf>.

CAPITAL PROJECTS CONSIDERED FOR FY 2019-28 CIP

ELEMENTARY SCHOOL

POTENTIAL CAPITAL PROJECTS	DESCRIPTION	SEATS	TOTAL PROJECT COST 2019 DOLLARS (millions)		SEQUENCING OF CONSTRUCTION PHASING	INCLUDED IN THE 2017-26 CIP	WEB LINK
			LOW ESTIMATE	HIGH ESTIMATE			
New elementary school at the Reed site	Reed building renovation/ expansion to create 110,000 sq. ft. building with surface parking <i>Note:</i> Project is currently in the schematic design phase.	725-750	N/A	\$55.00	N/A	Yes - 725 seats by 2021, \$49.00 million	https://www.apsva.us/design-and-construction/new-elementary-school-at-reed-building/
Additional seats for elementary school use	Buck property building renovation	250+/-	\$14.00	\$14.70	TBD	No	--
Options for future new 110,000 sq. ft. elementary school, site TBD	With surface parking	725-750	\$51.90	\$61.00	N/A	Yes - 400 to 725 seats to be completed by 2025, \$68.92 million	--
	With parking below an adjacent	725-750	\$59.80	\$70.40	N/A	Yes - 400 to 725 seats to be completed by 2025, \$68.92 million	--
	With parking below the school	725-750	\$54.60	\$64.30	N/A	Yes - 400 to 725 seats to be completed by 2025, \$68.92 million	--



FY 2019-FY 2028 Capital Improvement Fund

Appendix B: Total Project Cost Estimates

MIDDLE SCHOOL

POTENTIAL CAPITAL PROJECTS	DESCRIPTION	SEATS	TOTAL PROJECT COST 2019 DOLLARS (millions)		SEQUENCING OF CONSTRUCTION PHASING	INCLUDED IN THE 2017-26 CIP	WEB LINK
			LOW ESTIMATE	HIGH ESTIMATE			
Options for future Renovation/ Additions	Gunston <ul style="list-style-type: none"> 42,000 sq. ft. addition for general classrooms 14,700 sq. ft. light renovation to existing building 	300	\$19.60	\$23.10	TBD	No	--
	Kenmore <ul style="list-style-type: none"> 42,000 sq. ft. addition for general classrooms 14,700 sq. ft. light renovation to existing building 	300	\$19.50	\$22.90	TBD	No	--
	Williamsburg <ul style="list-style-type: none"> 42,000 sq. ft. addition for general classrooms 8,400 sq. ft. light renovation to existing building 	300	\$16.50	\$19.40	TBD	No	--
Future middle school, new bldg. 180,000 sq. ft.	With surface parking at a site TBD	1,000	\$86.90	\$102.10	TBD	No	--

NOTE

- All amounts are in 2019 dollars – 4% per year compounded escalation must be added based on planned project completion date to arrive at final estimated cost.
- Total project cost includes costs for construction, design/project management/other professional services fees, commissioning, utility services, permitting, furniture, equipment (including technology), moving, legal expenses, project contingencies, and APS staff.
- The 250 seats at Arlington Tech are the remaining seats needed to complete the FY 2017-26 CIP project for planned growth at Arlington Tech to 600 students. The FY 2017-26 CIP project seats were to be delivered by September 2018. This timeline has shifted to allow a comprehensive phased development planning effort to occur through the Career Center Working Group (CCWG) prior to beginning any capital expansion project.
- Projects highlighted in yellow represent components of the 1,300 secondary seats from the FY 2017-26 CIP.

SOURCE

APS, Facilities and Operations Department. Data is as of April 24, 2018

FY 2019-FY 2028 Capital Improvement Fund

Appendix B: Total Project Cost Estimates



HIGH SCHOOL

POTENTIAL CAPITAL PROJECTS	DESCRIPTION	SEATS	TOTAL PROJECT COST 2019 DOLLARS (millions)		SEQUENCING OF CONSTRUCTION PHASING	INCLUDED IN THE 2017-26 CIP	WEB LINK
			LOW ESTIMATE	HIGH ESTIMATE			
Renovation of existing facility for high school seats, 55,000 sq. ft.	Education Center <i>Note:</i> part of the 1,300 seats included in the FY 2017-26 CIP	500-600	\$30.40	\$34.20	Education Center will be fully vacated by June 30, 2018	Yes: 1,300 secondary seats to be completed in three phases for start of school in 2022, 2024 and 2026 locations TBD, \$146.71 million. June 2017: School Board action to locate 700-800 of the 1,300 seats at the Career Center and 500-600 at the Education Center.	https://www.apsva.us/instruction/new-high-school/ https://www.apsva.us/engage/education-center/
Additional seats for high school use, 30,000-35,000 sq. ft.	Career Center/ Arlington Tech <ul style="list-style-type: none"> addition for general classrooms on roof of existing building with new stair and elevator access includes no additional parking offsite leased parking will be required 	250	\$14.00	\$16.90	Initial phase of Career Center expansion	Yes: 300 + seats for Arlington Tech, to be delivered by September 2018, \$12.75 million	https://www.apsva.us/career-center/ccwg-follow-journey/
Options for future high school, Career Center	<ul style="list-style-type: none"> Phase 1 add 172,000 sq. ft., including general classrooms, specialty shops and multi-purpose gymnasium/assembly/performance space 50,000 sq. ft. renovation of existing building <i>Note:</i> part of the 1,300 seats included in the FY 2017-26 CIP	800	\$102.50	\$105.10	N/A	Yes: 1,300 secondary seats to be completed in three phases for start of school in 2022, 2024 and 2026 locations TBD, \$146.71 million. June 2017: School Board action to locate 700-800 of the 1,300 seats at the Career Center and 500-600 at the Education Center.	https://www.apsva.us/career-center/ccwg-follow-journey/
	<ul style="list-style-type: none"> Phase 2 add 82,500 sq. ft. for general classrooms and theater/performance/assembly space 50,000 sq. ft. renovation of 	500	\$60.90	\$72.70	Follows completion of Career Center Phase 1	No	https://www.apsva.us/career-center/ccwg-follow-journey/



FY 2019-FY 2028 Capital Improvement Fund

Appendix B: Total Project Cost Estimates

HIGH SCHOOL (CONT.)

POTENTIAL CAPITAL PROJECTS	DESCRIPTION	SEATS	TOTAL PROJECT COST 2019 DOLLARS (millions)		SEQUENCING OF CONSTRUCTION PHASING	INCLUDED IN THE 2017-26 CIP	WEB LINK
			LOW ESTIMATE	HIGH ESTIMATE			
Options for future high school, Career Center	Phase 3 <ul style="list-style-type: none"> add 82,500 GSF addition for general classrooms 50,000 sq. ft. renovation of existing building 	500	\$60.90	\$72.70	Follows completion of Career Center Phase 2	No	https://www.apsva.us/career-center/ccwg-follow-journey/
	Phase 4 <ul style="list-style-type: none"> add 82,500 sq. ft. for general classrooms 	500	\$42.40	\$50.80	Follows completion of Career Center Phase 3	No	https://www.apsva.us/career-center/ccwg-follow-journey/
	Field/Parking Garage New multi-use field above 500 structured parking spaces below grade (required concurrent with or before completion of Career)	0	\$31.80	\$35.00	Required concurrent with or before completion of Career Center Phase 2 unless Henry building is	Anticipated in FY 2015-24 CIP.	https://www.apsva.us/career-center/ccwg-follow-journey/
	Performing arts facility	0	\$7.40	\$8.50		No	
	Swimming pool addition	0	\$24.30	\$27.90		No	
	Demolition of Henry and construction of multi-use field (cannot occur before replacement elementary seats are available)	(468)	\$5.80	\$6.80	Cannot occur before replacement elementary seats are available.	No	https://www.apsva.us/career-center/ccwg-follow-journey/

NOTE

- All amounts are in 2019 dollars – 4% per year compounded escalation must be added based on planned project completion date to arrive at final estimated cost.
- Total project cost includes costs for construction, design/project management/other professional services fees, commissioning, utility services, permitting, furniture, equipment (including technology), moving, legal expenses, project contingencies, and APS staf.
- The 250 seats at Arlington Tech are the remaining seats needed to complete the FY 2017-26 CIP project for planned growth at Arlington Tech to 600 students. The FY 2017-26 CIP project seats were to be delivered by September 2018. This timeline has shifted to allow a comprehensive phased development planning effort to occur through the Career Center Working Group (CCWG) prior to beginning any capital expansion project.
- Projects highlighted in yellow represent components of the 1,300 secondary seats from the FY 2017-26 CIP.

SOURCE

APS, Facilities and Operations Department. Data is as of April 24, 2018

FY 2019-FY 2028 Capital Improvement Fund

Appendix C: Glossary of Terms



Bonding Capacity — The amount of bonds that can be issued in a given year that meets the debt service ratio. APS's bonding capacity is framed by the County Board-adopted financial and debt management policies. These policies provide the parameters for the amounts and timing of bond-financed projects to be included in the County's CIP, ensuring that the CIP is financially sustainable and that it supports the County's triple, triple-A bond ratings.

Bond Financing — Funds generated through the sale of general obligation bonds by Arlington County as authorized by County voters through bond referenda. Bond referenda are scheduled for even-numbered calendar years, with the next bond referendum in November 2018.

Capital Improvement Plan (CIP) — Every two years, the School Board adopts a CIP that addresses APS capital needs—investments needed to improve or enhance the infrastructure of our schools—over the next ten years. The CIP includes major capital projects, such as new schools and school additions, as well as major maintenance and minor construction projects. See CIP Overview for more information.

Construction Contingency — An estimated value added to total project cost to cover unanticipated expenses that come up during construction.

Debt Service Ratio — Within the 10-year CIP period, net tax-supported debt service payments should not exceed 10% of general expenditures, not including the Capital Projects Fund. This percentage is known as the debt service ratio.

Debt Service Increase — In the APS CIP process, it reflects a debt service increase of \$3 million or more over the previous fiscal year.

Design Cost Contingency — An estimated cost added to total project cost to account for development of the design drawings. This contingency's estimated cost is typically reduced as a facility's design becomes increasingly well-defined from conceptual design through bid documents.

Escalation Cost — To plan for projects that would be completed after 2019, a 4% compounded annual increase, or escalation, was added to account for increasing costs of labor and materials through the anticipated mid-point of construction for each project. Anticipated escalation causes the total cost of a project to vary according to the year in which it is scheduled for completion.

Major Construction and Minor Construction/Major Maintenance (MC/MM) — Major maintenance investment needs for APS facilities, such as the repair and/or replacement of HVAC, roofing, and building envelope systems.

Permanent Seat — School seats associated with a current or future school structure. Permanent seats do not include relocatable classrooms.

Soft Costs — Include architecture/engineering design fees, construction management, third-party testing and commissioning fees, permitting fees, moving and legal costs, furniture, fixtures, and equipment costs, and other miscellaneous costs needed to provide a complete project. Soft costs can vary greatly depending on the size, scope, and complexity of the project.

Total Project Cost — Includes construction costs; soft costs and contingencies calculated based on current costs; plus an allowance for escalation, or potential cost increase, through the midpoint of construction.



FINANCIAL: SCHOOLS

Planning Factors

Typical School Staffing

ELEMENTARY SCHOOLS

Abingdon Elementary School
Arlington Science Focus School
Arlington Traditional School
Ashlawn Elementary School
Barcroft Elementary School
Barrett Elementary School
Campbell Elementary School
Carlin Springs Elementary School
Claremont Elementary School
Discovery Elementary School
Drew Elementary School
Fleet Elementary School
Glebe Elementary School
Henry Elementary School
Hoffman-Boston Elementary School

Integration Station Program

Jamestown Elementary School
Key Elementary School
Long Branch Elementary School
McKinley Elementary School
Montessori Public School
of Arlington
Nottingham Elementary School
Oakridge Elementary School
Randolph Elementary School
Taylor Elementary School
Tuckahoe Elementary School

SECONDARY SCHOOLS

Gunston Middle School
Hamm Middle School
Jefferson Middle School
Kenmore Middle School
Swanson Middle School
Williamsburg Middle School

H-B Woodlawn Program

Wakefield High School
Washington-Liberty
High School
Yorktown High School

OTHER SCHOOL PROGRAMS

Arlington Career Center/
Arlington Tech
Arlington Community
High School
Langston
New Directions
Eunice Kennedy Shriver
Program
Teenage Parenting
Program

Planning Factors

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

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

The FY 2020 Adopted Budget teacher staffing ratios for the different levels are as follows:

- ◆ Kindergarten 23.0:1 (Maximum class size of 24)
- ◆ Grade 1 20.0:1 (Recommended maximum class size 24)
- ◆ Grades 2 and 3 22.0:1 (Recommended maximum class size 26)
- ◆ Grades 4 and 5 24.0:1 (Recommended maximum class size 28)
- ◆ Middle School 24.15:1
- ◆ High School 25.9:1

More detail on the staffing ratios is listed in the FY 2020 Adopted Budget Planning Factor document at the following website address: www.apsva.us/budget-finance/planning-factors.

Class Size

The following reflects the average class size in Arlington Public Schools for FY 2019 as reported in the WABE (Washington Area Boards of Education) Guide.

STUDENTS PER CLASSROOM TEACHER

- ◆ Elementary 21.0
- ◆ Middle 20.9
- ◆ High 19.6

How Class Sizes Are Balanced

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

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

Typical School Staffing

The following data illustrate typical staffing allocations for an average elementary school, middle school, and high school based on the FY 2020 adopted planning factors. Staffing and enrollment listed here reflect an estimated average of staffing and enrollment at each level. Actual enrollment and staffing at individual schools will vary due to the number and type of students enrolled and the programs and needs at each school. Additionally, schools may have some differential staffing funded through exemplary projects, instructional initiatives, such as PreK, or county-wide programs which are not reflected below.

TYPICAL STAFFING FOR AN AVERAGE ELEMENTARY SCHOOL	
	STAFF
Principal	1.00
Assistant Principal	1.00
Administrative Assistants	3.50
Classroom Teachers	21.00
Music Teachers	1.40
Art Teachers	1.40
Reading Teachers	1.50
FLES Teacher	1.00
PE Teachers	2.00
K Teachers and Assistants	10.00
VPI Teachers and Assistants	4.00
Math Coach	0.50
Resource Teacher for the Gifted	1.00
Instructional Technology Coordinator	1.00
Counselors	1.40
Librarian	1.00
Library Assistant	1.00
Special Education Staffing	11.50
English Learners Staffing	6.00
Custodians	4.50
TOTAL	75.70

AVERAGE ENROLLMENT BY GRADE	
Kindergarten	95
Grade 1	97
Grade 2	95
Grade 3	90
Grade 4	91
Grade 5	91
TOTAL ENROLLMENT	559

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	135
VPI	32
Special Ed PreK	16
Special Ed	60

Typical School Staffing

TYPICAL STAFFING FOR AN AVERAGE MIDDLE SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.00
Administrative Assistants	8.00
Classroom Teachers	52.00
Health Ed Specialist	0.40
Guidance Counselors	4.00
Director of Counseling	1.00
Middle School Skills Teachers	2.20
Librarian	1.00
Equity and Excellence Teacher	0.50
ACT II Teachers	1.00
Resource Teacher for the Gifted	1.00
Elective/Core Supplement Teacher	1.00
Resource Assistants	1.80
Instructional Technology Coordinator	1.00
Testing Coordinator	0.50
Activity Coordinator	1.00
Special Education Staffing	23.00
English Learners Staffing	6.00
Custodians	10.50
TOTAL	119.90

AVERAGE ENROLLMENT BY GRADE	
Grade 6	352
Grade 7	341
Grade 8	299
TOTAL ENROLLMENT	992

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	86
Special Education	149

TYPICAL STAFFING FOR AN AVERAGE HIGH SCHOOL	
	STAFF
Principal	1.00
Assistant Principals	3.50
Administrative Assistants	16.00
Classroom Teachers	95.20
Health Ed Specialist	0.60
Guidance Counselors	9.40
Director of Counseling	1.00
Music Teacher	1.00
Librarian	2.00
Equity and Excellence 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
Career College Counselor	1.00
Student Activities Director	1.00
Assistant Director of Student Activities	0.50
Athletic Trainer	0.50
Special Education Staffing	45.20
English Learners Staffing	12.60
Custodians	20.00
TOTAL	222.50

AVERAGE ENROLLMENT BY GRADE	
Grade 9	594
Grade 10	555
Grade 11	515
Grade 12	486
TOTAL ENROLLMENT	2150

AVERAGE ENROLLMENT BY CATEGORY	
English Learners	196
Special Education	311

Schools Summary

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

SCHOOLS SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Elementary Schools	\$184,623,686	1,962.70	\$190,598,609	1,984.60	\$196,152,419
Secondary Schools	\$153,899,461	1,454.02	\$158,772,505	1,524.42	\$167,720,101
Other School Programs	\$18,816,293	188.89	\$20,810,694	198.19	\$22,853,422
TOTAL	\$357,339,441	3,605.61	\$370,181,808	3,707.21	\$386,725,942



FINANCIAL:
SCHOOLS

Schools Enrollment Summary

SCHOOL	FY 2020 PROJECTIONS						FY 2019 ADOPTED	DIFFERENCE
	PREK ⁴	K ¹	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Abingdon	40	119	520			679	688	-9
Arlington Science Focus	0	98	584			682	712	-30
Arlington Traditional	38	96	462			596	566	30
Ashlawn	32	109	656			797	712	85
Barcroft	56	89	335			480	436	44
Barrett	81	77	424			582	538	44
Campbell	48	72	334			454	458	-4
Carlin Springs	111	84	448			643	613	30
Claremont	32	144	569			745	780	-35
Discovery	36	93	467			596	610	-14
Drew	62	84	356			502	748 ⁵	-246
Fleet	72	94	454			620	0	620
Glebe	12	101	492			605	617	-12
Henry						0	693	-693
Hoffman-Boston	100	88	386			574	546	28
Jamestown	71	78	482			631	611	20
Key	32	144	550			726	812	-86
Long Branch	38	71	430			539	626	-87
McKinley	0	133	674			807	776	31
Montessori Public School of Arlington	127	50	325			502	0	502
Nottingham	12	78	423			513	529	-16
Oakridge	64	100	476			640	816	-176
Randolph	58	72	340			470	485	-15
Taylor	12	114	544			670	666	4
Tuckahoe	24	91	421			536	526	10
Integration Station	78	0	0			78	91	-13
Dual Enroll	112	0	0			112	0	112
TOTAL ELEMENTARY	1348	2279	11152			14779	14655	124
Gunston				1200		1200	1070	130
Jefferson				1043		1043	1132	-89
Kenmore				1001		1001	942	59
Hamm				670		670	0	670
Swanson				971		971	1260	-289
Williamsburg				1063		1063	1353	-290
H-B Woodlawn				243		243	249	-6
TOTAL MIDDLE				6191		6191	6006	185

Schools Enrollment Summary



SCHOOL	FY 2020 PROJECTIONS						FY 2019 ADOPTED	DIFFERENCE
	PREK ⁴	K ¹	1-5	6-8	9-12	TOTAL	TOTAL	TOTAL
Arlington Community ²					91	91	100	-9
Langston ²					121	121	104	17
Wakefield					2213	2213	2104	109
Washington-Liberty					2155	2155	2272	-117
Arlington Tech					346	346	236	110
Yorktown					2085	2085	2023	62
H-B Woodlawn					480	480	466	14
TOTAL HIGH					7491	7491	7305	186
Shriver Program				13	36	49	50	-1
TOTAL	1348	2279	11152	6204	7527	28510	28016	494
Career Center ³						459	459	0
Integration Station (Community Services)						60	60	0

1. Five-year-old Montessori students are reported in Kindergarten.
2. Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.
3. Career Center FTE are not included in the total as the students are already counted in their home school.
4. PreK projections are prepared by the Department of Teaching & Learning. APS provides specialized services (i.e., Speech) to “dual-enrolled” students on a limited basis and invites PreK students to serve as “peer models” in PreK classrooms that are under-enrolled. Although both dual-enrolled and peer model students are counted towards total enrollment, they are not counted toward capacity utilization since they are in attendance in school only intermittently.
5. FY 2019 Adopted data for Drew includes Drew Model and Montessori Program at Drew.

Note: All Special Education students, including those in self-contained classes, all English Learners students, and all Transition Program students are included within the grade totals at each school.

Elementary Schools Summary

The FY 2020 School Board's Adopted Budget for the twenty-four elementary schools and a PreK special education program totals \$196,152,419 and includes 1,984.60 positions.

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Abingdon	\$9,138,579	89.50	\$9,187,700	87.60	\$9,052,552
Arlington Science Focus	\$7,199,720	80.10	\$7,333,749	79.70	\$7,635,887
Arlington Traditional	\$6,895,691	73.50	\$7,380,763	73.00	\$7,556,933
Ashlawn	\$8,105,579	90.55	\$8,635,580	94.65	\$9,478,165
Barcroft	\$7,987,826	70.80	\$7,488,235	79.30	\$8,385,631
Barrett	\$8,402,418	93.30	\$8,554,090	101.40	\$9,347,557
Campbell	\$6,674,390	71.60	\$7,017,773	71.10	\$7,041,989
Carlin Springs	\$8,867,605	96.90	\$9,184,743	101.50	\$9,968,138
Claremont	\$8,196,053	86.90	\$8,619,271	85.20	\$8,713,076
Discovery	\$6,247,013	73.20	\$6,760,691	72.90	\$6,903,843
Drew	\$10,138,895	108.10	\$9,910,895	82.70	\$7,784,512
Fleet	\$0	0.00	\$0	92.40	\$8,851,383
Glebe	\$7,236,010	75.50	\$7,762,383	71.60	\$7,597,501
Henry	\$9,566,967	101.50	\$9,330,000	0.00	\$0
Hoffman-Boston	\$8,557,387	98.20	\$8,963,892	99.40	\$9,203,177
Jamestown	\$7,362,256	74.85	\$7,550,306	82.25	\$8,255,414
Key	\$9,308,423	93.40	\$9,654,387	84.70	\$8,843,156
Long Branch	\$7,046,541	80.60	\$7,708,089	80.50	\$7,769,691
McKinley	\$7,787,099	82.50	\$7,990,685	83.50	\$8,088,358
Montessori Public School of Arlington	\$0	0.00	\$0	65.40	\$6,168,492
Nottingham	\$6,371,386	60.70	\$6,508,773	60.90	\$6,421,938
Oakridge	\$9,348,435	99.80	\$9,441,489	85.20	\$7,960,761
Randolph	\$7,842,950	79.60	\$7,731,528	77.60	\$7,514,759
Integration Station	\$2,229,657	36.20	\$3,309,472	31.20	\$3,102,165
Taylor	\$7,783,220	81.00	\$8,036,170	77.50	\$7,963,652
Tuckahoe	\$6,329,583	64.40	\$6,537,942	63.40	\$6,543,689
TOTAL	\$184,623,686	1,962.70	\$190,598,609	1,984.60	\$196,152,419

Note: FY 2018 and FY 2019 data shown above for Drew includes Drew Model School and the Montessori Program at Drew. In FY 2020 Drew Model School is renamed Dr. Charles R. Drew and opened as a neighborhood school. The Montessori Public School of Arlington (previously named the Montessori Program at Drew) moved to the Patrick Henry building in FY 2020.

Elementary Schools Summary

Arlington Public Schools' 24 elementary schools include neighborhood elementary schools, four countywide options programs at five sites including Montessori Public School of Arlington (moving to Henry building for 2019-20), Expeditionary Learning at Campbell, Arlington Traditional School, and Immersion at Claremont and Key. The two immersion schools draw from approximately one-half of the county. The Integration Station has several Prekindergarten special education programs that serve students ages 2-5 who have disabilities. All the elementary schools instruct students according to the Virginia Standards of Learning (SOLs) and the countywide curriculum as, described in the Elementary Program of Studies, and all use textbooks and supplementary materials selected centrally. In addition to classroom teachers, each school has additional art, music, and physical education teachers. Resource teachers are also provided in the schools for reading, mathematics, and gifted services. Special education teachers and assistants provide resource and self-contained services for special education students and English Learners 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 2020 the following schools will also have specialized programs to provide services to students with specific needs:

Title I at:

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

PreK Initiative at:

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

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

All schools except Montessori Public School of Arlington

All-Day Montessori Programs at:

Barrett, Carlin Springs, Montessori Public School of Arlington, Discovery, Fleet, Oakridge, Jamestown

Exemplary Projects at:

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

PreK Special Education at:

Abingdon, Arlington Traditional, Ashlawn, Barcroft, Barrett, Carlin Springs, Discovery, Drew, Fleet, Glebe, Montessori Public School of Arlington, Hoffman-Boston, Jamestown, Long Branch, Nottingham, Oakridge, Randolph, Integration Station, Taylor, Tuckahoe

Interlude:

Campbell

Elementary Schools Summary

FY 2020 PRIORITIES

Each school is required to develop an annual school management plan that outlines its most salient goals and an action plan for the current school year. These plans are based on the school leadership team's assessment of the school's student data and aligned with the goal areas of the division's six-year strategic plan. The development process includes the participation of the school's advisory committee. School management and improvement planning is specified in the Virginia Standards of Quality. In addition, Arlington Public Schools supports this planning process as a best practice in promoting continuous improvement in each of its schools.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling 1.00 FTE, was taken from the elementary schools accounts.

- ◆ Eliminate a 1.00 FLES teacher position at Key elementary school. (201070-41254)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ Two assistant positions were added in FY 2019 for the Montessori Public School of Arlington to assist with the transition of the program moving to a new location. These positions were funded using one-time funds in FY 2019. In FY 2020 these positions are funded again with one-time funds and will be part of the baseline budget in FY 2021. (208300-41375)
- ◆ The FY 2019 Superintendent's Proposed budget included increasing the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12. The FY 2019 Adopted budget reinstated the planning factor for one year with one-time funds. The FY 2020 budget includes the increase of the classroom teacher planning factor from this point forward. (201000, 301000, 401000, 501000-41254, 601000-41260)

New Schools and Program Moves

In September 2019, five new schools and programs will be opened. Alice West Fleet (a new elementary school), Montessori Public School of Arlington (previously named the Montessori Program at Drew and moving to the Patrick Henry elementary school site), Dr. Charles R. Drew (previously named Drew Model and opening as a neighborhood elementary school), Dorothy Hamm (a new middle school), and H-B Woodlawn and Eunice Kennedy Shriver (formerly called Stratford) programs relocating to The Heights Building. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Funds are budgeted at the schools and various central office budgets. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45.

Elementary Schools Summary

Baseline Adjustments

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.

Baseline Increases

In order to continue providing existing services, the following items are funded.

- ◆ A 0.50 exemplary project teacher position is added to Discovery and Tuckahoe. These positions were approved in FY 2019 and funded in FY 2019 from contingency funds. (211100-41254)
- ◆ Funds of \$16,080 are added for elementary robotics stipends at Abingdon, Discovery, and Arlington Science Focus and for elementary music production stipends at Discovery, Taylor, Long Branch, Barrett, and Nottingham. These stipends were approved in FY 2019 and funded in FY 2019 from contingency funds. (201000-41204)
- ◆ A 0.50 reading teacher position is added to Barrett and Drew to reinstate for one year the reading teacher position that was lost due to the formula calculation of the planning factor. Maintaining these positions continues the high quality reading program at the schools. (201020-41254)
- ◆ Based on the application of the custodian allocation formula, a net increase of 2.50 custodians are added at the elementary schools. (217000-41316)
- ◆ In FY 2019, a 1.00 principal position and a 1.00 clerical position was budgeted in the Department of Administrative Services to prepare for the new school opening. These positions are moved to the Fleet elementary school budget in FY 2020. (104000-41232, 41364)
- ◆ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the elementary schools is a increase of \$110,082. (217000-45624, 217000-45630, 217000-45680)
- ◆ Funds of \$120,566 are added to the Lease Agreement account for the Integration Station which is co-located with The Children's School in the Ballston area. (217000-45643)
- ◆ 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)
- ◆ One-time funds of \$25,000 added to Randolph Elementary school's IB exemplary project in FY 2019 is reinstated as a permanent budget for the school in FY 2020. (211100-43433)

Abingdon

SCHOOL INFORMATION

Abingdon Elementary emphasizes higher level thinking, an appreciation for learning, the use of art integration, and innovative literacy strategies throughout its instructional programs. As a Kennedy Center CETA (Changing Education Through the Arts) school, art integration accentuates the instructional program by incorporating the arts into teaching and learning. Students use creative processes to build knowledge and understanding through an integration of art and technology in the curriculum. In addition to CETA, Abingdon incorporates Project GIFT (Gaining Instruction through Fine Arts and Technology), which enhances the integration of art and technology throughout the school by providing wheel classes in Architecture, Living Histories, Science Lab, Spanish and Technology. Project GIFT challenges students to use multiple intelligences to solve real world concerns. Abingdon Elementary specializes in many school-wide activities. Families are encouraged to be active in their children's education to promote a wide array of purposeful learning experiences that encourage every child to become a lifelong learner.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Kennedy Center's Changing Education Through the Arts Program (CETA) provides three Kennedy Center arts coaches
- ◆ Architecture and communications classes, all PreK-5
- ◆ Video Journalism
- ◆ Math resource teacher
- ◆ Science Lab, all PreK-5
- ◆ Orff Music Instruction, K-5
- ◆ Instrumental music instruction, grade 5
- ◆ School Yard Gardening Project
- ◆ History Alive! Program
- ◆ Emphasis on interdisciplinary units
- ◆ Book Buddies
- ◆ Living Histories classes
- ◆ Emphasis on use of technology to support instruction
- ◆ SIOP (Sheltered Instruction Observation Protocol)
- ◆ Spanish instruction for all students

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	615
Special Education Self-Contained	24
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	8
TOTAL ENROLLMENT	679

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	25
EL 1, 2, 3	175
Gifted*	97
Special Education Resource	43
Receiving Free and Reduced Lunch*	295

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	24.00
First Grade	22.25
Second Grade	22.40
Third Grade	21.40
Fourth Grade	24.00
Fifth Grade	21.60

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
662	685	679

Abingdon

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,592,047	\$6,630,145	6,509,519
Employee Benefits	\$2,290,863	\$2,288,875	2,264,524
Purchased Services	\$5,223	\$7,915	7,915
Other Charges	\$131,705	\$142,605	152,596
Materials and Supplies	\$97,267	\$88,684	88,608
Capital Outlay	\$21,474	\$29,477	29,390
TOTAL	\$9,138,579	\$9,187,700	\$9,052,552

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	23.00	22.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	2.00	2.00
Kindergarten Teachers	5.00	6.00
PreK Teachers	2.00	2.00
Special Education Teachers	3.00	4.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learners Teachers	5.90	4.90
Music Teachers	2.80	2.60
Art Teachers	2.80	2.60
Physical Education Teachers	2.60	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.40
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	0.50
Kindergarten Assistants	5.00	6.00
PreK Teacher Assistants	1.00	0.00
Library Assistants	1.00	1.00
EL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	5.50	5.50
TOTAL	89.50	87.60

Arlington Science Focus

SCHOOL INFORMATION

The program at Arlington Science Focus School (ASFS) is designed to develop extensive understanding of science content and process through inquiry-based learning. Science content is used as the catalyst to teach all curricula, as natural inquiry methods are used to develop students' skills of thinking, analyzing, reflecting, problem-solving and hypothesizing. In addition, science, technology, engineering and mathematics (STEM) are integrated into the delivery of all instruction. Students are encouraged to use various strategies to tackle complex problems. The ASFS philosophy celebrates diversity and uniqueness. As Gardner's



Theory of the Nine Multiple Intelligences is implemented in classrooms, the focus is to promote the skills that are valued in the community and the broader society. This approach allows students to gradually assume responsibility for their own learning. ASFS provides a strong academic program that is enriched with many challenging experiences. In doing so, its students are truly young scientists constructing the future.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Weekly Science City Experiments
- ◆ Investigation Station—"hands on" science lab
- ◆ Water Gardens and Courtyard
- ◆ Outdoor Education Gardens, Weather Station
- ◆ Bright Link Interactive Technology in every instructional space
- ◆ School Yard Habitat Day, Family Math Day, Science/Technology Night
- ◆ Continental Math League, Math Dice Competition
- ◆ Geography Bee, Odyssey of the Mind
- ◆ Freshwater aquarium, Aquarium Club
- ◆ Integrated instruction

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	641
Special Education Self-Contained	41
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	0
TOTAL ENROLLMENT	682

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	23
EL 1, 2, 3	98
Gifted*	211
Special Education Resource	25
Receiving Free and Reduced Lunch*	157

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.60
First Grade	21.80
Second Grade	20.40
Third Grade	25.40
Fourth Grade	22.60
Fifth Grade	24.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
684	683	682

Arlington Science Focus

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,177,420	\$5,294,400	\$5,500,020
Employee Benefits	\$1,774,854	\$1,788,161	\$1,890,068
Purchased Services	\$1,655	\$0	\$0
Other Charges	\$125,540	\$129,268	\$127,644
Materials and Supplies	\$91,316	\$91,238	\$88,636
Capital Outlay	\$28,936	\$30,682	\$29,519
TOTAL	\$7,199,720	\$7,333,749	\$7,635,887

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	24.00	25.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	1.00	1.00
Kindergarten Teachers	6.00	5.00
PreK Teachers	0.00	0.00
Special Education Teachers	4.00	7.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
English Learners Teachers	3.20	3.40
Music Teachers	2.60	2.40
Art Teachers	2.60	2.40
Physical Education Teachers	2.60	2.40
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	5.00
PreK Teacher Assistants	0.00	0.00
Library Assistants	1.00	1.00
EL Teacher Assistants	1.50	2.00
Special Education Teacher Assistant	3.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.00
Custodians	4.00	4.00
TOTAL	80.10	79.70

Arlington Traditional

SCHOOL INFORMATION

Arlington Traditional School (ATS) has been a unique countywide elementary school since 1978. The school serves students in PreK through grade five from all Arlington neighborhoods. ATS is noted for its adherence to traditional education. The ABCs of Success – Academics, Behavior and Character – are essential ingredients of that traditional program. The school colors, blue and gold, signify the importance of individual achievement and following the Golden Rule.

The school's strong collaboration with parents and community partners provides supportive resources for students. The ATS community believes that successful students result from a shared commitment to learning and character development in a structured, engaging environment with traditions. The ATS goal is to engage, educate and empower all students. The school was named a Parent Involvement School of Excellence in 2006, received National Schools of Character finalist awards in 2007 and 2008, and was highlighted in Samuel Casey Carter's book, *On Purpose: How Great Schools Form Strong Character* in 2011.



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 2020 PROJECTED ENROLLMENT	
General Education K-5	522
Special Education Self-Contained	36
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	6
TOTAL ENROLLMENT	596

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	23
EL 1, 2, 3	90
Gifted*	148
Special Education Resource	29
Receiving Free and Reduced Lunch*	162

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	24.00
First Grade	24.00
Second Grade	23.75
Third Grade	24.00
Fourth Grade	23.67
Fifth Grade	24.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
540	562	596

Arlington Traditional



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,946,327	\$5,306,155	\$5,402,330
Employee Benefits	\$1,720,973	\$1,837,412	\$1,907,620
Purchased Services	\$1,140	\$0	\$0
Other Charges	\$141,150	\$136,137	\$142,247
Materials and Supplies	\$64,713	\$76,274	\$78,919
Capital Outlay	\$21,389	\$24,785	\$25,817
TOTAL	\$6,895,691	\$7,380,763	\$7,556,933

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	17.00	19.00
Foreign Language Teachers	2.50	2.50
Kindergarten Teachers	5.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	4.00	5.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	1.50
Math Coach	0.50	0.50
English Learners Teachers	2.70	2.70
Music Teachers	2.20	2.20
Art Teachers	2.20	2.20
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	5.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
EL Teacher Assistants	1.50	2.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	3.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.50	4.50
TOTAL	73.50	73.00

Ashlawn

SCHOOL INFORMATION

Ashlawn Elementary is a welcoming school that prides itself on community spirit. Staff, students, and parents together create a sense of “Ashlawn Pride.” Ashlawn is a close-knit neighborhood school with a well-deserved reputation as a friendly, caring place where families know each other by name. The diverse student population reflects the demographics in Arlington, representing over 30 different countries and cultures. This fosters an appreciation for world cultures and individual differences.



Ashlawn embraces development of the whole child. Upon graduation, students are expected to perform well academically and have an awareness and concern for the people of the world and the planet on which they live. With a focus on the work of the Earth Charter Initiative, the staff and parents of Ashlawn developed The Global Citizenship Project (GCP). The GCP provides Ashlawn students with opportunities to succeed in the world through an understanding of global issues and a commitment to local concerns.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Global Citizenship Project
- ◆ Foreign language instruction in Spanish (K-5)
- ◆ PTA-sponsored science aide to support hands-on science lessons
- ◆ Full-time Gifted Resource teacher
- ◆ English Learners program
- ◆ Preschool education program: Toddler Preschool Special Education, Virginia Preschool Initiative (VPI)
- ◆ School-wide and classroom community service
- ◆ Outdoor education experiences focused on conservation
- ◆ Themed library nights and First Grade Read-a-thon
- ◆ Special Education Inclusion model

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	721
Special Education Self-Contained	38
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	16
PreK Special Education**	16
TOTAL ENROLLMENT	797

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	36
EL 1, 2, 3	109
Gifted*	207
Special Education Resource	40
Receiving Free and Reduced Lunch*	131

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	24.40
First Grade	21.50
Second Grade	25.00
Third Grade	26.20
Fourth Grade	22.33
Fifth Grade	28.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
696	779	797

Ashlawn



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	5,839,239	\$6,230,367	6,830,442
Employee Benefits	1,999,179	\$2,108,878	2,344,583
Purchased Services	10,885	\$13,920	13,920
Other Charges	134,281	\$154,020	146,444
Materials and Supplies	93,668	\$97,886	108,305
Capital Outlay	28,327	\$30,510	34,471
TOTAL	\$8,105,579	\$8,635,580	\$9,478,165

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	28.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	5.00	5.00
PreK Teacher	1.00	1.00
Special Education Teachers	6.00	6.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	3.20	3.20
Music Teachers	2.80	3.20
Art Teachers	2.80	3.20
Physical Education Teachers	2.60	3.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.25	0.25
Counselors	1.40	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.50
EL Teacher Assistants	1.50	2.50
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	4.00	1.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	5.00	5.50
TOTAL	90.55	94.65

Barcroft

SCHOOL INFORMATION

Barcroft's unique exemplary school project, the Leonardo da Vinci Project, is modeled after Leonardo da Vinci's actions as a thinker. Barcroft students 'Learn Like Leonardo' by being: well in body and mind, balanced thinkers, curious, risk takers, good citizens, communicators, reflective, open-minded, aware and problem solvers. By employing creative and scientific thought throughout their learning experiences, Barcroft students are challenged with focused thinking and problem-solving activities. The highly regarded project provides students with explorations of their academic studies through interdisciplinary thematic units.



Barcroft Elementary School is the only Arlington school that follows a modified school year calendar. This calendar balances the school year and provides continuous learning opportunities for all. Summer learning losses are reduced due to the shorter summer break. Each quarter is followed by either a two week Intersession, where students study in extension courses, or a break during the school year to provide continuous learning cycles.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ EL/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 2020 PROJECTED ENROLLMENT	
General Education K-5	366
Special Education Self-Contained	58
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	24
TOTAL ENROLLMENT	480

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	21
EL 1, 2, 3	160
Gifted*	72
Special Education Resource	15
Receiving Free and Reduced Lunch*	299

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	17.50
First Grade	18.50
Second Grade	15.67
Third Grade	22.33
Fourth Grade	25.33
Fifth Grade	22.33

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
434	438	480

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,768,968	\$5,456,816	6,027,681
Employee Benefits	\$1,965,096	\$1,826,857	2,142,299
Purchased Services	\$4,430	\$958	958
Other Charges	\$121,272	\$118,520	123,676
Materials and Supplies	\$65,188	\$66,284	70,539
Capital Outlay	\$62,872	\$18,800	20,479
TOTAL	\$7,987,826	\$7,488,235	\$8,385,631

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	14.00
Even Start Teacher	2.00	2.00
Foreign Language Teachers	2.00	2.00
Special Project Teachers	0.90	0.90
Kindergarten Teachers	3.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	5.00	8.00
Special Education Resource Teachers	0.50	1.00
PreK Special Education Teachers	1.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	4.90	4.90
First Language Support Teacher	0.20	0.20
Music Teachers	1.60	2.00
Art Teachers	1.60	2.00
Physical Education Teachers	1.60	1.80
Reading/Skills Teachers	1.00	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.50
Kindergarten Assistants	3.00	4.00
Teacher's Assistant	1.00	1.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
EL Teacher Assistants	3.50	3.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	2.00
PreK Special Education Teacher Assistant	1.50	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
TOTAL	70.80	79.30

Barrett

SCHOOL INFORMATION

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 teachers use a workshop approach to focus on students' current needs and take steps to get to the next level, focusing on talent development for all students. Staff incorporate Responsive Classroom community building strategies as well as Growth Mindset principles to meet the needs of the Whole Child. Barrett's unique Project Discovery and Project Interaction link the entire school in an integrated program using hands-on instruction to promote an in-depth understanding of science and math in everyday life, a mastery of technological tools, and a strong foundation in the communication arts that fosters critical thinking and clear expression.



As an Alumni NASA Explorer School, Barrett staff works with NASA education specialists, mathematicians, engineers and scientists to incorporate innovative strategies, resources, and technology tools into math and science instruction.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

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

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	429
Special Education Self-Contained	54
Countywide Special Education K-5	18
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	42
PreK Special Education**	22
TOTAL ENROLLMENT	582

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	25
EL 1, 2, 3	202
Gifted*	185
Special Education Resource	40
Receiving Free and Reduced Lunch*	311

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.75
First Grade	18.25
Second Grade	18.75
Third Grade	20.25
Fourth Grade	25.00
Fifth Grade	21.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
543	560	582

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,047,149	\$6,150,539	\$6,662,308
Employee Benefits	\$2,133,446	\$2,185,561	\$2,460,327
Purchased Services	\$311	\$0	\$0
Other Charges	\$107,693	\$121,069	\$120,781
Materials and Supplies	\$95,985	\$72,347	\$77,588
Capital Outlay	\$17,834	\$24,574	\$26,554
TOTAL	\$8,402,418	\$8,554,090	\$9,347,557

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	16.00	18.00
Foreign Language Teachers	2.00	2.50
Special Project Teachers	2.00	2.00
Kindergarten Teachers	4.00	4.00
Montessori Teachers	1.00	1.00
PreK Teachers	3.00	3.00
Special Education Teachers	4.00	8.00
Special Education County-wide Teachers	4.00	4.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	1.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	5.60	5.60
First Language Support Teacher	0.20	0.20
Music Teachers	2.40	2.60
Art Teachers	2.40	2.60
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
EL Teacher Assistants	4.50	4.50
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	8.00	8.00
Special Education Teacher Assistant	2.00	1.00
PreK Special Education Teacher Assistant	1.50	2.50
Montessori Teacher Assistants	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	93.30	101.40

Campbell

SCHOOL INFORMATION

Campbell is a member of the EL Education national organization. In EL schools, there is an emphasis on authentic learning, rigorous academics and a supportive school culture. Campbell students engage in interdisciplinary units called “Learning Expeditions.” Content is integrated into meaningful, real life experiences that foster character growth, high expectations and equity. Students showcase their learning through culminating projects and parent presentations. Campbell also has an outdoor learning focus, in which students learn through planting vegetables, preparing organic foods, and observing nature.



At Campbell, students loop with their teacher for two years, which promotes long term relationships with teachers and peers. Campbell’s alternate report card highlights a student’s academic progress, habits as a learner, and social/personal responsibility. Student-led parent conferences allow students to share their learning as documented in their portfolios. Responsive Classroom techniques and a daily morning meeting foster a safe and supportive environment. Campbell is a natural place to learn.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Program is grounded by the design principles and core practices of Expeditionary Learning, a nationally recognized school reform model
- ◆ Students stay with the same teacher for two years, K-fifth grade
- ◆ Developmentally appropriate instruction promotes hand-on learning, problem solving, discovery, choice and in-depth understanding

- ◆ Strong Community Partnerships with AFAC, Greenbrier Learning Center, Pentagon City Residence Inn and Long Branch Nature Center enhance students’ learning experiences
- ◆ An alternative report card system uses The Work Sampling System with specific information about each child’s progress and includes three parent conferences

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	390
Special Education Self-Contained	16
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	48
PreK Special Education**	0
TOTAL ENROLLMENT	454

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	20
EL 1, 2, 3	112
Gifted*	130
Special Education Resource	41
Receiving Free and Reduced Lunch*	218

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	20.25
First Grade	20.33
Second Grade	19.00
Third Grade	21.00
Fourth Grade	20.00
Fifth Grade	18.67

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
428	443	454

Campbell



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,759,060	\$5,010,492	\$5,003,556
Employee Benefits	\$1,642,069	\$1,726,165	\$1,761,271
Purchased Services	\$45,793	\$71,942	\$71,942
Other Charges	\$109,669	\$120,680	\$116,794
Materials and Supplies	\$80,364	\$68,662	\$68,721
Capital Outlay	\$37,435	\$19,833	\$19,705
TOTAL	\$6,674,390	\$7,017,773	\$7,041,989

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	15.00	16.00
Foreign Language Teachers	2.00	2.00
Kindergarten Teachers	4.00	3.00
PreK Teachers	3.00	3.00
Special Education Teachers	4.00	3.00
Special Education Resource Teachers	1.50	2.00
Interlude Teacher	2.00	3.00
PreK Special Education Teachers	1.00	0.00
Math Coach	0.50	0.50
EL Teachers	3.40	3.90
Music Teachers	1.80	1.80
Art Teachers	1.80	1.80
Physical Education Teachers	1.60	1.60
Reading/Skills Teachers	1.00	1.00
Gifted Teachers	1.00	1.00
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	1.00
Kindergarten Assistants	4.00	3.00
PreK Teacher Assistants	2.00	2.00
Library Assistant	1.00	1.00
EL Teacher Assistants	2.50	2.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	0.00
PreK Special Education Teacher Assistant	1.50	0.00
Interlude Resource Assistants	4.00	6.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
TOTAL	71.60	71.10

Carlin Springs

SCHOOL INFORMATION

Carlin Springs Elementary School serves an international community of children PreK through grade five. The school's primary mission is to teach and empower students to be lifelong learners. As a national award-winning community school, Carlin Springs' school facility is used as a base to support students and their families with the help of thirty business and community partners.

Carlin Springs' instructional program is challenging and enriching. Differentiated instruction allows teachers to meet the diverse needs of students by planning instruction that is responsive to their readiness, interests and learning styles.

Conscious Discipline skills and Brain Smart Starts foster a safe environment and promote wise decision-making. A strong technology program includes a STEM Lab funded by a Verizon grant and many interactive and innovative learning opportunities for all students. Class size ratios are small and learning is extended through over twenty-five after-school enrichment clubs and tutoring sessions. The school offers a wide variety of opportunities for parental involvement.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Mathematics instructional resource teacher and Resource Teacher for the Gifted provide curriculum support to staff and students
- ◆ Summer school and summer camp
- ◆ Implementation of Spanish instruction, K-5
- ◆ Science enrichment classes, PreK-5
- ◆ School-wide implementation of Title I and Reading is Fundamental (RIF)
- ◆ Full implementation of Reading Recovery
- ◆ Federally- and state-funded class size reduction program
- ◆ Virginia Preschool Initiative Program (VPI) for four-year-olds
- ◆ Outdoor learning area for science and history
- ◆ Implementation of My Reading Coach and Earobics
- ◆ Collaboration with local artist for curriculum-based projects

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	495
Special Education Self-Contained	37
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	17
Pre-School 4 year-old students	58
PreK Special Education**	36
TOTAL ENROLLMENT	643

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	32
EL 1, 2, 3	315
Gifted*	215
Special Education Resource	30
Receiving Free and Reduced Lunch*	514

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.00
First Grade	23.00
Second Grade	18.50
Third Grade	17.80
Fourth Grade	23.25
Fifth Grade	23.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
618	624	643

Carlin Springs



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,397,188	\$6,590,688	\$7,126,545
Employee Benefits	\$2,178,140	\$2,222,806	\$2,465,962
Purchased Services	\$3,130	\$73,413	\$73,413
Other Charges	\$168,186	\$174,812	\$174,946
Materials and Supplies	\$85,095	\$96,604	\$99,605
Capital Outlay	\$35,865	\$26,420	\$27,667
TOTAL	\$8,867,605	\$9,184,743	\$9,968,138

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	19.00	19.00
Foreign Language Teachers	2.50	2.50
Kindergarten Teachers	4.00	4.00
Montessori Teacher	1.00	1.00
PreK Teachers	4.00	4.00
Special Education Teachers	5.00	5.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	3.00	4.00
Math Coach	0.50	0.50
English Learners Teachers	7.80	8.30
First Language Support Teacher	0.20	0.20
Music Teachers	3.00	3.00
Art Teachers	3.00	3.00
Physical Education Teachers	2.20	2.80
Reading/Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Community School Coordinator	0.50	0.50
Bilingual Family Liaison	1.00	1.00
Special Project Resource Assistant	0.50	0.50
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	3.00	3.00
Library Assistants	1.00	1.00
EL Teacher Assistants	6.00	6.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	3.00
PreK Special Education Teacher Assistant	4.00	5.00
Montessori Teacher Assistant	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
TOTAL	96.90	101.50

Claremont

SCHOOL INFORMATION

Claremont Immersion Elementary School is a learning community where doors are opened and minds are immersed in the richness of learning in two languages, English and Spanish.

In Claremont's kindergarten through grade five dual language immersion program, children learn a second language in a natural way through everyday conversation and content instruction. Students spend half of their day in a Spanish-language classroom learning math, Spanish reading/writing, science and music or art, and the other portion of the day learning reading, writing, social studies, physical education and music or art in English. This learning environment develops fluency in two languages and fosters caring, respectful and supportive cross-cultural relationships.

Our exemplary initiative "Project SPARK" ignites student learning through a variety of unique art opportunities that are specific to Spanish language and multicultural experiences. Claremont Immersion students are bilingual, global citizens, caring and kind team players, effective communicators, independent problem solvers and persistent, life-long learners. We are proud of our students learning in two languages!



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
- ◆ VPI for four year olds
- ◆ Exemplary project SPARK—igniting student learning through the arts and maintaining partnerships with local museums, businesses and organizations.
- ◆ Extended music and art learning opportunities—Spanish Chorus, Orff Group, author visits, museum trips, Art Club
- ◆ Claremont Showcase Museum Night and Science Fair

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	682
Special Education Self-Contained	31
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	0
TOTAL ENROLLMENT	745

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	24
EL 1, 2, 3	174
Gifted*	173
Special Education Resource	44
Receiving Free and Reduced Lunch*	253

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	23.33
First Grade	21.50
Second Grade	21.67
Third Grade	23.25
Fourth Grade	21.40
Fifth Grade	23.40

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
745	750	745

Claremont



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,895,041	\$6,202,147	\$6,235,859
Employee Benefits	\$2,013,640	\$2,115,908	\$2,173,684
Purchased Services	\$26,889	\$26,026	\$26,026
Other Charges	\$142,319	\$143,591	\$150,934
Materials and Supplies	\$90,318	\$97,904	\$94,341
Capital Outlay	\$27,846	\$33,695	\$32,232
TOTAL	\$8,196,053	\$8,619,271	\$8,713,076

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	26.00	24.00
Foreign Language Teachers	3.00	3.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	3.00	5.00
Special Education Resource Teachers	2.50	2.00
PreK Special Education Teachers	0.00	0.00
Math Coach	0.50	0.50
EL Teachers	4.40	4.90
Music Teachers	3.20	2.80
Art Teachers	3.20	2.80
Physical Education Teachers	3.00	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.60	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	6.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.50	1.00
EL Teacher Assistants	3.50	3.50
Testing Coordinator	0.50	0.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	4.50
Custodians	4.50	4.50
TOTAL	86.90	85.20

Discovery

SCHOOL INFORMATION

Discovery Elementary is a neighborhood school where students engage in sustainability practices and serve as stewards of the environment. Discovery is a Net Zero Energy school in that the total amount of energy used in a year is approximately equal to the amount of renewable energy created during that year. As a green building, Discovery supports experiential learning and encourages students to be stewards of the environment through service and leadership. John Glenn lived in the neighborhood and ran orbital patterns with his children on the school site. The name Discovery is not only a nod to Glenn, but evokes the spirit of learning.



As a Professional Learning Community, Discovery teachers collaborate to plan and deliver engaging and interactive lessons and assess student learning via standard-based grading. Further, teachers implement the Responsive Classroom approach to support students' academic, social, and emotional development.

Discovery Vision: *We learn together as a team and encourage everyone to explore, dream, and discover while making a positive impact in our community.*

Discovery Mission: *Explorers learn, collaborate, and innovate with the world in mind.*

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Preschool special education program
- ◆ Montessori program
- ◆ Countywide Functional Life Skills program
- ◆ Professional Learning Community
- ◆ Arlington Tiered System of Support
- ◆ Instructional Coaches for math, reading and writing, technology, and gifted
- ◆ Responsive Classroom
- ◆ Standard-based Grading
- ◆ Eco-Action Team

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	539
Special Education Self-Contained	15
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	28
Pre-School 4 year-old students	0
PreK Special Education**	8
TOTAL ENROLLMENT	596

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	2
EL 1, 2, 3	10
Gifted*	164
Special Education Resource	62
Receiving Free and Reduced Lunch*	29

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	20.25
First Grade	20.60
Second Grade	21.50
Third Grade	22.75
Fourth Grade	21.50
Fifth Grade	22.20

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
622	594	596

Discovery



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,578,062	\$4,962,688	\$5,031,713
Employee Benefits	\$1,534,003	\$1,667,990	\$1,743,302
Purchased Services	\$44	\$0	\$0
Other Charges	\$27,406	\$23,794	\$23,997
Materials and Supplies	\$70,743	\$79,971	\$79,013
Capital Outlay	\$36,754	\$26,248	\$25,818
TOTAL	\$6,247,013	\$6,760,691	\$6,903,843

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	21.00
Foreign Language Teachers	2.50	2.50
Special Projects Teacher	0.00	0.50
Kindergarten Teachers	4.00	4.00
Montessori Teachers	2.00	2.00
Special Education Teachers	4.00	2.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.50	3.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learners Teachers	0.50	0.50
Music Teachers	2.40	2.00
Art Teachers	2.40	2.00
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	0.00	2.00
PreK Special Education Teacher Assistant	1.50	1.50
Montessori Teacher Assistants	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	3.50
Custodians	5.00	5.00
TOTAL	73.20	74.90

Dr. Charles R. Drew

SCHOOL INFORMATION

Dr. Charles R. Drew School (renamed and opening as a neighborhood school in September 2019) is a newly established neighborhood elementary school which will serve a diverse and rich population of students. Drew provides students with authentic, inquiry-based learning experiences which focus on core instructional components with an emphasis of STEAM (Integration of Science, Technology, Engineering, Art and Music.) Students engage in innovative and differentiated learning experiences to promote learning; enhancement of critical thinking and problem-solving skills and the development of the whole child. At Drew, partnerships are developed to connect staff, families and community members to ensure that all members are actively involved, connected and valued to ensure students' academic, social and emotional success. Drew believes in fostering choice and responsibility among students when it comes to their education.



INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ◆ Drew provides students with authentic, inquiry-based learning experiences
- ◆ Students at Drew engage in innovative and differentiated learning experiences

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	403
Special Education Self-Contained	25
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	26
PreK Special Education**	36
TOTAL ENROLLMENT	502

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	39
EL 1, 2, 3	177
Gifted*	172
Special Education Resource	19
Receiving Free and Reduced Lunch*	198

*FY 2019 Actual Enrollment (see note below)

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	21.50
First Grade	17.50
Second Grade	13.50
Third Grade	17.50
Fourth Grade	17.50
Fifth Grade	16.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
697	679	502

Note: FY 2018 and FY 2019 actual and adopted data includes Drew Model and Montessori Program at Drew. In FY 2020, Drew Model is renamed to Dr. Charles R. Drew and opened as a neighborhood elementary school. The data shown for FY 2020 is for Dr. Charles R. Drew. (The Montessori Program at Drew name changed to Montessori Public School of Arlington and moving to the Patrick Henry site in Sept. 2019. See separate section for school detail.)

Dr. Charles R. Drew



FINANCIAL SUMMARY*

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$7,221,012	\$7,081,480	\$5,427,854
Employee Benefits	\$2,592,551	\$2,497,953	\$2,062,311
Purchased Services	\$172	\$0	\$0
Other Charges	\$202,706	\$203,548	\$204,399
Materials and Supplies	\$94,102	\$95,438	\$68,516
Capital Outlay	\$28,351	\$32,477	\$21,433
TOTAL	\$10,138,895	\$9,910,895	\$7,784,512

POSITION SUMMARY*

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	10.00	15.00
Foreign Language Teachers	1.50	2.00
Kindergarten Teachers	2.00	4.00
Montessori Teachers	20.00	0.00
PreK Teachers	2.00	2.00
Special Education Teachers	5.00	4.00
Special Education County-wide Teachers	1.00	2.00
Special Education Resource Teachers	1.50	1.00
PreK Special Education Teachers	3.00	4.00
Math Coach	1.00	0.50
EL Teachers	4.20	4.90
Music Teachers	2.60	2.00
Art Teachers	2.40	2.00
Physical Education Teachers	2.20	1.80
Reading/Skills Teachers	2.50	1.50
Gifted Teachers	1.00	1.00
Counselors	2.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	0.70	0.50
Kindergarten Assistants	2.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
EL Teacher Assistants	3.00	4.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	2.00	4.00
Special Education Teacher Assistant	0.00	1.00
PreK Special Education Teacher Assistant	3.50	5.00
Montessori Teacher Assistants	16.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	3.00
Custodians	5.00	5.00
TOTAL	108.10	82.70

* FY 2019 data includes Drew Model and Montessori Program at Drew.

Alice West Fleet

SCHOOL INFORMATION

Alice West Fleet Elementary will be Arlington’s newest neighborhood elementary school when it opens in September 2019. This school is named after an influential Arlington educator, Alice West Fleet, who lived by the personal motto of “let nothing and no one stop you”.

Fleet Elementary will provide students in Prekindergarten through Fifth Grade with an inclusive, innovative, collaborative, safe, and diverse learning environment.

Students will engage in personalized learning experiences that meet their academic and social-emotional needs while developing skills and traits to promote lifelong learning and global citizenship. Service learning, through the Fleet exemplary project, will be a school wide instructional focus.



INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ◆ Countywide Communications and Deaf/Hard of Hearing Programs
- ◆ Technology Integration across all subject areas
- ◆ Virginia Preschool Initiative Program (VPI) for four-year-olds.

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	511
Special Education Self-Contained	19
Countywide Special Education K-5	18
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	32
PreK Special Education**	6
TOTAL ENROLLMENT	620

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	31
EL 1, 2, 3	99
Gifted*	n/a
Special Education Resource	33
Receiving Free and Reduced Lunch*	n/a

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
n/a	n/a	620

Alice West Fleet



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)			\$6,384,688
Employee Benefits			\$2,252,917
Purchased Services			\$18,823
Other Charges			\$85,858
Materials and Supplies			\$82,246
Capital Outlay			\$26,851
TOTAL	\$0	\$0	\$8,851,383

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED*	ADOPTED
Principal		1.00
Assistant Principal		1.00
Classroom Teachers		20.00
Foreign Language Teachers		2.50
Special Projects Teacher		0.50
Kindergarten Teachers		4.00
Montessori Teachers		2.00
PreK Teachers		2.00
Special Education Teachers		3.00
Special Education County-wide Teachers		5.00
Special Education Resource Teachers		1.50
Math Coach		0.50
EL Teachers		3.40
Music Teachers		2.60
Art Teachers		2.60
Physical Education Teachers		2.60
Reading/Skills Teachers		1.50
Gifted Teachers		1.00
Counselors		1.20
Librarian		1.00
Bilingual Family Liaison		1.00
Kindergarten Assistants		4.00
PreK Teacher Assistants		2.00
Library Assistants		1.00
EL Teacher Assistants		2.00
Special Education County-wide Teacher Assistant		10.00
Special Education Teacher Assistant		1.00
Montessori Teacher Assistants		2.00
Instructional Technology Coordinator		1.00
Clerical		4.00
Custodians		5.50
TOTAL	0.00	92.40

*In FY 2019, 1.0 principal position and 1.0 clerical position was budgeted in the Department of Administrative Services. These positions are moved to the school budget in FY 2020.

Glebe

SCHOOL INFORMATION

Glebe offers the Arlington Public Schools Foreign Language Elementary School Program. All Glebe students attend Spanish class 90 minutes a week. In addition to learning Spanish language orally and in writing, students learn about the culture and arts of Spanish-speaking countries. Students and families at Glebe participate in our exemplary project called the S.MArt Project. S.MArt stands for science, math, art and technology. The key concept behind the project is the teaching of aspects of the students' math and science curriculum through integration and engagement with a modern art form, visual art, dance, music or theatre.



Glebe also recognizes that children learn and grow in different ways and at different paces. Glebe's teaching staff uses a differentiated approach designed to accommodate and support each child's learning style and abilities. The staff also uses teaching techniques that encourage active learning, engaging students in hands-on activities in all curricular areas.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Foreign Language Elementary School
- ◆ Five wireless mobile computer labs
- ◆ The S.M.Art Project (yearly school theme integrated across the curriculum)
- ◆ Homework Club
- ◆ Developmental comprehensive school counseling program based on the American School Counseling Association National Model

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	575
Special Education Self-Contained	18
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	12
TOTAL ENROLLMENT	605

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	23
EL 1, 2, 3	52
Gifted*	217
Special Education Resource	60
Receiving Free and Reduced Lunch*	134

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.50
First Grade	20.00
Second Grade	21.40
Third Grade	22.25
Fourth Grade	23.00
Fifth Grade	21.75

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
629	595	605

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,189,665	\$5,583,001	\$5,428,983
Employee Benefits	\$1,810,044	\$1,932,628	\$1,907,650
Purchased Services	\$5,350	\$5,353	\$5,353
Other Charges	\$141,842	\$133,807	\$149,271
Materials and Supplies	\$63,849	\$81,217	\$80,212
Capital Outlay	\$25,260	\$26,377	\$26,032
TOTAL	\$7,236,010	\$7,762,383	\$7,597,501

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	22.00	21.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	5.00	5.00
Special Education Teachers	6.00	3.00
Special Education Resource Teachers	1.50	2.50
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
EL Teachers	2.20	2.20
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
Counselors	1.40	1.40
Librarian	1.00	1.00
Bilingual Family Liaison	0.50	0.00
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
EL Teacher Assistants	1.50	1.50
Special Education Teacher Assistant	1.00	1.00
PreK Special Education Teacher Assistant	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
TOTAL	75.50	71.60

Patrick Henry

SCHOOL INFORMATION

In FY 2020 Patrick Henry Elementary School building will become the new location for the Montessori Public School of Arlington. Please see separate section for the Montessori Public School of Arlington information.

The information below indicates the historical data for Patrick Henry Elementary School.

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.75
First Grade	19.60
Second Grade	21.80
Third Grade	21.40
Fourth Grade	23.00
Fifth Grade	24.50

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
665	642	0

Patrick Henry



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,856,086	\$6,745,384	\$0
Employee Benefits	\$2,436,920	\$2,330,133	\$0
Purchased Services	\$19,441	\$18,823	\$0
Other Charges	\$128,899	\$118,047	\$0
Materials and Supplies	\$91,477	\$87,835	\$0
Capital Outlay	\$34,143	\$29,777	\$0
TOTAL	\$9,566,967	\$9,330,000	\$0

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	0.00
Assistant Principal	1.00	0.00
Classroom Teachers	23.00	0.00
Foreign Language Teachers	3.00	0.00
Special Project Teachers	0.50	0.00
Kindergarten Teachers	5.00	0.00
PreK Teachers	2.00	0.00
Special Education Teachers	6.00	0.00
Special Education County-wide Teachers	6.00	0.00
Special Education Resource Teachers	1.50	0.00
Math Coach	0.50	0.00
English Learners Teachers	4.40	0.00
Music Teachers	2.80	0.00
Art Teachers	2.80	0.00
Physical Education Teachers	2.60	0.00
Reading/Skills Teachers	1.50	0.00
Gifted Teachers	1.00	0.00
Counselors	1.40	0.00
Librarian	1.00	0.00
Bilingual Family Liaisons	1.00	0.00
Kindergarten Assistants	5.00	0.00
PreK Teacher Assistants	2.00	0.00
Library Assistants	1.00	0.00
EL Teacher Assistants	2.50	0.00
Special Education County-wide Teacher Assistant	12.00	0.00
Special Education Teacher Assistant	2.00	0.00
Instructional Technology Coordinator	1.00	0.00
Clerical	4.00	0.00
Custodians	4.00	0.00
TOTAL	101.50	0.00

Hoffman-Boston

SCHOOL INFORMATION

Hoffman-Boston Elementary School is the home of the All-Stars, a global community that serves a diverse and rich population of students and families. Hoffman-Boston Elementary School is dedicated to providing authentic, inquiry-based learning experiences that encourage students to collaborate, experiment and create solutions to real-life problems. The school's exemplary programs include a focus on STEM (Science, Technology, Engineering and Mathematics) instruction and Project Edison which focuses on enhancing communication skills through technology and the integration of arts. Innovative techniques and technology are woven into the instructional program to enhance lifelong learning. The staff uses differentiated instructional practices that promote critical thinking, embrace diverse learning styles and prepare the students to become successful contributors and competitive members of the global community. Those who work and learn in Hoffman-Boston's learning environment demonstrate respect, integrity, perseverance, striving to build strong values and character for all students.



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
- ◆ 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 EL 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 2020 PROJECTED ENROLLMENT	
General Education K-5	428
Special Education Self-Contained	34
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	58
PreK Special Education**	42
TOTAL ENROLLMENT	574

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	38
EL 1, 2, 3	184
Gifted*	83
Special Education Resource	18
Receiving Free and Reduced Lunch*	282

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	16.67
First Grade	18.00
Second Grade	18.33
Third Grade	20.00
Fourth Grade	19.67
Fifth Grade	21.33

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
527	541	574

Hoffman-Boston



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,136,748	\$6,401,255	\$6,525,039
Employee Benefits	\$2,144,286	\$2,269,672	\$2,384,109
Purchased Services	\$4,846	\$5,616	\$5,616
Other Charges	\$167,871	\$192,507	\$184,729
Materials and Supplies	\$87,335	\$71,262	\$78,039
Capital Outlay	\$16,300	\$23,580	\$25,644
TOTAL	\$8,557,387	\$8,963,892	\$9,203,177

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	13.00	18.00
Foreign Language Teachers	2.00	2.50
Special Project Teachers	1.00	1.00
Kindergarten Teachers	2.00	4.00
Montessori Teachers	5.00	0.00
PreK Teachers	3.00	2.00
Special Education Teachers	6.00	7.00
Special Education County-wide Teachers	4.00	3.00
Special Education Resource Teachers	1.00	1.00
PreK Special Education Teachers	2.00	4.00
Math Coach	1.00	1.00
English Learners Teachers	5.10	6.10
Music Teachers	2.60	2.60
Art Teachers	2.60	2.60
Physical Education Teachers	2.40	2.40
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.00	1.20
Librarian	1.00	1.00
STEM Coordinator	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	2.00	4.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.00	1.00
EL Teacher Assistants	3.00	4.00
Testing Coordinator	0.50	0.50
Special Education County-wide Teacher Assistant	8.00	6.00
Special Education Teacher Assistant	4.00	1.00
PreK Special Education Teacher Assistant	2.50	6.00
Montessori Teacher Assistants	5.00	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	5.50	5.50
TOTAL	98.20	99.40

Integration Station

SCHOOL INFORMATION

Integration Station (IS) has several Prekindergarten special education programs that serve Arlington Public School (APS) students ages 2-5 who have disabilities. IS is co-located with The Children’s School (TCS) in Ballston, and provides an integrated educational program for 2-5 year-old children with disabilities. The collaboration between APS/IS and TCS has provided students with disabilities opportunities to integrate with students without disabilities for over 20 years.

In addition, a special education program for toddlers and a Prekindergarten multi-intervention program for students with autism (MIPA) are a part of the IS program. Students in the toddler and MIPA programs experience a range of integrated opportunities based on their needs. IS also includes our Community-Based Preschool Support Program serving students with disabilities in community-based settings like private Prekindergartens, Head Start and child care centers across the county.

ENROLLMENT*

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
51	47	78

**Excludes community-based students.*

Integration Station

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,571,254	\$2,002,978	\$1,755,087
Employee Benefits	\$573,886	\$777,073	\$698,096
Other Charges	\$78,014	\$511,543	\$632,072
Materials and Supplies	\$4,874	\$11,434	\$10,809
Capital Outlay	\$1,630	\$6,444	\$6,101
TOTAL	\$2,229,657	\$3,309,472	\$3,102,165

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
PreK Special Education Teachers	15.00	14.00
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
PreK Special Education Teacher Assistants	14.00	13.00
Custodians*	3.00	0.00
TOTAL	36.20	31.20

*The custodians listed in FY 2019 are for Reed School. Integration Station was located at Reed School in FY 2018 but relocated to the Ballston area in FY 2019.

Jamestown

SCHOOL INFORMATION

Jamestown Elementary School strives to educate children in an optimal learning environment, preparing them for success in a global society. Teachers implement a rich, rigorous, and differentiated curriculum. The use of mobile technologies supports innovative educational practices that encourage students to become creative thinkers, problems solvers, and effective communicators. Collaborating in Professional Learning Communities (PLC), teachers implement the Responsive Classroom Approach to address students' social and emotional needs as they provide a demanding academic program differentiating instruction by addressing students' multiple intelligences, diverse learning styles, and the implementation of Arlington's Tiered System of Support.



Spanish is an important part of the instructional program focusing on authentic communication, the integration of math and science concepts, as well as the enhancement of cultural awareness. Outdoor education is a key component of inquiry-based science lessons and essential to our challenge-based learning initiatives. Jamestown teachers empower students to be responsible for their own learning.

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 2020 PROJECTED ENROLLMENT	
General Education K-5	499
Special Education Self-Contained	55
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	51
Pre-School 4 year-old students	0
PreK Special Education**	20
TOTAL ENROLLMENT	631

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	9
EL 1, 2, 3	13
Gifted*	139
Special Education Resource	16
Receiving Free and Reduced Lunch*	19

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	20.50
Second Grade	24.50
Third Grade	22.50
Fourth Grade	25.75
Fifth Grade	23.50

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
610	602	631

Jamestown



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,291,656	\$5,392,170	\$5,861,526
Employee Benefits	\$1,866,041	\$1,926,070	\$2,158,686
Purchased Services	\$3,395	\$0	\$0
Other Charges	\$114,910	\$127,647	\$127,390
Materials and Supplies	\$65,655	\$78,128	\$80,660
Capital Outlay	\$20,599	\$26,291	\$27,152
TOTAL	\$7,362,256	\$7,550,306	\$8,255,414

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	21.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	3.00	3.00
Montessori Teachers	3.00	3.00
Special Education Teachers	4.00	8.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	0.50	0.50
Music Teachers	2.60	2.60
Art Teachers	2.60	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
Kindergarten Assistants	3.00	3.00
Library Assistants	1.00	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	2.00	4.00
PreK Special Education Teacher Assistant	2.50	2.50
Montessori Teacher Assistants	3.00	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.00	4.00
TOTAL	74.85	82.25

Key

SCHOOL INFORMATION

Key School—Escuela Key is proud to celebrate 32 years of Spanish Immersion in Arlington Public Schools. Every student participates fully in this internationally-recognized program designed to teach children a world language in a natural way.

Since 2008 Key has been an International Spanish Academy (ISA) in partnership with the Ministry of Education of Spain. In 2012, Key was selected as the “School of the Year” by the Ministry of Education of Spain.

Students at Key learn Arlington County’s elementary curriculum in Spanish and English. The students use each other as language models. At Key, all strive for academic excellence while developing a lifelong love of learning. Children are supported as they learn to respect themselves and others as they attain a sense of self and an appreciation for the global community. Key’s vision is that students will become empathetic, respectful, responsible, trustworthy and kind members of Key school, their Arlington community, and the world.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Key School signed agreement with Ministry of Education in Spain, along with Claremont, Gunston, and Wakefield to be an International Spanish Academy (ISA), December 12, 2008 in Valencia, Spain
- ◆ 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 2020 PROJECTED ENROLLMENT	
General Education K-5	665
Special Education Self-Contained	29
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	0
TOTAL ENROLLMENT	726

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	18
EL 1, 2, 3	209
Gifted*	164
Special Education Resource	27
Receiving Free and Reduced Lunch*	297

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	22.00
Second Grade	23.20
Third Grade	20.40
Fourth Grade	22.20
Fifth Grade	25.75

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
745	726	726

Key

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,714,933	\$6,962,740	\$6,373,433
Employee Benefits	\$2,340,875	\$2,385,804	\$2,183,233
Purchased Services	(\$4,571)	\$2,880	\$2,880
Other Charges	\$145,510	\$166,720	\$159,346
Materials and Supplies	\$87,478	\$101,341	\$92,850
Capital Outlay	\$24,196	\$34,901	\$31,414
TOTAL	\$9,308,423	\$9,654,387	\$8,843,156

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	26.00	23.00
Foreign Language Teachers	3.00	2.00
Special Project Teachers	0.50	0.50
Kindergarten Teachers	6.00	6.00
PreK Teachers	1.00	1.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	0.00
Math Coach	0.50	0.50
English Learners Teachers	5.60	5.90
Music Teachers	3.40	2.80
Art Teachers	3.40	2.80
Physical Education Teachers	3.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.80	1.60
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	6.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.50	1.00
EL Teacher Assistants	4.00	4.50
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	0.00	1.00
PreK Special Education Teacher Assistant	1.50	0.00
Instructional Technology Coordinator	1.00	1.00
Clerical	5.00	4.50
Custodians	4.50	4.50
TOTAL	93.40	84.70

Long Branch

SCHOOL INFORMATION

Long Branch has been a neighborhood school since 1973 and its PreK to grade five students reflect Arlington’s diverse and changing population. Long Branch uses the “Responsive Classroom Approach,” allowing all children to be part of a caring community in which social and academic learning are fully integrated throughout the school day, and in which students are nurtured to become strong ethical thinkers. Long Branch staff commits to getting to know each student as an individual and strives to provide a positive, engaging, and enriching environment in which all students are active participants and show continuous progress.



Long Branch’s achievements are the results of a focused, hard-working staff, a dedicated group of students, and a parent community that values education and supports the school’s programs. The school’s fine arts and performing arts programs are among the most dynamic in Arlington, making annual concerts and musicals popular community events.

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 2020 PROJECTED ENROLLMENT	
General Education K-5	467
Special Education Self-Contained	22
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	32
PreK Special Education**	6
TOTAL ENROLLMENT	539

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	16
EL 1, 2, 3	112
Gifted*	167
Special Education Resource	20
Receiving Free and Reduced Lunch*	192

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	22.50
First Grade	22.25
Second Grade	17.20
Third Grade	26.50
Fourth Grade	22.75
Fifth Grade	23.50

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
592	592	539

Long Branch

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,045,680	\$5,527,314	\$5,581,059
Employee Benefits	\$1,794,356	\$1,970,137	\$1,983,694
Purchased Services	\$3,132	\$33	\$33
Other Charges	\$105,435	\$101,858	\$108,486
Materials and Supplies	\$73,696	\$81,897	\$73,054
Capital Outlay	\$24,242	\$26,850	\$23,364
TOTAL	\$7,046,541	\$7,708,089	\$7,769,691

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	21.00	20.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	1.00	1.00
Kindergarten Teachers	5.00	4.00
PreK Teachers	1.00	2.00
Special Education Teachers	3.00	4.00
Special Education County-wide Teachers	2.00	3.00
Special Education Resource Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learners Teachers	4.40	3.70
Music Teachers	2.60	2.20
Art Teachers	2.60	2.20
Physical Education Teachers	2.60	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.40	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	0.50
Kindergarten Assistants	5.00	4.00
PreK Teacher Assistants	1.00	2.00
Library Assistants	1.00	1.00
EL Teacher Assistants	3.00	2.50
Testing Coordinator	0.50	0.00
Special Education County-wide Teacher Assistant	4.00	6.00
Special Education Teacher Assistant	0.00	1.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	3.50
Custodians	4.00	4.00
TOTAL	80.60	80.50

McKinley

SCHOOL INFORMATION

McKinley School is a neighborhood school where staff, families and members of the community work collaboratively to provide a rich educational experience for its students. The school's focused approach to instruction, which incorporates a variety of strategies supported by research, has produced highly successful learners. The staff strives to provide each student a nurturing yet challenging experience that stimulates intellectual curiosity, encourages critical and creative thinking, and culminates in academic achievement.



McKinley students learn Spanish through the APS Foreign Language Elementary School Program. Other initiatives include the Children's Theater, an extensive offering of after-school enrichment courses, a highly acclaimed science fair, and an exemplary project-Kaleidoscope-that focuses on integrating the arts throughout the curriculum.

McKinley Elementary School remains committed to providing excellence in learning and preparing students to become tomorrow's global citizens. At McKinley all believe that "learning is an art."

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 2020 PROJECTED ENROLLMENT	
General Education K-5	787
Special Education Self-Contained	14
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	0
TOTAL ENROLLMENT	807

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	11
EL 1, 2, 3	41
Gifted*	254
Special Education Resource	35
Receiving Free and Reduced Lunch*	58

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	23.83
First Grade	22.67
Second Grade	24.80
Third Grade	25.80
Fourth Grade	24.80
Fifth Grade	25.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
804	798	807

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,583,060	\$5,752,291	\$5,783,509
Employee Benefits	\$1,938,668	\$1,966,829	\$2,031,000
Purchased Services	\$13,504	\$17,183	\$17,183
Other Charges	\$113,245	\$121,559	\$118,720
Materials and Supplies	\$104,301	\$99,428	\$103,045
Capital Outlay	\$34,322	\$33,395	\$34,901
TOTAL	\$7,787,099	\$7,990,685	\$8,088,358

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	27.00	28.00
Foreign Language Teachers	3.50	3.50
Kindergarten Teachers	6.00	6.00
Special Education Teachers	4.00	2.00
Special Education County-wide Teachers	1.00	1.00
Special Education Resource Teachers	1.00	1.50
PreK Special Education Teachers	0.00	0.00
Math Coach	0.50	0.50
EL Teachers	1.50	1.00
Music Teachers	3.00	3.00
Art Teachers	3.00	3.00
Physical Education Teachers	3.00	3.00
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.80	1.80
Librarian	1.00	1.00
Bilingual Family Liaison	0.20	0.20
Kindergarten Assistants	6.00	6.00
Library Assistants	1.50	1.50
EL Teacher Assistants	0.50	1.00
Special Education County-wide Teacher Assistant	2.00	2.00
Special Education Teacher Assistant	1.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	4.50	5.00
Custodians	5.00	5.00
TOTAL	82.50	83.50

Montessori Public School of Arlington

SCHOOL INFORMATION

The Montessori Public School of Arlington is a countywide elementary Montessori program (opening in September 2019 at the Patrick Henry site) with three grade levels of instruction – Primary (ages 3 to K), Lower Elementary (grades 1-3) and Upper Elementary (grades 4 and 5). The Montessori program provides an interdisciplinary, discovery-based approach to learning. The program is based on a philosophy of learning that grows from the belief that children are natural learners, and that learning occurs best in a nurturing, prepared environment that promotes spontaneous cooperative inquiry. The teaching method that grew from this philosophy fosters a sense of security, self confidence and independence in children, enabling them to develop into people who respect and care for themselves, others, the environment and all life.



All the teachers are Montessori trained, and the classroom assistants and specials teachers strongly support the Montessori pedagogy. Families are welcome to be a part of their child’s education by being invited to the classroom to participate in activities and programs. The Montessori Program encourages and fosters relationships between the teachers, families and students to create an environment that is comfortable and conducive to learning.

INSTRUCTIONAL HIGHLIGHTS/PROGRAMS

- ◆ Montessori Program—multi-age program for children ages three through grade five
- ◆ Two co-taught Special Education Montessori primary classrooms in order to further support and foster an inclusive learning environment for our students

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	364
Special Education Self-Contained	11
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	119
Pre-School 4 year-old students	0
PreK Special Education*	8
TOTAL ENROLLMENT	502

*Includes any countywide and peer pal students

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	11
EL 1, 2, 3	37
Special Education Resource	28

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
See note	See note	502

Note: The Montessori Program at Drew name changed to Montessori Public School of Arlington and is moving to the Patrick Henry site in Sept. 2019. The data shown above for FY 2020 is for the Montessori Public School of Arlington. Historical data for this program (class size, enrollment, position summary) is shown in the Dr. Charles R. Drew Elementary School section.

Montessori Public School of Arlington



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)			\$4,348,169
Employee Benefits			\$1,597,008
Other Charges			\$134,314
Materials and Supplies			\$67,229
Capital Outlay			\$21,771
TOTAL	\$0	\$0	\$6,168,492

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal		1.00
Assistant Principal		1.00
Montessori Teachers		21.00
Special Education Teachers		2.00
Special Education Resource Teachers		1.50
PreK Special Education Teachers		1.00
Math Coach		0.50
EL Teachers		1.00
Music Teachers		1.60
Art Teachers		1.40
Physical Education Teachers		1.20
Reading/Skills Teachers		1.50
Gifted Teachers		1.00
Counselors		1.00
Librarian		1.00
Bilingual Family Liaison		0.20
Library Assistants		1.00
EL Teacher Assistants		0.50
Testing Coordinator		0.50
PreK Special Education Teacher Assistant		1.50
Montessori Teacher Assistants*		16.00
Instructional Technology Coordinator		1.00
Clerical		3.50
Custodians		3.50
TOTAL	0.00	65.40

*In FY 2019 FLES positions were eliminated and 2.0 art/music/physical education positions were reduced to create a fixed allocation of 7.0 assistant positions for the elementary Montessori program. In FY 2020 two positions are added with one-time funds and will be part of the baseline budget in FY 2021.

Nottingham

SCHOOL INFORMATION

At Nottingham, academic excellence flourishes in a nurturing learning environment that all stakeholders in the community work cooperatively to maintain. Our Knights receive a challenging educational experience designed to stimulate intellectual curiosity and encourage critical and creative thinking. Instructional staff designs lessons to meet all learning styles, abilities, and interests.

Differentiated instruction contributes to a global understanding leading to lifelong learning. Our ImagiLab Makerspace and Knights S.T.E.A.M.ing Ahead provide authentic, inquiry-based learning experiences that mirror real life problems. Second Step and Responsive Classroom are used to teach academics and social emotional learning. Our Community of Learners at Nottingham thank parents/ guardians for being a partner in their child's education. We take pride in our exemplary, globally based approach to educating the future leaders of tomorrow.



INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Knights @ Nine (weekly televised program)
- ◆ Exemplary Writing Project: Knight Writer
- ◆ Writers' Fair/Book Swap, Author/Illustrator visits
- ◆ Continental Math League and Math Dice
- ◆ Readers as Leaders, Read Across America
- ◆ Brain Probe, Odyssey of the Mind
- ◆ Exploration Courtyard/Alternative Recess
- ◆ Steps to Respect/Bully Prevention
- ◆ Knights Take Note (Music Appreciation Week), Fourth/Fifth Grade Musical
- ◆ Art Ace and Music Masters programs/ Outdoor Learning
- ◆ Poem in Your Pocket' Day, Market Day, Math Day
- ◆ Virginia Science Museum
- ◆ Planet Partners (environmental awareness)

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	486
Special Education Self-Contained	15
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	12
TOTAL ENROLLMENT	513

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	4
EL 1, 2, 3	11
Gifted*	189
Special Education Resource	40
Receiving Free and Reduced Lunch*	23

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	16.67
First Grade	22.75
Second Grade	21.75
Third Grade	22.75
Fourth Grade	21.25
Fifth Grade	24.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
527	503	513

Nottingham

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,618,724	\$4,741,652	\$4,606,702
Employee Benefits	\$1,550,372	\$1,548,275	\$1,597,180
Purchased Services	\$343	\$0	\$0
Other Charges	\$119,820	\$124,791	\$126,847
Materials and Supplies	\$57,618	\$71,252	\$69,137
Capital Outlay	\$24,510	\$22,803	\$22,072
TOTAL	\$6,371,386	\$6,508,773	\$6,421,938

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	19.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	0.50	0.50
Kindergarten Teachers	4.00	4.00
Special Education Teachers	4.00	3.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	0.00	1.00
Math Coach	0.50	0.50
English Learners Teachers	0.50	0.50
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	2.00	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	1.00	0.00
PreK Special Education Teachers Assistant	0.00	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	60.70	60.90

Oakridge

SCHOOL INFORMATION

Oakridge Elementary School is an international neighborhood school whose students represent more than 50 countries. All staff work to create a community of learners in which children become educated, self-confident, well-rounded and responsible global citizens. The school's exemplary project—MOSAIC—celebrates diversity and mission by using global literature to introduce students to cultures from around the globe while implementing strategies to scaffold students' reading and inspire learning and exploration.



Oakridge School is committed to the belief that education is a lifelong developmental process that occurs at school, at home and in the community. The active Oakridge PTA, its families, and strong community partners and volunteers share a dynamic collaboration that fosters student development of habits and attitudes that promote intellectual, physical, aesthetic and social well-being. Students are taught how to accept responsibility for their actions and nurture the development of positive self-worth.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ MOSAIC: Our Exemplary Reading Project
- ◆ Virginia Pre-school Initiative (VPI) classroom
- ◆ School-wide band, orchestra and choral music programs and concerts, as well as two annual musical productions
- ◆ Grade-level Art and Music Nights to Remember
- ◆ Oakridge Reads! Student-developed Book Review Blog
- ◆ Read Across America Celebration
- ◆ National Board Certified teachers
- ◆ Community homework club volunteer tutors
- ◆ Family STEM Night and Science Fair

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	548
Special Education Self-Contained	22
Countywide Special Education K-5	6
Montessori 3 and 4 year-old students	34
Pre-School 4 year-old students	16
PreK Special Education**	14
TOTAL ENROLLMENT	640

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	21
EL 1, 2, 3	112
Gifted*	185
Special Education Resource	6
Receiving Free and Reduced Lunch*	171

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	21.83
First Grade	21.00
Second Grade	20.83
Third Grade	25.75
Fourth Grade	22.50
Fifth Grade	23.17

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
806	797	640

Oakridge



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,731,282	\$6,793,843	\$5,714,513
Employee Benefits	\$2,360,635	\$2,362,508	\$1,987,657
Purchased Services	\$114	\$0	\$0
Other Charges	\$141,819	\$147,385	\$146,434
Materials and Supplies	\$77,992	\$102,851	\$84,445
Capital Outlay	\$36,593	\$34,901	\$27,712
TOTAL	\$9,348,435	\$9,441,489	\$7,960,761

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	28.00	20.00
Foreign Language Teachers	3.50	2.50
Special Project Teachers	1.00	1.00
Kindergarten Teachers	6.00	4.00
Montessori Teachers	0.00	2.00
PreK Teachers	1.00	1.00
Special Education Teachers	4.00	4.00
Special Education County-wide Teachers	1.00	2.00
Special Education Resource Teachers	1.50	0.50
Math Coach	0.50	0.50
PreK Special Education Teachers	1.00	1.00
EL Teachers	5.40	3.70
Music Teachers	3.20	2.60
Art Teachers	3.20	2.60
Physical Education Teachers	3.20	2.60
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.80	1.20
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	6.00	4.00
PreK Teacher Assistants	1.00	1.00
Library Assistants	1.50	1.00
EL Teacher Assistants	4.50	2.50
Special Education County-wide Teacher Assistant	2.00	4.00
Special Education Teacher Assistant	2.00	2.00
PreK Special Education Teacher Assistant	1.50	1.50
Montessori Teacher Assistant	0.00	2.00
Instructional Technology Coordinator	1.00	1.00
Clerical	5.00	4.00
Custodians	4.50	4.50
TOTAL	99.80	85.20

Randolph

SCHOOL INFORMATION

Randolph Elementary is a neighborhood school in the Douglas Park community that has implemented the International Baccalaureate Primary Years Programme (PYP IB). Randolph students represent 29 countries of origin and speak 19 languages. Virginia's Standards of Learning (SOLs) are taught through interdisciplinary units that emphasize critical thinking skills taught through inquiry. Randolph students participate in project-based learning and have a strong focus on IB Attitudes and Learner Profiles. Spanish language instruction is an integral component of the PYP IB.



The PYP IB program at Randolph teaches students a global perspective, as it emphasizes respect for others, allows for independent study and research, and fosters service. Through community engagement and service projects, Randolph students learn how to take action to make a positive difference in the world. Partnerships with A-SPAN, Meals-on-Wheels, and Brookdale Assisted Living provide consistent opportunities for students in all grade levels to participate in meaningful community service projects.

A robust academic program, supported by family and community involvement and coupled with cultural, artistic and athletic pursuits, nurtures the development of the whole child. Randolph believes that education is truly each student's passport to the future.

INSTRUCTIONAL HIGHLIGHTS/ PROGRAMS

- ◆ Primary Years Program of International Baccalaureate
- ◆ Exhibition: Water, Water, Everywhere!
- ◆ Small instructional groups in reading and mathematics
- ◆ Spanish as a foreign language instruction (FLES), K-5
- ◆ Additional reading specialists and math coaches
- ◆ George Mason University interns and faculty support
- ◆ Literacy: Young Authors and Illustrators Annual Conference, Reading Logs, Caldecott Night, Virginia Young Readers, Randolph Star News
- ◆ Reading Recovery

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education K-5	388
Special Education Self-Contained	24
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	42
PreK Special Education**	16
TOTAL ENROLLMENT	470

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	59
EL 1, 2, 3	184
Gifted*	130
Special Education Resource	47
Receiving Free and Reduced Lunch*	324

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	18.00
First Grade	19.75
Second Grade	20.67
Third Grade	15.50
Fourth Grade	17.50
Fifth Grade	18.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
470	458	470

Randolph

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,641,419	\$5,548,839	\$5,346,894
Employee Benefits	\$1,964,721	\$1,922,644	\$1,914,076
Purchased Services	\$23,290	\$35,000	\$35,000
Other Charges	\$126,781	\$140,222	\$135,667
Materials and Supplies	\$66,989	\$63,913	\$62,728
Capital Outlay	\$19,750	\$20,909	\$20,393
TOTAL	\$7,842,950	\$7,731,528	\$7,514,759

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	16.00	15.00
Foreign Language Teachers	2.00	2.00
Special Project Teachers	1.50	1.50
Kindergarten Teachers	4.00	4.00
PreK Teachers	2.00	2.00
Special Education Teachers	5.00	4.00
Special Education Resource Teachers	2.00	2.00
PreK Special Education Teachers	2.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	6.10	6.10
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	1.80	1.80
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Teacher Mentor	0.20	0.20
Counselors	1.00	1.00
Librarian	1.00	1.00
Bilingual Family Liaison	1.00	1.00
Kindergarten Assistants	4.00	4.00
PreK Teacher Assistants	2.00	2.00
Library Assistants	1.00	1.00
Special Project Teacher Assistant	1.00	1.00
EL Teacher Assistants	4.00	4.00
Testing Coordinator	0.50	0.50
Special Education Teacher Assistant	2.00	2.00
PreK Special Education Teacher Assistant	2.50	2.50
Instructional Technology Coordinator	1.00	1.00
Clerical	3.00	3.00
Custodians	4.00	4.00
TOTAL	79.60	77.60

Taylor

SCHOOL INFORMATION

Taylor School is a stimulating, inviting school that nurtures children. The staff values effective teaching and strives to give students the skills to solve problems systematically and creatively in cooperation with others. Taylor School is a STEAM school, which fosters a strong sense of community through cooperative learning in science, technology, engineering, arts and mathematics. Taylor has a reputation throughout Northern Virginia for its strong liberal arts programs.



With an enrollment of 671, students spend their days working in smaller grade-level learning communities. Teachers quickly get to know individual students and a family feeling pervades.

Taylor recognizes that parents are deeply interested in the progress of their children, and frequent communication keeps parents informed and involved. Each year, Taylor parents volunteer thousands of hours that contribute directly to the school's success.

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 2020 PROJECTED ENROLLMENT	
General Education K-5	628
Special Education Self-Contained	18
Countywide Special Education K-5	12
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	12
TOTAL ENROLLMENT	670

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	5
EL 1, 2, 3	26
Gifted*	236
Special Education Resource	39
Receiving Free and Reduced Lunch*	28

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	20.00
First Grade	19.60
Second Grade	20.80
Third Grade	23.80
Fourth Grade	22.80
Fifth Grade	23.00

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
682	671	670

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,563,370	\$5,778,977	\$5,714,167
Employee Benefits	\$1,949,506	\$1,986,519	\$1,975,694
Purchased Services	\$35,404	\$43,200	\$43,200
Other Charges	\$120,614	\$113,034	\$115,071
Materials and Supplies	\$87,071	\$85,954	\$86,690
Capital Outlay	\$27,256	\$28,487	\$28,830
TOTAL	\$7,783,220	\$8,036,170	\$7,963,652

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	25.00	23.00
Foreign Language Teachers	3.00	3.00
Kindergarten Teachers	5.00	5.00
Special Education Teachers	4.00	3.00
Special Education County-wide Teachers	2.00	2.00
Special Education Resource Teachers	1.50	2.00
PreK Special Education Teachers	1.00	1.00
Math Coach	0.50	0.50
English Learners Teachers	1.00	1.00
Music Teachers	2.40	2.40
Art Teachers	2.40	2.40
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
Bilingual Family Liaison	0.20	0.20
Kindergarten Assistants	5.00	5.00
Library Assistants	1.00	1.00
EL Teacher Assistants	0.50	0.50
Special Education County-wide Teacher Assistant	4.00	4.00
Special Education Teacher Assistant	2.00	1.00
PreK Special Education Teacher Assistants	1.50	1.50
Instructional Technology Coordinator	1.00	1.00
Clerical	4.00	4.00
Custodians	4.50	4.50
TOTAL	81.00	77.50

Tuckahoe

SCHOOL INFORMATION

With a strong inquiry-based approach to learning, Tuckahoe students are taught in an environment that maintains high expectations and standards for each child. The teaching staff uses best instructional practices, higher level thinking skills and problem-solving strategies to ensure academic excellence and achievement. Teachers develop lessons that address a range of learning styles, abilities, interests and multiple intelligences. Teaching and learning are facilitated with technology and a multi-sensory program for the delivery of instruction. Academic lessons, activities and projects are further enriched and stimulated by a unifying school theme focused on environmental habitats.



Tuckahoe's Discovery Schoolyard program provides a creative and innovative way to meet the needs of the whole child by using the schoolyard as a context for integrating the APS curriculum and providing cross-graded experiences.

Tuckahoe also serves as a sister school to Matuwa Primary School in Uganda, providing students with a global educational perspective.

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 2020 PROJECTED ENROLLMENT	
General Education K-5	491
Special Education Self-Contained	21
Countywide Special Education K-5	0
Montessori 3 and 4 year-old students	0
Pre-School 4 year-old students	0
PreK Special Education**	24
TOTAL ENROLLMENT	536

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 4	6
EL 1, 2, 3	6
Gifted*	230
Special Education Resource	29
Receiving Free and Reduced Lunch*	3

*FY 2019 Actual Enrollment

**Includes any countywide and peer pal students

AVERAGE CLASS SIZE

FY 2019 ACTUAL	
GRADE	REGULAR
Kindergarten	23.50
First Grade	21.00
Second Grade	20.75
Third Grade	21.50
Fourth Grade	21.00
Fifth Grade	21.50

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
538	536	536

Tuckahoe



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$4,557,009	\$4,710,586	\$4,692,819
Employee Benefits	\$1,565,302	\$1,611,080	\$1,643,928
Purchased Services	\$7,084	\$0	\$0
Other Charges	\$109,223	\$124,388	\$113,934
Materials and Supplies	\$72,929	\$69,428	\$70,119
Capital Outlay	\$18,036	\$22,460	\$22,889
TOTAL	\$6,329,583	\$6,537,942	\$6,543,689

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Classroom Teachers	20.00	17.00
Foreign Language Teachers	2.50	2.50
Special Project Teachers	0.50	1.00
Kindergarten Teachers	4.00	4.00
Special Education Teachers	4.00	4.00
Special Education Resource Teachers	1.50	1.50
PreK Special Education Teachers	1.00	2.00
Math Coach	0.50	0.50
English Learners Teachers	0.50	0.50
Music Teachers	2.00	2.00
Art Teachers	2.00	2.00
Physical Education Teachers	2.20	2.20
Reading/Skills Teachers	1.50	1.50
Gifted Teachers	1.00	1.00
Counselors	1.20	1.20
Librarian	1.00	1.00
Kindergarten Assistants	4.00	4.00
Library Assistants	1.00	1.00
Special Education Teacher Assistant	2.00	1.00
PreK Special Education Teacher Assistant	1.50	3.00
Instructional Technology Coordinator	1.00	1.00
Clerical	3.50	3.50
Custodians	4.00	4.00
TOTAL	64.40	63.40

Secondary Schools Summary

The Secondary Schools include the six middle schools: Gunston, Dorothy Hamm, Jefferson, Kenmore, Swanson and Williamsburg; the H-B Woodlawn Program (Grades 6-12); and the three high schools: Wakefield, Washington-Liberty and Yorktown. The FY 2020 School Board's Adopted Budget for these ten schools totals \$167,720,101 and includes 1,524.42 positions.

SCHOOLS SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
SCHOOL	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Gunston	\$12,384,371	120.00	\$12,897,385	131.90	\$13,996,528
Hamm	\$0	0.00	\$0	89.00	\$8,531,147
Jefferson	\$13,817,656	140.30	\$15,278,051	134.30	\$14,925,698
Kenmore	\$14,091,195	128.47	\$14,413,464	144.67	\$15,709,138
Swanson	\$14,502,665	142.80	\$15,063,262	115.60	\$12,636,908
Williamsburg	\$14,761,779	143.10	\$15,551,881	117.50	\$13,587,241
H-B Woodlawn	\$8,616,917	80.85	\$9,015,243	82.65	\$9,078,093
Wakefield	\$25,499,902	238.90	\$26,032,498	251.30	\$27,711,541
Washington-Liberty	\$26,739,670	247.00	\$26,862,125	238.00	\$26,730,234
Yorktown	\$23,485,306	212.60	\$23,658,596	219.50	\$24,813,573
TOTAL	\$153,899,461	1,454.02	\$158,772,505	1,524.42	\$167,720,101

The Arlington Public Schools secondary schools include six middle schools, three high schools, and one alternative middle/high school program which provide students in grades six through eight and nine through twelve with a wide range of instructional and program opportunities. Each school offers instruction following the Arlington Public Schools curricula and uses textbooks and supplementary materials selected centrally. Each school offers the courses listed in the Middle School Program of studies and/or the High School Program of Studies; some variation exists, primarily among electives. All the schools provide extracurricular opportunities, with students participating in interscholastic sports programs; the Virginia High School League; art and music festivals, exhibits, and performances; science fairs; vocational clubs and competitions; student government; service organizations; and other groups organized around common interests.

All the secondary schools address the special needs of students, including gifted, limited English proficient (LEP), and/or special education students. Some schools receive additional funds and/or staff to meet particular program needs. Resource teachers for the gifted serve each school. Additional staff to support former LEP students work at the high schools. The Career Center receives staffing for the Transition Program. Other specialized programs include the following:

- ◆ Gunston Middle School offers an extension of the Spanish partial immersion program at grades six, seven and eight and has an exemplary project titled Network 21. In addition, the school offers the Montessori Middle Years program option.
- ◆ Jefferson Middle School is an Authorized International Baccalaureate Middle Years Programme, available to students countywide.
- ◆ Kenmore Middle School offers an Arts and Communications Technology focus, available to students countywide.

Secondary Schools Summary

- ◆ Wakefield High School offers the Foundation for Academic Excellence at grade nine, Senior Project at grade twelve, a partial Spanish Immersion Program, and an exemplary project, the Advanced Placement Network.
- ◆ Washington-Liberty High School offers the International Baccalaureate program.
- ◆ Yorktown High School has an exemplary project titled Center for Leadership and Public Service.

Described in the next section is the Career Center which serves high school students through a variety of career-related programs which supplement or replace the standard high school offerings and Arlington Tech, which meets the needs of learners who thrive on hands-on, project-based, and work-based learning experiences. Arlington Community High School which offers a curriculum to high school students seeking a flexible and alternative way to complete their high school education. More detailed descriptions can be found in school profiles and/or programs of studies.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling 2.50 FTEs, was taken from the secondary schools accounts.

- ◆ Eliminate 2.50 Project Pathways teacher positions at Jefferson Middle School. The program will be incorporated into each middle school. (309400-41254)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ The FY 2019 Superintendent's Proposed budget included increasing the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12. The FY 2019 Adopted budget reinstated the planning factor for one year with one-time funds. The FY 2020 budget includes the increase of the classroom teacher planning factor from this point forward. (201000, 301000, 401000, 501000-41254, 601000-41260)

New Schools and Program Moves

In September 2019, five new schools and programs will be opened. Alice West Fleet (a new elementary school), Montessori Public School of Arlington (previously the Montessori Program at Drew and moving to the Patrick Henry elementary school site), Dr. Charles R. Drew (previously named Drew Model and opening as a neighborhood elementary school), Dorothy Hamm (a new middle school), and H-B Woodlawn and Eunice Kennedy Shriver (formerly called Stratford) programs relocating to The Heights Building. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Funds are budgeted at the schools and various central office budgets. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45.

Secondary Schools Summary

Baseline Adjustments

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.

Baseline Increases

In order to continue providing existing services, the following items are funded.

- ◆ Funds of \$85,336 are added for the following academic stipends: middle and high school robotics, high school winterguard ensemble assistant director, high school band music arranger, high school tech theater and tech theater sponsor, high school golf and tennis program assistants and an increase in the high school varsity golf coach stipend. These stipends were approved in FY 2019 and funded in FY 2019 from contingency funds. (301000, 401000-41204)
- ◆ Utility accounts for heating fuel, electricity, and water were evaluated by the Energy Manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the secondary schools is an increase of \$205,000. (317000/417000/517000-45624, 317000/417000/517000-45630, 317000/417000/517000-45680)
- ◆ 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.
- ◆ Based on the application of the custodian allocation formula, a net total of 11.5 custodian positions are added at the secondary schools. (317000, 517000-41316)
- ◆ In FY 2019, a 1.0 principal position and a 1.0 clerical position was budgeted in the Department of Administrative Services to prepare the new school opening. These positions are moved to the Dorothy Hamm middle school budget in FY 2020. (104000-41232, 41364)
- ◆ Cleaning supplies are allocated to the schools to allow greater flexibility in obtaining supplies when needed. The funding has been calculated using enrollment projections and the square footage of the buildings. These calculations may have resulted in either increases or decreases to cleaning supplies at each location. (317000, 417000-46613)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the schools realigned the following items.

- ◆ For better funds management, stipend funds of \$63,045 for the high school assistant activity director and club organization coordinator are moved from the Department of Teaching and Learning to the high schools and at the Career Center. (801000, 501000, 401000, 601000-41207)
- ◆ For better funds management, funds of \$13,520 for the middle and high school VJAS (Virginia Junior Academy of Sciences) stipends are moved from the schools to the science office in the Department of Teaching and Learning. (301000, 401000, 501000, 801030-41204)



Gunston

SCHOOL INFORMATION

Gunston Middle School is an exceptional, United Nations-like middle school. Gunston is home to three distinct but interconnected programs, a partial Spanish-Immersion Program, a Montessori Middle Years Program, and a Traditional Middle School Program. Additionally, there are more than 50 different countries represented in its very diverse student body.



The expectation is that every Gunston student will attempt the most rigorous coursework available in order to have the most options for high school and beyond. The number of Gunston students completing high school credit classes in middle school is high and continues to rise each year. The goal is that students leave middle school with high school credits so that they may be positively positioned to receive an advanced diploma. The staff at Gunston works with the school community – each student, each parent, and each faculty member – to achieve these goals through collaboration and in an atmosphere that fosters respect and understanding.

In addition to a challenging academic program, students at Gunston have many extra-curricular and co-curricular activities from which to select that support their social, emotional, and intellectual development. Students have the option to participate in interscholastic athletics and have the choice of more than 25 different clubs and after-school activities. Additionally, Gunston Middle School is a joint-use facility in partnership with the Arlington County Department of Parks & Recreation, which sponsors an after-school recreation program for teens.

Gunston also has an award-winning fine arts and technology program. The students who participate in art, drama, music, and video journalism are consistently honored in local and statewide competitions for their hard work and talents. The collaboration among the teachers creates many opportunities for students to fuse content coursework with elective options for unique and creative learning experiences.

The outstanding staff at Gunston is dedicated to creating educational opportunities for students that challenge academically and stimulate intellectual curiosity. Students benefit from the spirit of cooperation between home and school, making Gunston a place where all children succeed. At Gunston Middle School, the quest: success!

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
987	1,025	1,200

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	1106
Special Education Self-Contained	92
Countywide Special Education	2
TOTAL ENROLLMENT	1200

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	34
EL 3,4	59
Gifted*	357
Special Education Resource	69
Interlude	6
Receiving Free and Reduced Lunch*	355

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,140,731	\$9,489,371	\$10,183,002
Employee Benefits	\$3,071,655	\$3,200,579	\$3,582,811
Purchased Services	\$3,183	\$0	\$0
Other Charges	\$19,644	\$14,039	\$14,982
Materials and Supplies	\$113,979	\$128,907	\$145,049
Capital Outlay	\$35,179	\$64,489	\$70,683
TOTAL	\$12,384,371	\$12,897,385	\$13,996,528

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	60.60	66.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence Teacher	0.50	0.50
Basic Skills Teachers	2.40	2.40
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.00	1.00
EL Teachers	6.20	5.40
Special Education Teachers	10.00	12.00
Special Education Countywide Teachers	0.00	1.00
Special Education Resource Teachers	3.70	3.20
Director of Counseling	1.00	1.00
Counselors	4.20	4.80
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialists	0.50	0.50
Assistant/Aides	11.00	14.00
Clerical	7.50	8.50
Custodians*		
TOTAL	120.00	131.90

* Budgeted in Community Activities Fund

Dorothy Hamm

SCHOOL INFORMATION

Dorothy Hamm Middle School will be Arlington’s newest neighborhood middle school when it opens in September of 2019. Located in the original Stratford Jr. High building, the school will increase its capacity with the completion of an addition that includes 17 more classrooms, an auxiliary gym with locker rooms, a student commons area, and a lovely, light-filled library. The instructional focus of staff at Dorothy Hamm Middle School is to create a student-centered learning environment that is rigorous, relevant and engaging. To this end, students are grouped in smaller teams and start their day with a Teacher Advisory class that will ensure each student is known and heard, part of a community, and taught specific skills to support their social-emotional and academic needs.



Murals, mobiles, and multi-media displays in the school will celebrate and honor the Civil Rights history of the integration of Arlington Public Schools. On February 2, 1959, Stratford Jr. High became the first public school in the Commonwealth of Virginia to welcome four black seventh grade students through its doors. A public art display, following the path the students took to enter the school’s South-facing doors, will share the story of a community which came together to ensure its children had access to the best education possible. The name Dorothy Hamm reflects the Civil Rights activism of one mother here in Arlington who worked tirelessly to break down the barriers to equality.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
n/a	n/a	670

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	619
Special Education Self-Contained	46
Countywide Special Education	5
TOTAL ENROLLMENT	670

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	18
EL 3,4	19
Special Education Resource	39
Interlude	1

Dorothy Hamm

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)			\$5,774,577
Employee Benefits			\$2,374,787
Purchased Services			\$0
Other Charges			\$247,665
Materials and Supplies			\$98,169
Capital Outlay			\$35,949
TOTAL	\$0	\$0	\$8,531,147

POSITION SUMMARY

	FY 2019*	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal		1.00
Assistant Principal		1.00
Classroom Teachers		38.60
Health Education Specialist		0.40
ACT II Teacher		1.00
Equity and Excellence		0.50
Basic Skills Teachers		2.00
Gifted Teachers		1.00
Math Teacher		1.00
EL Teachers		2.20
Special Education Teachers		6.00
Special Education Countywide Teachers		1.00
Special Education Resource Teachers		2.20
Director of Counseling		1.00
Counselors		2.60
Librarians		1.00
Instructional Technology Coordinator		1.00
Activities Coordinator		1.00
Specialists		0.50
Assistant/Aides		8.50
Clerical		6.00
Custodians		9.50
TOTAL	0.00	89.00

*In FY 2019, 1.0 principal position and 1.0 clerical position was budgeted in the Department of Administrative Services. These positions are moved to the school budget in FY 2020.

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. The 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, students continue to be provided with a framework of academic challenge in addition to life-long learning skills. 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.



Students participate in community projects and service activities; the International Day of Peace, an International Festival; a Science Fair, and an International Film Day. Thomas Jefferson offers face-to-face World Languages instruction as an elective beginning in the sixth grade. Students at Thomas Jefferson conduct student-led conferences where students lead the discussion with their parents/guardians and advisory teacher about their academics.

Thomas Jefferson is unique for many reasons, one of which is its design and operation as a joint-use facility. The school enjoys a cooperative relationship with the Arlington County Department of Parks & Recreation. In 2018, Thomas Jefferson students were recognized, locally and nationally, for their hard work and dedication. Examples of such recognition include: earning first place at the SchoolsNEXT Design competition, first place in the APS HEADS UP! PSA contest, receiving the IB Mid-Atlantic Student Excellence Award, and earning credit-by-exam in record numbers. Thomas Jefferson students also participated and placed at the NOVA Regional Science and Engineering Fair, the Model United Nations Conference, and were 2018 County Wrestling Champions.

Thomas Jefferson provides a student-centered approach to continuous learning. Interdisciplinary teaming, flexible scheduling and a teacher-advisor program are integral parts of the school’s program. The dynamic 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 possible levels. At Thomas Jefferson Middle School, we believe in learning together to understand and improve ourselves, our futures, and our world.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
1,047	1,138	1,043

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	907
Special Education Self-Contained	103
Countywide Special Education	33
TOTAL ENROLLMENT	1043

**FY 2019 Actual Enrollment*

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	36
EL 3,4	72
Gifted*	425
Special Education Resource	87
Interlude	6
Receiving Free and Reduced Lunch*	456

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,159,702	\$11,230,876	\$10,884,118
Employee Benefits	\$3,417,859	\$3,771,945	\$3,780,861
Purchased Services	\$12,450	\$0	\$0
Other Charges	\$30,877	\$12,018	\$11,372
Materials and Supplies	\$146,542	\$191,920	\$182,287
Capital Outlay	\$50,226	\$71,292	\$67,060
TOTAL	\$13,817,656	\$15,278,051	\$14,925,698

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	60.20	53.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence	0.50	0.50
Basic Skills Teachers	2.80	2.40
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	2.20	2.20
EL Teachers	6.40	6.20
Project Pathways Teachers	2.50	0.00
Special Education Teachers	12.00	13.00
Special Education Countywide Teachers	5.00	5.00
Special Education Resource Teachers	3.70	4.20
Director of Counseling	1.00	1.00
Counselors	4.60	4.20
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	19.50	23.00
Clerical	8.00	7.50
Custodians*		
TOTAL	140.30	134.30

* Budgeted in Community Activities Fund

Kenmore

SCHOOL INFORMATION

Kenmore Middle School is an arts and technology focus school that is powered by STEAM (science, technology, engineering, art and math). The academic curriculum is enhanced by innovative approaches to learning where students work on shared tasks that integrate art and technology into instruction. Kenmore celebrates its focus with performances throughout the year for music, drama, and dance, as well as the annual Coffeehouse, Art and Jazz Showcase, Science Night, and Focus Fest.



Kenmore students have won Scholastic Art Awards at the national level, presented science research papers to the Virginia Academy of Sciences, competed in oratorical contests and the National Latin Exam, and earned top honors at music festivals for band, choir, and orchestra. They have also completed many community service projects.

Kenmore’s focus has evolved over the past 24 years and now includes a STEAM certification pathway to guide course selection for those students interested in STEAM-related classes such as Robotics. Each year Kenmore has students who continue this pursuit in high school at Arlington Tech, Thomas Jefferson High School for Science and Technology, or Duke Ellington School of the Arts.

Kenmore is an inclusive school community where families are engaged and valued. Parent workshops and support groups are hosted by the school in collaboration with the Kenmore PTA and the school division. Social and emotional development is emphasized through community service and volunteerism. The school uses a systematic approach to promoting positive behavior (PBIS). Academic intervention is supported by flexible teacher advisory groupings, as well as extra electives and after-school support.

Kenmore’s facility hosts many school and regional programs, including Harvesting Dreams—a celebration of Hispanic culture, as well as presentations by writers like New York Times bestselling author Kwamé Alexander and Presidential Photographer Pete Souza. The building underwent renovations in 2017 that now include a new fabrication lab for Design Thinking and Robotics, expanded classrooms, a retrofitted multipurpose room, additional space for physical education classes, and a community club room.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
913	957	1,001

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	837
Special Education Self-Contained	144
Countywide Special Education	20
TOTAL ENROLLMENT	1001

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	47
EL 3,4	116
Gifted*	299
Special Education Resource	83
Interlude	6
Receiving Free and Reduced Lunch*	503

Kenmore



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,071,785	\$10,310,031	\$11,110,963
Employee Benefits	\$3,436,500	\$3,537,226	\$3,958,689
Purchased Services	\$13,401	\$19,500	\$19,500
Other Charges	\$408,665	\$363,639	\$423,567
Materials and Supplies	\$135,574	\$134,158	\$144,699
Capital Outlay	\$25,269	\$48,910	\$51,721
TOTAL	\$14,091,195	\$14,413,464	\$15,709,138

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	3.00
Classroom Teachers	49.20	45.60
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence	0.50	0.50
Basic Skills Teachers	2.80	2.80
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
Exemplary Projects Teachers	1.60	1.60
EL Teachers	6.80	9.40
Special Education Teachers	13.00	18.00
Special Education Countywide Teachers	1.17	3.17
Special Education Resource Teachers	3.70	3.70
Director of Counseling	1.00	1.00
Counselors	3.80	4.00
Librarians	1.00	2.00
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	16.00	23.50
Clerical	7.00	7.50
Custodians	11.00	11.00
TOTAL	128.47	144.67

Swanson

SCHOOL INFORMATION

Swanson Middle School celebrated its 78th anniversary in January 2018, continuing a long tradition of successfully supporting students as they learn and grow. The staff is committed to meeting the physical, social, emotional and intellectual developmental needs of the middle school child. The staff values and promotes interdisciplinary team teaching, flexible scheduling, a teacher advisory program, exploratory course options and an extensive extracurricular program, which includes activities ranging from sports to robotics. Swanson also dedicates time for academic support through the benefit of a daily enrichment period. Swanson approaches instruction with careful consideration of our students’ learning goals, and promotes students’ cultural diversity. Cultural diversity is interwoven throughout every facet of the school. Students are taught how to analyze and understand information, solve problems, adapt to change, and be lifelong learners committed to being productive members of the global community.



As a Professional Learning Community, Swanson teachers collaborate with one another to build on what students know and to personalize instruction to meet all students’ needs. Swanson teachers and staff are dedicated to the business of improving their professional practice, consistently engaging in meaningful professional development designed to guide students in activities that are engaging, that spur students’ intellectual curiosity, and that produce critical thinkers.

Teachers work in partnership with parents to ensure students’ success. At Swanson, success is a team effort and the team consists of students, parents, teachers and staff.

The Swanson Statement

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 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
1,223	1,251	971

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	873
Special Education Self-Contained	90
Countywide Special Education	8
TOTAL ENROLLMENT	971

**FY 2019 Actual Enrollment*

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	25
EL 3,4	35
Gifted*	608
Special Education Resource	35
Interlude	2
Receiving Free and Reduced Lunch*	153

Swanson



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,457,640	\$10,834,653	\$9,100,351
Employee Benefits	\$3,608,135	\$3,732,759	\$3,091,403
Purchased Services	\$5,418	\$0	\$0
Other Charges	\$245,004	\$262,948	\$257,850
Materials and Supplies	\$159,609	\$168,840	\$137,013
Capital Outlay	\$26,859	\$64,062	\$50,291
TOTAL	\$14,502,665	\$15,063,262	\$12,636,908

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	2.00
Classroom Teachers	71.00	52.80
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
EL Teachers	3.20	3.40
Special Education Teachers	12.00	11.00
Special Education Countywide Teachers	2.00	1.00
Special Education Resource Teachers	2.70	1.70
Director of Counseling	1.00	1.00
Counselors	5.00	3.80
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	15.00	14.00
Clerical	8.50	7.00
Custodians	8.00	7.50
TOTAL	142.80	115.60

Williamsburg

SCHOOL INFORMATION

Williamsburg Middle School, dedicated in 1955, is an integral part of the solid educational program in Arlington. Named after one of the most historic cities in the United States, the school strives to live up to the legacy of that strong heritage by preserving the best of the past and leading students toward the future.



Williamsburg challenges students to learn in an interdisciplinary environment that is organized by teams within the school. Dedicated faculty and staff 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, dedicated staff, and the strong support and active involvement of parents. Williamsburg prepares students for higher education by celebrating diversity, implementing character education, and providing staff and students with 21st-century technology.

Williamsburg's program consists of a grade-level team approach for learning where students can grow and develop academically, socially, emotionally and physically. Teachers, counselors and administrators have worked together to design educational activities for the middle school student that are student-centered and give them the opportunity to become thoughtful, productive and contributing members of society in an atmosphere of acceptance and respect.

Williamsburg has an outstanding fine arts program. Students are consistently recognized for superior achievement locally and statewide. An extensive after-school program reflects the interests and needs of students. Activities include academic enrichment, remediation, community service and student interest clubs. The school also offers a wide variety of intramural and interscholastic sports.

Williamsburg strives to develop lifelong learners who are civic-minded and culturally sensitive, in an environment that is safe and supportive.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
1,252	1,322	1,063

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	1020
Special Education Self-Contained	40
Countywide Special Education	3
TOTAL ENROLLMENT	1063

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	24
EL 3,4	28
Gifted*	557
Special Education Resource	40
Interlude	4
Receiving Free and Reduced Lunch*	163

Williamsburg



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,621,928	\$11,148,198	\$9,798,460
Employee Benefits	\$3,703,513	\$3,887,811	\$3,329,481
Purchased Services	\$3,544	\$0	\$0
Other Charges	\$248,972	\$264,623	\$254,018
Materials and Supplies	\$149,763	\$182,757	\$150,606
Capital Outlay	\$34,059	\$68,493	\$54,675
TOTAL	\$14,761,779	\$15,551,881	\$13,587,241

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.00	3.00
Classroom Teachers	78.60	61.20
Health Education Specialist	0.40	0.40
ACT II Teacher	1.00	1.00
Equity and Excellence	0.50	0.50
Basic Skills Teachers	2.00	2.00
Gifted Teachers	1.00	1.00
Math Teacher	1.00	1.00
EL Teachers	3.00	3.00
Special Education Teachers	10.00	6.00
Special Education Countywide Teachers	0.00	1.00
Special Education Resource Teachers	3.70	2.20
Director of Counseling	1.00	1.00
Counselors	5.40	4.20
Librarians	2.00	2.00
Instructional Technology Coordinator	1.00	1.00
Activities Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistant/Aides	8.00	7.50
Clerical	9.00	7.50
Custodians	10.00	9.50
TOTAL	143.10	117.50

H-B Woodlawn

SCHOOL INFORMATION

Student choice is the central focus of H-B Woodlawn’s alternative secondary program. Students must decide how to use their time wisely to meet their obligations. The amount of “unsupervised time” increases gradually from grade 6 to grade 12. To make this offer of freedom work, the school trusts the good intentions of its students, and students learn to reciprocate with a sufficient degree of personal responsibility.



All students enter the program at H-B Woodlawn with varying degrees of independence and self-motivation. The program’s faculty and staff work with students as individuals, in small groups, and as grade levels to empower them to have control over their educational program. Accordingly, students are responsible for their actions. In 1971, “a word to the wise is sufficient” was selected as the school motto to reflect the association of freedom with responsibility.

The H-B Woodlawn program adheres to three pillars: Caring Community, Self-Governance, and Self-Directed Learning. Through student-led conferences, student-initiated electives and clubs, and weekly Town Meetings, where each student, teacher, and parent in attendance has an equal voice, the community works together to help all students develop and pursue their educational goals.

Experience has shown that H-B Woodlawn students approach college with a mature, realistic understanding of their interests and abilities, and with a heightened commitment to learning for its inherent value.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
688	698	723

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	681
Special Education Self-Contained	22
Countywide Special Education	20
TOTAL ENROLLMENT	723

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	39
EL 3,4	34
Gifted*	354
Special Education Resource	73
Interlude	0
Receiving Free and Reduced Lunch*	104

H-B Woodlawn

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,181,518	\$6,442,917	\$6,467,249
Employee Benefits	\$2,133,122	\$2,250,274	\$2,236,621
Purchased Services	\$27,870	\$5,108	\$5,254
Other Charges	\$178,129	\$179,175	\$228,581
Materials and Supplies	\$69,634	\$99,625	\$101,930
Capital Outlay	\$26,642	\$38,144	\$38,459
TOTAL	\$8,616,917	\$9,015,243	\$9,078,093

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Counselors	3.00	3.20
Librarians	1.00	1.00
Activities Coordinator	0.50	0.50
Classroom Teachers	35.70	35.50
SOL Core Teacher	1.00	1.00
Health Education Specialist	0.40	0.40
Equity and Excellence	0.20	0.20
Gifted Teachers	1.00	1.00
EL Teachers	4.40	4.20
Science Program Teachers	0.60	0.60
Special Education Teachers	5.00	4.00
Special Education Countywide Teachers	2.00	2.00
Special Education Resource Teachers	2.90	3.90
Instructional Technology Coordinator	1.00	1.00
Specialist	0.50	0.50
Assistants/Aides	5.00	5.00
Clerical	6.15	6.15
Custodians	7.50	9.50
TOTAL	80.85	82.65

Wakefield

SCHOOL INFORMATION

Wakefield is a vibrant community of students, staff and parents working together for success. In a state-of-the-art building, Wakefield provides appropriate academic challenges to all students. Ninety-two percent of graduates continue to college, and in 2017 graduates earned over \$7 million in scholarship and grant money.

Wakefield's initiatives for creating successful students caught the attention of President Obama who visited the school on two occasions. In addition, Former Virginia Governor Terry McAuliffe was so impressed with our Senior Project that in 2016 he unveiled his new diploma plan at Wakefield.



Wakefield is home to the high-school Spanish Immersion Program, and is designated by Spain's Ministry of Education as an International Spanish Academy. In 2016, Wakefield was named the Spanish Academy School of the Year. Wakefield also offers French, Latin, German, Mandarin, Japanese, and Arabic.

Our Advanced Placement (AP) Network and AP Summer Bridge programs encourage and prepare students to take Advanced Placement courses. Wakefield was honored with College Board's prestigious Inspiration Award for these initiatives; and, in 2017, College Board selected Wakefield to offer their rigorous Capstone Diploma. The Capstone courses align with our Senior Project objective of every graduate completing a rigorous, independent research project, typically in an area of career interest, during their senior year.

Wakefield's signature approach to transition, The Ninth Grade Foundation for Academic Excellence, places ninth graders with a core team of content area teachers. This approach to ninth grade provides significant support for students in their first year of high school.

The Cohort and United Minority Girls programs work to support minority students in taking academically rigorous classes and successfully transitioning to college. The Cohort Program works with African-American and Hispanic males, while United Minority Girls is open to all minority females.

With strong community ties, Wakefield has several partnerships in learning. One is with Signature Theatre, which allows student involvement in professional stage productions. Wakefield also partners with Urban Alliance to place selected seniors in paid internships in the area.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
2,047	2,126	2,213

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	1999
Special Education Self-Contained	186
Countywide Special Education	28
TOTAL ENROLLMENT	2213

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	114
EL 3,4	178
Gifted*	494
Special Education Resource	141
Interlude	16
Receiving Free and Reduced Lunch*	924

Wakefield



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$18,374,354	\$18,775,926	\$19,920,943
Employee Benefits	\$6,110,336	\$6,150,315	\$6,719,657
Purchased Services	\$52,978	\$55,384	\$56,523
Other Charges	\$544,532	\$579,965	\$526,126
Materials and Supplies	\$282,143	\$320,246	\$331,155
Capital Outlay	\$135,559	\$150,662	\$157,136
TOTAL	\$25,499,902	\$26,032,498	\$27,711,541

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	9.20	9.60
Specialists (Counseling)	1.00	1.00
Librarians	2.00	2.00
Classroom Teachers	87.60	91.20
SOL Core Teachers	6.50	6.00
Health Education Specialist	0.60	0.60
Equity and Excellence 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
EL Teachers	16.00	16.40
Special Education Teachers	18.00	21.00
Special Education Countywide Teachers	4.00	4.00
Special Education Resource Teachers	6.20	6.20
Interlude Teachers	2.00	2.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	31.60	36.10
Clerical	15.00	16.00
Custodians	21.00	21.00
TOTAL	238.90	251.30

Washington-Liberty

SCHOOL INFORMATION

Washington-Liberty (previously named Washington-Lee) was the first of three comprehensive high schools to be established in Arlington. Now in its 93rd year of operation, the school boasts a diverse student population representing more than 50 countries across the globe. Washington-Liberty 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-Liberty's building 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-Liberty 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-Liberty in 1998, when the first cohort of 13 students graduated. Since that time, 825 students have earned the prestigious IB Diploma in conjunction with the Virginia Advanced Studies Diploma. Countless other students have taken individual IB certificate courses. Successful completion of IB courses and exams may lead to college credit and/or advanced standing at colleges and universities.

Washington-Liberty also offers an extensive selection of Advanced Placement (AP) courses that require students to complete an exit exam that may lead to college credit. Students may begin AP classes as early as their freshman year.

Washington-Liberty graduates in 2017 earned more than \$7.5 million in scholarship awards. Ninety-three percent of graduates go directly on to higher education, with more than 72 percent enrolling in four-year colleges and universities.

Washington-Liberty's Senior Experience Program, *Exploring Work from Theory to Practice*, is now in its 14th year. Ninety-eight percent of seniors participated in the 2017 Senior Experience Program.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
2,241	2,275	2,155

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	1972
Special Education Self-Contained	151
Countywide Special Education	32
TOTAL ENROLLMENT	2155

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	88
EL 3,4	123
Gifted*	844
Special Education Resource	129
Interlude	37
Receiving Free and Reduced Lunch*	662

Washington-Liberty



FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$19,047,426	\$19,047,216	18,921,921
Employee Benefits	\$6,439,149	\$6,363,138	6,393,097
Purchased Services	\$78,271	\$121,358	120,083
Other Charges	\$473,780	\$597,999	587,699
Materials and Supplies	\$542,054	\$565,960	549,290
Capital Outlay	\$158,990	\$166,454	158,144
TOTAL	\$26,739,670	\$26,862,125	\$26,730,234

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	4.00	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	10.00	9.40
Librarians	2.00	2.00
Classroom Teachers	99.20	94.40
SOL Core Teachers	4.50	4.00
Health Education Specialist	0.60	0.60
Equity and Excellence 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
EL Teachers	15.40	11.80
Special Education Teachers	16.00	16.00
Special Education Countywide Teachers	4.00	4.00
Special Education Resource Teachers	4.70	5.70
Interlude Teachers	3.00	4.00
Facilities Manager	1.00	1.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	32.00	31.00
Clerical	17.00	16.50
Custodians	20.00	20.00
TOTAL	247.00	238.00

Yorktown

SCHOOL INFORMATION

Yorktown’s primary goal is to provide all students a first-rate academic education while fostering the development of the whole child. This commitment is reflected in Yorktown’s unique social and emotional education (SEL) program, known as Yorktown ROCS – Respect Others, Your Community, and most of all, Yourself!. Yorktown has been recognized for this program as a “National School of Character” by the Character Education Partnership and with the Claudia Dodson Sportsmanship, Ethics and Integrity Award.



The Washington Post ranks Yorktown as one of the most academically challenging high schools in the metro area and over 90 percent of Yorktown’s graduates go on to post-secondary education. Yorktown’s AP Scholars program, which provides college level course work aligned with the National Advance Placement (AP) Program, offers students the chance to develop their unique personal interests and talents with the support of a mentor. Yorktown received the Siemens Foundation Award for Advanced Placement participation and achievement, one of 50 schools nationally to win this award.

Yorktown addresses the needs of each student through a broad curriculum and several individual programs and support networks such as team-taught world history and English courses in ninth grade which fosters a smooth transition from middle school to high school, a writing support center, a math lab, and after school academic supports.

Yorktown’s “Center for Leadership and Public Service” coordinates various student programs in leadership, service and social-emotional learning. A cornerstone of Yorktown’s whole-child focus is Senior Experience, which originated in the county at Yorktown to provide seniors the opportunity to explore possible career paths through real-life, hands-on learning. The high level of student involvement in all of Yorktown’s programs and the recognition students receive for their accomplishments are the direct outcomes of their talents and of the dedication of the staff—both of which are hallmarks of the Yorktown Patriot experience.

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
1,972	2,078	2,085

SCHOOL POPULATION

FY 2020 PROJECTED ENROLLMENT	
General Education	1933
Special Education Self-Contained	122
Countywide Special Education	30
TOTAL ENROLLMENT	2085

*FY 2019 Actual Enrollment

FY 2020 PROJECTED ENROLLMENT IN SELECTED SUPPLEMENTAL PROGRAMS	
EL 1,2	29
EL 3,4	55
Gifted*	581
Special Education Resource	130
Interlude	20
Receiving Free and Reduced Lunch*	251

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$16,640,234	\$16,913,913	\$17,661,803
Employee Benefits	\$5,613,196	\$5,597,705	\$5,964,658
Purchased Services	\$29,890	\$27,944	\$28,633
Other Charges	\$703,609	\$658,224	\$688,928
Materials and Supplies	\$290,290	\$312,005	\$315,743
Capital Outlay	\$208,088	\$148,805	\$153,809
TOTAL	\$23,485,306	\$23,658,596	\$24,813,573

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	3.50	4.00
Director of Student Activities	1.00	1.00
Assistant Director of Student Activities	0.50	0.50
Director of Counseling	1.00	1.00
Counselors	8.80	9.20
Librarians	2.00	2.00
Classroom Teachers	96.60	100.00
SOL Core Teachers	2.00	2.00
Health Education Specialist	0.60	0.60
Equity Excellence 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
EL Teachers	5.20	4.80
Special Education Teachers	16.00	15.00
Special Education Countywide Teachers	2.00	3.00
Special Education Resource Teachers	5.20	5.70
Interlude Teachers	2.00	2.00
Athletic Trainer	0.70	0.70
In School Alternative Specialist	1.00	1.00
College Career Counselor	1.00	1.00
Instructional Technology Coordinator	1.00	1.00
Specialist	1.00	1.00
Assistants/Aides	22.50	25.00
Clerical	15.50	15.50
Custodians	18.50	18.50
TOTAL	212.60	219.50



Other School Programs Summary

Other School Programs includes the Career Center/Arlington Tech, Arlington Community High School, Langston High School Continuation Program, Career Center, New Directions, Eunice Kennedy Shriver Program, and the Teenage Parenting Program. The FY 2020 School Board's Adopted Budget for these programs totals \$22,853,422 and includes 198.19 positions.

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arlington Community	\$3,411,640	27.80	\$3,586,962	27.80	\$3,729,942
Career Center	\$9,445,901	101.20	\$11,339,791	111.50	\$13,074,667
Langston	\$2,040,551	20.29	\$2,217,300	20.29	\$2,331,920
New Directions	\$906,755	6.70	\$918,261	6.70	\$942,952
Eunice Kennedy Shriver Program	\$2,394,962	29.90	\$2,353,821	28.90	\$2,442,531
Teenage Parenting Program	\$616,484	3.00	\$394,559	3.00	\$331,410
TOTAL	\$18,816,293	188.89	\$20,810,694	198.19	\$22,853,422

Arlington Career Center/Arlington Tech

DESCRIPTION

The mission of the Career Center is to “Instill a Passion for Learning by Doing” through hands-on applications in 25 unique Career and Technical Education (CTE) programs in the areas of IT and Digital Media; Engineering and Industrial Trades; Health and Medical Services; and Public and Human Services. Through these career and college readiness programs, the Career Center provides enhanced opportunities in marketplace skills, industry certifications, college credits, and work-based internships. Students are bused daily from their home school to the Career Center for two class periods during which they take their CTE class and earn two credits.

Through a partnership with Northern Virginia Community College (NVCC), students may earn both high school and college credits through dual enrollment CTE and academic courses.

Additional programs at the Career Center include the Academic Academy, HILT Institute, Program for Employment Preparedness, and Teen Parenting Program.

Students interested in taking CTE and academic classes at the Career Center should contact their home school counselor.

Arlington Tech at the Career Center: A Countywide Program

Arlington Tech is a rigorous, project-based learning, high school program that prepares students to succeed in college and in the workplace through collaborative problem solving. Students learn how to effectively combine their interdisciplinary core academic knowledge with skills they develop in Career and Technical Education (CTE) classes to solve real-world problems and provide services to the local community. Arlington Tech provides the opportunity for students to explore and become certified in a variety of CTE programs and to get a jump start on college by earning Early College Credits through dual-enrollment with Northern Virginia Community College (NVCC). As a culmination of the project-based learning experience, Arlington Tech students will complete a year-long senior capstone project in which they would be employed as an intern, a consultant, or act as an independent researcher. Learning at Arlington Tech is active (through inquiry), authentic (through projects), and motivated by the students’ interest.

Arlington Career Center/Arlington Tech

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ The FY 2019 Superintendent's Proposed budget included increasing the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12. The FY 2019 Adopted budget reinstated the planning factor for one year with one-time funds. The FY 2020 budget includes the increase of the classroom teacher planning factor from this point forward. (201000, 301000, 401000, 501000-41254, 601000-41260)

Growth Initiatives

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added.

- ◆ For the fourth year phase-in of the program, funds for 11.4 positions are added for Arlington Tech at the Career Center. Positions include 9.4 teacher positions, a 1.0 senior project coordinator position, and a 1.0 clerical position. (601000-41254, 612000-41208, 41324)

Baseline Adjustments

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.

Baseline Increases

- ◆ In order to continue providing existing services, funds of \$170,000 are added to the consultant fees account to pay a contract for Emergency Medical Technicians (EMT) that provide classroom instruction at the Career Center. These funds were provided from the staff contingency account in FY 2019. (601000-43565)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the schools realigned the following items.

- ◆ For better funds management, stipend funds of \$63,045 for the high school assistant activity director and club organization coordinator are moved from the Department of Teaching and Learning to the high schools and at the Career Center. (801000, 501000, 401000, 601000-41207)

Arlington Career Center/Arlington Tech

ENROLLMENT

	FY 2018	FY 2019	FY 2020
	ACTUAL	ACTUAL	PROJECTED
Membership (Career Center)	390	388	459
Membership (Arlington Tech)	113	196	346

FINANCIAL SUMMARY (ARLINGTON CAREER CENTER AND ARLINGTON TECH)

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,684,871	\$8,164,225	\$9,310,749
Employee Benefits	\$2,240,188	\$2,839,574	\$3,250,759
Purchased Services	\$218,114	\$59,549	\$233,165
Other Charges	\$100,939	\$62,471	\$65,464
Materials and Supplies	\$137,511	\$140,699	\$141,258
Capital Outlay	\$64,277	\$73,272	\$73,272
TOTAL	\$9,445,901	\$11,339,791	\$13,074,667

POSITION SUMMARY

CAREER CENTER

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	2.00	2.00
Classroom Teachers	26.05	25.45
Vocational Assessment Teacher	1.00	1.00
Academic Academy Teacher	3.00	3.00
Hilt Institute Teachers	5.00	5.00
Director of Counseling	-	-
Coordinators	-	-
Transition Program Teachers	1.60	1.60
Technicians	1.00	1.00
Guidance Counselor	0.20	0.20
Technology Coordinator	1.00	1.00
Instructional Technology Coordinator	-	-
Special Education Teachers	16.50	18.50
Assistants	15.00	12.50
Clerical Support	1.75	1.75
TOTAL	75.10	74.00

ARLINGTON TECH

	FY 2019	FY 2020
	ADOPTED	ADOPTED
	-	-
	-	-
	19.60	29.00
	-	-
	-	-
	-	-
	1.00	1.00
	1.50	2.50
	-	-
	-	-
	1.00	1.00
	-	-
	-	-
	2.00	3.00
TOTAL	26.10	37.50

Note: Arlington Tech is located at the Career Center building. The position summary tables shows the positions budgeted at the Career Center and the positions added for the Arlington Tech program since inception. Some positions listed under the Career Center may also serve Arlington Tech students such as administrators and special education positions. Custodians are budgeted in the Community Activities Fund.

Arlington Community High School

DESCRIPTION

Arlington Community High School is an alternative high school that offers courses required for a high school diploma on a semester basis (classes completed in one semester) for day classes, and a year basis (classes completed in a year) for evening classes, to any county resident age 16 or older. Classes operate from 8 a.m.–9:10 p.m. As a countywide high school of enrollment, Arlington Community High School awards its own diploma.

Arlington Community High School's diverse student population is focused on earning a high school diploma, while preparing themselves for college, work, and the future. While completing high school requirements, students have an opportunity to take classes for dual enrollment college credit, as well as work with NOVA counselors to plan a seamless transition to college. The location next to the Arlington Career Center affords additional opportunities to complete career and technical courses, earn industry certifications, and earn additional college dual enrollment credits.

Arlington Community High School offers students:

- ◆ flexibility in scheduling to meet individual student scheduling needs and course requirements;
- ◆ the opportunity to earn eight or more credits in a year, allowing for credit acceleration or credit recovery; semester-based classes, allowing students to complete one, two, three, or four block classes each semester (up to 8 credits per year); year-long evening classes (up to 4 credits per year);
- ◆ a choice for a high school— students elect to attend the school;
- ◆ the opportunity to enter at age 16 years or older; there is no upper age limit (there is a tuition charge to students over school-age);
- ◆ college credit for some courses from NOVA through a dual enrollment program; and
- ◆ personalized learning, often in smaller classes to meet students' learning styles. Teachers and staff have developed a supportive and individualized atmosphere.

Students interested in enrolling in Arlington Community High School should contact the school directly, or see their current school counselor for enrollment information and a referral.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

- ◆ Materials and supplies are calculated using current enrollment projections and approved planning factor formulas. These calculations may have resulted in increases and decreases to materials and supplies allocations at each school and are dependent on changes in the population at each school.

Arlington Community High School

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
100	91	91

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,482,774	\$2,561,610	\$2,642,738
Employee Benefits	\$821,001	\$832,251	\$895,510
Purchased Services	\$32,114	\$69,399	\$69,304
Other Charges	\$25,254	\$75,824	\$75,655
Materials and Supplies	\$18,782	\$32,824	\$32,085
Capital Outlay	\$31,714	\$15,055	\$14,650
TOTAL	\$3,411,640	\$3,586,962	\$3,729,942

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Assistant Principal	1.00	1.00
Specialist	0.50	0.50
Counselor	2.00	2.00
Teachers - School-Based	17.80	17.80
Resource Assistants	2.00	2.00
Custodian	1.50	1.50
Clerical	2.00	2.00
TOTAL	27.80	27.80

Langston

DESCRIPTION

The Langston High School Continuation Program offers students an alternative way to earn a high school diploma. Although students are responsible for the same course requirements, number of credits, and SOL assessment verification as students in the comprehensive high schools, the program offers flexibility in the way and timeframe in which students can earn a high school diploma.

At Langston:

- ◆ Students are able to earn eight or more credits in a year.
- ◆ Classes are semester-based, and students may complete one, two, three or four classes each semester, allowing for credit recovery or acceleration.
- ◆ The financial cost to the student varies with age.
- ◆ Students elect to attend Langston or may be referred by the comprehensive high schools.
- ◆ Students must be at least 16 years of age to enter Langston; there is no upper age limit.
- ◆ Online classes are available for all students.
- ◆ Upon completion of requirements, students receive standard or advanced-studies high school diplomas from their home schools.
- ◆ College credit is available for some courses from Northern Virginia Community College (NVCC) through a dual enrollment program.

As a result of working in a program that is kept small by design, teachers and staff have developed a supportive and individualized atmosphere. Teachers are skilled at teaching students with diverse needs and learning styles in multiple levels or subjects within one classroom.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Langston

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
104	121	121

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,499,016	\$1,612,182	\$1,688,462
Employee Benefits	\$515,494	\$554,153	\$589,185
Purchased Services	\$804	\$1,465	\$1,643
Other Charges	\$316	\$23,732	\$24,050
Materials and Supplies	\$15,196	\$18,656	\$20,705
Capital Outlay	\$9,725	\$7,112	\$7,875
TOTAL	\$2,040,551	\$2,217,300	\$2,331,920

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Professional	1.00	1.00
Counselor	1.00	1.00
Teachers - School-Based	11.29	11.29
Resource Assistants	1.00	1.00
Librarian	1.00	1.00
Instructional Technology Coordinator	0.50	0.50
Clerical	2.50	2.50
Custodians	2.00	2.00
TOTAL	20.29	20.29

New Directions

The New Directions program provides identified students with rigorous academic schedules and effective counseling services in a small and nurturing environment. Its highly-structured and supportive academic setting offers students the possibility of earning the high school credits needed for graduation. The characteristics listed below apply to students currently enrolled in New Directions.

- ◆ The student is at least 14 years of age and has reached at least grade nine in school.
- ◆ The student is under court supervision and has a probation officer.
- ◆ The student has experienced difficulty in the school and/or in the community.
- ◆ The student needs a strictly-monitored school setting.
- ◆ The student is recommended by his/her home school and is accepted by a screening committee.

New Directions has three main goals: improve academic status, build positive character and successfully complete probation obligations. Students are expected to make progress toward academic goals, and families are encouraged to meet with staff to develop programs to reinforce schoolwork at home. Students successfully complete the New Directions program through one of several paths: (a) completing the APS graduation requirements and graduate from high school; (b) returning to their home high school; or (c) transferring to the High School Continuation Program at Langston.

FY 2020 PRIORITIES

To achieve the strategic plan goals of rising student achievement, eliminating the achievement gap, and providing a program that is responsive to the needs of its students, the New Directions Program will:

- ◆ Provide a rigorous, engaging academic program utilizing a small, structured, responsive academic approach to meet the social, emotional, and academic needs of every student.
- ◆ Hire and retain highly qualified staff and nurture a collaborative, stable, cohesive team where teachers and Arlington Court Services work together to achieve what could not be accomplished alone.
- ◆ Foster a school climate of open, consistent communication among students, staff, parents, Court Services, group homes, and the Department of Human Services (DHS) to build effective relationships.
- ◆ Ensure that students enrolled in the program have every opportunity to pass all classes and progress toward graduation through creative, individualized academic planning.
- ◆ Empower students to act responsibly and introspectively via academic and counseling supports.
- ◆ Encourage students to plan for college or other post-secondary education.
- ◆ Maintain a school-wide focus on becoming a Professional Learning Community (PLC) to promote best instructional practices and enhance student achievement.
- ◆ Increase the knowledge and skills of staff through a variety of professional and staff development opportunities.
- ◆ Analyze various forms of data frequently and consistently to inform instruction and assist decision-making.

New Directions

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

ENROLLMENT

Students in this program are transient and are counted in the enrollment figures at their home school. Maximum of 35 students and average enrollment 30-33.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$670,962	\$679,997	\$695,513
Employee Benefits	\$220,723	\$226,551	\$235,725
Purchased Services	\$1,529	\$366	\$366
Other Charges	\$4,281	\$3,537	\$3,537
Materials and Supplies	\$6,530	\$3,844	\$3,844
Capital Outlay	\$2,730	\$3,966	\$3,966
TOTAL	\$906,755	\$918,261	\$942,952

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Classroom Teachers	4.70	4.70
Guidance Counselor	1.00	1.00
TOTAL	6.70	6.70

Eunice Kennedy Shriver Program

DESCRIPTION

The Eunice Kennedy Shriver Program (formerly the Stratford Program) provides special education for students ages 11 to 22 who require extensive program applications due to their intellectual disabilities. Shriver utilizes both classroom and community resources to serve students with specialized educational needs. As part of Arlington's commitment to a continuum of services, the program provides instruction to assist students with adult placement in the community. Parents and community agencies are an integral part of the planning and services. Shriver Program students work in the community and frequently transition to work sites. Transition plans start at age 14, but actual case management with adult services starts just prior to age 18.

Preparation for adult community living is the primary goal of the Shriver Program. In order to achieve this goal, a wide range of programs are developed to address each student's needs. Areas of instruction are based on vocational and community skills, daily living skills, communication, leisure, recreation and other independent skills.

FY 2020 PRIORITIES

To address the strategic plan goals of rising achievement and responsive education, Eunice Kennedy Shriver 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 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

- ◆ Based on the application of the custodian allocation formula, a 1.0 custodian position is reduced. The custodian positions for the Eunice Kennedy Shriver Program are budgeted at the shared location with the H-B Woodlawn Secondary Program (relocating to The Heights Building in September 2019). (717000-41316)

Eunice Kennedy Shriver Program

ENROLLMENT

FY 2018	FY 2019	FY 2020
ACTUAL	ACTUAL	PROJECTED
52	49	49

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,732,924	\$1,718,885	\$1,763,310
Employee Benefits	\$624,490	\$594,688	\$638,973
Purchased Services	\$350	\$475	\$475
Other Charges	\$1,708	\$8,211	\$8,211
Materials and Supplies	\$20,205	\$24,473	\$24,473
Capital Outlay	\$15,286	\$7,089	\$7,089
TOTAL	\$2,394,962	\$2,353,821	\$2,442,531

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Principal	1.00	1.00
Counselors	0.40	0.40
Physical Education Teacher	0.20	0.20
EL Teacher	0.50	0.50
Transition Coordinator	0.50	0.50
Special Education Teachers	9.80	9.80
Assistants/Aides	14.00	14.00
Librarian	0.50	0.50
Clerical Support	2.00	2.00
Custodians	1.00	0.00
TOTAL	29.90	28.90

Teenage Parenting

DESCRIPTION

Arlington Public Schools is committed to addressing the needs of pregnant and parenting teens through its Teenage Parenting Programs (TPP). The mission of TPP is to provide leadership for collaborative, comprehensive services in Arlington County to address the issues of adolescent pregnancy including educational needs, pregnancy prevention, teenage parenting, and healthy families. The Teenage Parenting Programs consist of the following four programs:

- ◆ Family Education Center
- ◆ Outreach for Parenting Teens
- ◆ Alternatives for Parenting Teens
- ◆ Young Fathers Program

Throughout pregnancy and the early stages of parenthood, pregnant and parenting teens are able to attend the Family Education Center (FEC) and remain there the remainder of the school year. At the FEC, students continue their academic studies, are assisted in obtaining prenatal and childcare services, and learn parenting skills.

The Alternatives for Parenting Teens Program (APT), a collaborative program of APS and the Arlington Department of Human Services, serves young mothers and their children. While young mothers continue their academic studies, learn child development and parenting skills, and have access to comprehensive health services, their children are nurtured in the licensed APT Infant Care Center.

The Outreach for Parenting Teens Program (OPT) locates out-of-school pregnant and parenting teens, and facilitates their return to school or vocational training.

The Young Fathers Program (YFP) provides services to the partners of the teen mothers using bilingual, bicultural male staff. The goal is to prepare young fathers for successful fatherhood.

While each program differs in its approach, they all assist teens and young families in accomplishing the following program objectives:

- ◆ Mothers remain in school and earn credit
- ◆ High school graduation or receipt of GED
- ◆ Healthy mothers (appropriate prenatal care)
- ◆ Healthy babies (up-to-date immunizations)
- ◆ Healthy relationships with fathers of babies
- ◆ Postponing subsequent pregnancies until financially able
- ◆ Demonstration of maturity, responsibility, self reliance, and self sufficiency
- ◆ New knowledge and skills regarding child development and positive parenting
- ◆ Contributing, responsible members of society

Teenage Parenting

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

ENROLLMENT

APS students in this program are transient and are counted in the enrollment figures at their home school.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$347,700	\$228,537	\$180,752
Employee Benefits	\$112,320	\$68,214	\$52,850
Purchased Services	\$77,758	\$285	\$285
Other Charges	\$44,207	\$79,520	\$79,520
Materials and Supplies	\$29,298	\$12,842	\$12,842
Capital Outlay	\$5,201	\$5,161	\$5,161
TOTAL	\$616,484	\$394,559	\$331,410

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Counselor	1.00	1.00
Teacher Assistants	2.00	2.00
TOTAL	3.00	3.00

FINANCIAL: DEPARTMENTS

School Board Office

Superintendent's Office

Department of Teaching and Learning

School and Community Relations

Administrative Services

Human Resources

Finance and Management Services

Facilities and Operations

Information Services



Departments Summary

The Departments section includes financial and summary information for all of the departments funded in the School Operating Fund. These include the School Board Office, the Superintendent’s Office, the Department of Teaching and Learning, School and Community Relations, Administrative Services, Human Resources, Finance and Management Services, Facilities and Operations, and Information Services.

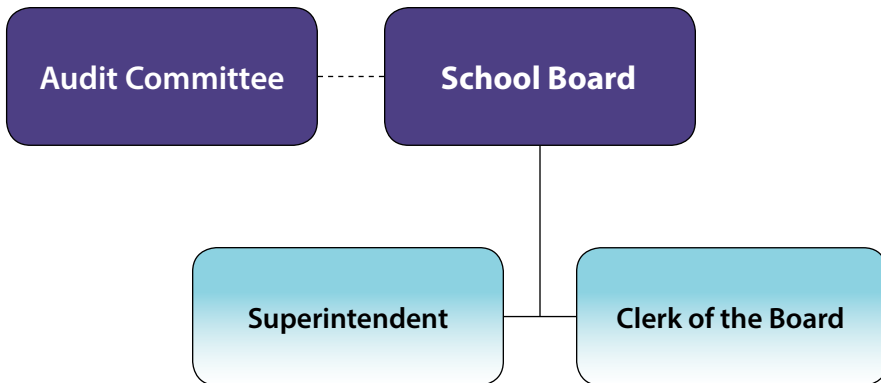
DEPARTMENT SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$716,140	4.00	\$747,315	4.00	\$757,728
Superintendent's Office	\$2,490,273	16.00	\$3,345,042	17.00	\$3,478,070
Teaching and Learning	\$56,517,394	348.00	\$57,180,635	366.70	\$62,566,077
School and Community Relations	\$2,050,224	14.00	\$2,471,437	14.00	\$2,408,132
Administrative Services	\$730,832	8.00	\$1,329,726	4.00	\$963,244
Human Resources	\$17,447,547	37.50	\$20,022,488	36.50	\$21,057,416
Finance and Management Services	\$11,131,821	22.75	\$15,503,874	23.75	\$14,695,808
Facilities and Operations	\$36,582,173	353.25	\$40,287,330	376.75	\$43,773,927
Information Services	\$16,831,513	64.00	\$16,387,827	68.00	\$16,848,064
TOTAL	\$144,497,917	867.50	\$157,275,674	910.70	\$166,548,466

ARLINGTON SCHOOL BOARD: Organization Chart



FINANCIAL:
DEPARTMENTS





ARLINGTON SCHOOL BOARD

ARLINGTON SCHOOL BOARD SUMMARY

The School Board Office is one program. The FY 2020 School Board's Adopted Budget for the School Board Office totals \$757,728 and includes 4.00 positions.

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School Board	\$716,140	4.00	\$747,315	4.00	\$757,728
TOTAL	\$716,140	4.00	\$747,315	4.00	\$757,728

Arlington School Board



FINANCIAL:
DEPARTMENTS

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 2019 PRIORITIES

Arlington Public Schools' 2018-24 Strategic Plan provides a framework for our operations and planning over a six-year period. Each year, the School Board establishes annual priorities to assist in keeping the Board's work focused, effective, and aligned with Strategic Plan goals. The School Board priorities for the 2018-19 School Year concentrate on the following areas:

New Policies and Policy Revisions

- ◆ Review, update and/or adopt policies on:
 - ✦ Inclusion (students learn in shared environment)
 - ✦ School Board Policies (Section A, formerly Section 10)
 - ✦ Acceptable Use (staff & social media)
 - ✦ Transgender
 - ✦ Equity
 - ✦ PreK Programs
 - ✦ Options & Transfers Follow-up
 - ✦ Other policies scheduled for revisions

Operational Planning

- ◆ Adopt 2018-24 Strategic Plan – Performance Objectives
- ◆ Approve PreK-12 Instructional Program Pathways
- ◆ Adopt the FY 2020 Budget
- ◆ Review the Evaluation of 1 to 1
- ◆ Approve School Naming Recommendations
- ◆ Monitor and approve plans to strengthen Safety & Security

New Schools and Program Moves (2019)

- ◆ Adopt New Elementary School Boundaries
- ◆ Monitor and provide resources to open, relocate or refocus five schools/programs in Sept. 2019

Capital Initiatives

- ◆ Approve Schematic Design for the renovation of the Education Center
- ◆ Receive and review the Career Center Working Group's report and plan for next steps



Arlington School Board

Additional Focus in Support of the 2018-24 Strategic Plan Goals

- ◆ Monitor to ensure that all students make equitable progress
- ◆ Emphasize system-wide consistency in the delivery of instruction and student supports
- ◆ Ensure that all schools develop and strengthen plans to support the “whole child”
- ◆ Ensure continued emphasis on recruiting, hiring and nurturing diverse staff
- ◆ Monitor allocation of resources and assets to address enrollment growth
- ◆ Monitor plans to identify community opportunities to help students become “life ready”

SCHOOL BOARD'S FY 2020 BUDGET DIRECTION

Arlington Public Schools is an excellent school system and the School Board is committed to continuing to provide a high-quality education to our students. The School Board directs the Superintendent to prepare an FY 2020 budget that maintains our 27,500+ student school system and ensures long-term sustainability.

Arlington Public Schools faces cost pressures due to ongoing student enrollment growth, debt service, and staff compensation. The opening of five new schools/programs in Fall 2019 will increase baseline operating costs significantly. The School Board is strongly committed to our ongoing initiatives and investments to support the whole child and 21st Century learning. We request and are hopeful that, as budget deliberations begin, funding for APS's critical needs will be a top priority for the County.

The School Board is also focused on the need to ensure long-term efficiency and sustainability. The School Board therefore directs the Superintendent to:

- ◆ Present a budget that is consistent with APS's Mission, Vision, Core Values and Strategic Plan with a continued emphasis on the School Board's priority to support the whole child.
- ◆ Include a step increase for eligible employees, consistent with School Board policy and the Strategic Plan goal to have an engaged workforce. The budget should also include the final year of the phase-in plan to increase the salaries of positions identified in the compensation study as being under market.
- ◆ Include full funding to support the on-time opening of five new schools/programs in Fall 2019 and the on-going funding for those five schools.
- ◆ Include funding to support the growth of our 27,500+ student system.
- ◆ Align funding for new initiatives and expenses to the School Board's 2018-2024 Strategic Plan.
- ◆ If possible,
 - ✦ restore all class sizes that were maintained with one-time funds in FY 2019;
 - ✦ restore other items that were maintained with one-time funds in FY 2019; and
 - ✦ continue the implementation of critical whole-child initiatives begun in the FY 2017 and FY 2018 budgets.
- ◆ Present a needs-based budget with tiers for cuts to consider if funding is not met.

Arlington School Board

The Superintendent is further directed to:

- ◆ Review all budget categories to identify potential efficiencies and cost savings, including the savings from School Board decisions in the FY 2019 budget.
- ◆ Explore longer-term strategies for efficiencies, such as collaboration with the County on services and service fees.
- ◆ Present a transparent budget that provides details for significant changes in a major expenditure category (salaries, benefits, purchased services, etc.).
- ◆ Consider recommendations from the 2017-18 citizen advisory council reports, program evaluations, internal audits, and other relevant reports.
- ◆ Explore increases in revenue, including a review of all APS fees.
- ◆ Consider reserve funds for one-time costs in FY 2020 in accordance with School Board practice.
- ◆ Provide three-year forecasts of revenues and expenditures to gauge long-term financial sustainability.
- ◆ Ensure that APS complies with all federal, state and local laws.
- ◆ Include funding for budget studies that analyze and produce recommendations to create efficiencies and reduce per pupil costs.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the School Board realigned \$4,500. Details of these decreases and realignments follow.

- ◆ Based on a review of historical expenditure trends, \$2,000 is realigned from the professional services account to cover increasing costs in membership fees. (101000-43586, 43453)
- ◆ In order to match actual expenditures, \$2,000 is realigned from the professional travel account to the registration fees. (101000-45478, 45468)
- ◆ Based on review of historical expenditures trends, \$500 is realigned from the grocery items account to the office supplies. (101000-46715, 46525)



Arlington School Board

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$505,112	\$513,135	\$518,272
Employee Benefits	\$161,383	\$147,066	\$152,341
Purchased Services	\$28,474	\$54,665	\$54,665
Other Charges	\$16,183	\$28,500	\$28,500
Materials and Supplies	\$4,988	\$3,000	\$3,000
Capital Outlay	\$0	\$950	\$950
TOTAL	\$716,140	\$747,315	\$757,728

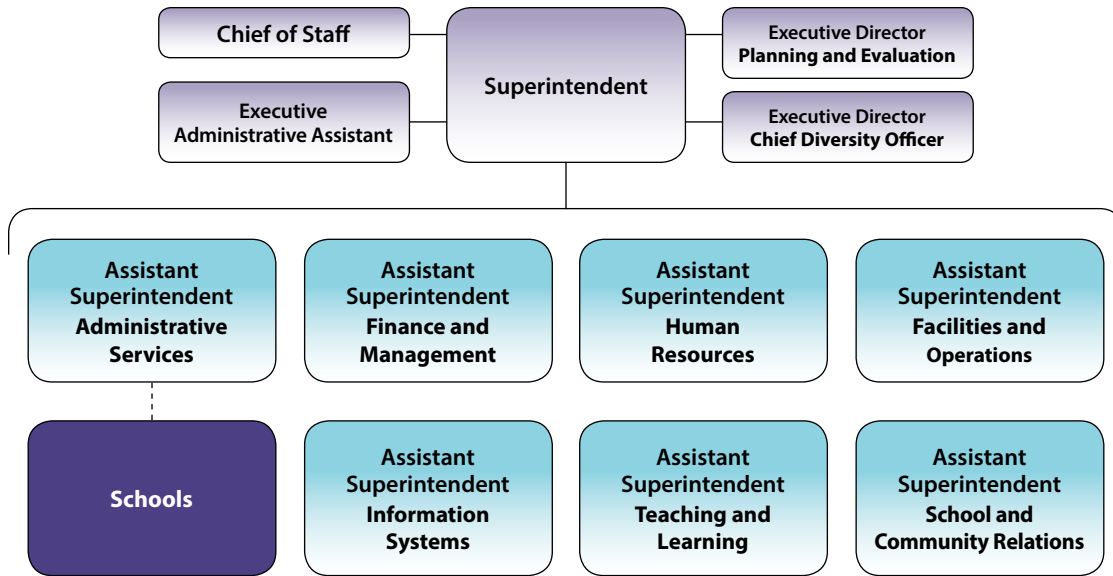
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Clerical	3.00	3.00
TOTAL	4.00	4.00

SUPERINTENDENT'S OFFICE: Organization Chart



**FINANCIAL:
DEPARTMENTS**





SUPERINTENDENT'S OFFICE

DEPARTMENT SUMMARY

The Superintendent's Office includes the personnel that directly support the Superintendent on a daily basis and the Planning and Evaluation Office.

SUPERINTENDENT'S OFFICE SUMMARY

The FY 2020 School Board's Adopted Budget for the Superintendent's Office totals \$3,478,070 and includes 17.00 positions.

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Superintendent's Office	\$814,978	3.00	\$774,756	4.00	\$937,707
Planning and Evaluation	\$1,675,295	13.00	\$2,570,287	13.00	\$2,540,363
TOTAL	\$2,490,273	16.00	\$3,345,042	17.00	\$3,478,070

Superintendent's Office

DESCRIPTION

As the instructional leader for the school division, the superintendent is responsible for the overall supervision, evaluation, operations and management of the school division. Areas of responsibility include the health and safety of the students and staff; the total academic program; engagement with families and the community; and recruitment, development and retention of high-quality staff.

MAJOR SERVICES PROVIDED

The superintendent is responsible for leading and managing a variety of programs and activities. They include:

Teaching and Learning

- ◆ Ensure the provision of a safe, orderly environment conducive to learning in which all students, staff and parents are valued and respected.
- ◆ Oversee the development and delivery of integrated instruction and instructional programs consistent with the goals and priorities of the School Board, and in alignment with applicable laws, including the Virginia Standards of Quality, Standards of Accreditation and Standards of Learning.
- ◆ Supervise the development and provision of a variety of student support services (e.g., academic and psychological counseling) consistent with the goals and priorities of the School Board.

Human Resources

- ◆ Recruit, retain and develop high-quality staff.
- ◆ Offer a competitive employment package.
- ◆ Select the most qualified staff without regard to age, disability, race, creed, religion, national origin, gender, sexual orientation, marital status, political affiliation, or affiliation with an employee organization.
- ◆ Engender a high level of employee satisfaction and accomplishment.
- ◆ Strategically communicate with staff to maintain a flow of accurate information and to engage staff in the mission and work of the school division.
- ◆ Cultivate staff involvement in the development of educational initiatives and new policies as well as in the resolution of school system problems.
- ◆ Administer fairly and equitably a manual of personnel procedures consistent with the educational mission of the public schools.
- ◆ Provide safe, positive and healthy work places.

Financial Planning and Management

- ◆ Develop financial plans that are responsible and consistent with the School Board's priorities.
- ◆ Use strategic communications efforts to provide sufficient information on operating and capital budgets to enable reliable projection of revenues and expenditures and to build a greater understanding of planning assumptions.
- ◆ Ensure that planned expenditures do not exceed available revenues.
- ◆ Manage finances appropriately in accordance with generally accepted accounting practices.
- ◆ Ensure that the assets of the school division are protected and adequately maintained.



Superintendent's Office

- ◆ Maintain fiscal integrity and public confidence.
- ◆ Ensure effective implementation of division-wide assessment and accountability measures.
- ◆ Provide systematic and appropriate assessment and reporting of student achievement and staff performance.
- ◆ Provide appropriate assessment of system-wide plans, annual priorities, department plans and school plans.

Community Relations and Communications

- ◆ Provide timely information that effectively communicates school performance, planning, instruction, budgets, construction, and opportunities for involvement.
- ◆ Treat individuals fairly, respect their dignity, ensure their privacy and provide avenues for addressing their concerns.
- ◆ Promote effective collaboration among schools and the community.
- ◆ Provide timely information that addresses issues and concerns for the community as they arise or are anticipated to arise.

Decision-Making and Management

- ◆ Anticipate potential issues and proactively address them efficiently and effectively.
- ◆ Promote ethical decisions.
- ◆ Identify potential operating problems at an early stage.
- ◆ Explore implications and options.
- ◆ Implement timely, practical and cost-effective solutions to operating problems.
- ◆ Provide effective management of the day-to-day operations of the school system.

FY 2017-18 ACCOMPLISHMENTS

At the heart of our work is a keen focus on evolving our instructional approach to strengthen the academic performance of our growing and diverse student population. Accomplishing this requires developing personalized learning environments where every student – regardless of race, ethnicity, disability or socioeconomic background – is challenged and fully engaged. Markedly, we have consistently maintained a low dropout rate that resulted in a 92 percent on-time graduation rate for the class of 2018. We continue to encourage students to stretch themselves by enrolling in academically rigorous course work which has paid off for this graduating class, with 69 percent of them having earned an Advanced Diploma and having secured scholarship offerings at a 12 percent increase.

This year we took an interconnected approach that fell into four buckets: Establish a New K-12 Vision, Strengthen Employee Engagement and Communication, Expand Reach to Families, and Continue Planning for Our Future. Working in concert with the Executive Leadership Team, the superintendent is proud to present our progress for the 2017-18 school year.

Superintendent's Office



FINANCIAL:
DEPARTMENTS

Establish a New K-12 Vision

The reorganization of the Department of Teaching & Learning and creation of the Department of Planning and Evaluation allowed for greater integration and collaboration that ultimately serves our students and instructional team with a more unified approach. Much of their work is tied to the establishment of a new K-12 vision through the PreK-12 Instructional Pathways for APS which is evident in the new APS Strategic Plan. To better serve our families and encourage greater participation in the options and choices available at APS, the implementation of the central registration for transfers/options and PreK led to increased participation in the process. More families are now taking advantage of these opportunities that meet their child's needs and interests.

Strengthen Employee Engagement and Communication

We are clear that our employees are the lifeblood of the school division, whether it be in the classroom or serving in support roles to ensure that every student is being provided with a positive experience at APS. With our cohesive approach to tackling communications challenges through the development of the 2018-2020 Superintendent and Executive Leadership Team Strategic Communications Plan, our team worked more closely with staff and continued its focus on strengthening employee engagement and communication. This work increased awareness and opened dialogue through employee focus groups, brown bag lunches and classroom visits to understand how staff wanted to stay informed.

Expand Reach to Families

Keeping connected with our families and engaging our key stakeholders is also paramount to our success and our ability to reach our strategic goals. We rely on the input of our staff and community to make sound decisions to ensure that we meet the needs of each student that we are entrusted with at APS. With the growth of the "Engage with APS" sub-site and enhanced engagement communications, we offer greater transparency and timely access to information to our community. This one-stop sub-site has served as valuable tool to keep the lines of communication open and allow for consistent feedback. In addition, we are committed to our families feeling safe at school – a top priority for the school division. This has resulted in proactive responses to the political climate and recent current events to include establishment of the Superintendent's Advisory Committee on Immigrant & Refugee Concerns to keep these issues affecting our families at the forefront. We have also signed a new Memorandum of Understanding (MOU) with the Arlington County Police Department to ensure that our relationship with the School Resource Officers (SROs) remains strong and that students and families continue to see the SROs as integral members of the school team.

Continue Planning for Our Future

APS is fortunate to have built a solid standing as a world-class school division that delivers an excellent academic program – one that meets the needs of the whole child. We are proud of this reputation as the number one ranked division in Virginia, according to Niche® which has translated into burgeoning enrollment and the need for more instructional spaces. It has also led us to think differently about our personalized learning approach to ensure that, as we grow, ALL students continue to receive an enriching experience – one that meets their individual needs and interests.



Superintendent's Office

We are confident that the new 2018-24 Strategic Plan will guide us in accomplishing our strategic goals. In addition, the key administrative appointments that we made last year helped us strengthen organizational leadership. Planning for the future involves sound financial planning. This past year we employed an integrated and collaborative approach to the FY19 budget process that included principals and key stakeholder groups which led to successfully presenting a revenue-neutral budget. With the transition of the Education Center to the Syphax Education Center our team feels better connected and has already begun using many of the team-oriented spaces throughout the building to work together and plan. In completing the Abingdon Elementary expansion and launching the 14 capital planning projects this past year, to include the Reed Building, Arlington Career Center, Wilson Building, Dorothy Hamm Middle School, Fleet Elementary and High School/Middle School expanded spaces, it was evident that our planning efforts were integral to ensuring that our school division continued to run smoothly while creating new spaces and places for learning without interruption. Our continued work with the County on ConnectArlington has also been pivotal to our technology infrastructure.

While this is a first review of our accomplishments this past school year, it succinctly provides a snapshot of the foundation we have built to forge ahead as we continue to face continuous enrollment growth coupled with the budget pressures that will challenge us as a team. Our recent retreat with County leadership proves to be an important step in our efforts to creatively seek solutions to these challenges, in a proactive manner, with an integral partner at the table.

I am grateful for the privilege of leading this fast-growing and dynamic school division. With a new Strategic Plan, we have a solid roadmap for the next six years that incorporates the voices of our staff and community which we are excited about as we embark on a new school year. The challenges and rewards that we meet each year keeps us moving forward as we work to connect, create and innovate to ensure that ALL students at APS have successful academic and life development experiences that prepare them to be college and career ready – and one that makes us proud of our students.

SUPERINTENDENT'S FY 2020 PRIORITIES

With the newly adopted framework found in the 2018-24 Arlington Public Schools (APS) Strategic Plan, our mission is clear: to ensure all students learn and thrive in safe, healthy, and supportive learning environments. Our commitment to this vision is articulated in the five goals and the established performance objectives and strategies that will guide our work this school year and into the future to eliminate opportunity gaps.

Our work plan for the coming school year continues our efforts to provide multiple pathways to student success where each student experiences a year of growth; support students to be healthy, safe and supported; promote an engaged workforce; strengthen and improve our system-wide operations and establish strong partnerships to support our school community. In this first year of the Strategic Plan, we are focused on carrying out the Strategic Plan (SP) Goals through the SMART goals and actions outlined here aligned with each SP goal. All work plan elements to be achieved by June 2019 unless otherwise indicated.

Superintendent's Office

Multiple Pathways to Student Success

1. All students will make at least one year's worth of growth as measured by Federal, state and/or district assessments.
2. Increased achievement for all reporting groups on district and state assessments show progress toward eliminating the opportunity gaps.
3. An increase in proficiency of at least 10 percent for students with disabilities will be demonstrated on state assessments.
4. At least 69 percent of students with disabilities will spend 80 percent or more of their school day in a general education setting.
5. Key findings on the spring 2019 Youth Risk Behavior Survey will show a reduction in bullying, sexual harassment and substance use.
6. By 2020, establish the PreK-12 Instructional Program Pathways that includes a reliable and sustainable infrastructure to enable teaching and learning that supports the Teaching and Learning Framework established for APS.

Healthy, Safe, and Supported Students

1. All students can identify at least one school-based adult who supports and encourages their academic and personal growth.
2. By September 30, 2019, disproportionality in suspension rates by race/ethnicity and students identified with a disability will be reduced by 15 percent per category based on 2017-18 suspension data (Black, Hispanic, SWD, EL) and overall suspensions will not increase.
3. Increase student breakfast participation by five percent in the free/reduced eligibility category.
4. The Extended Day Program will decrease the number of children on wait lists each month, resulting in a total decrease of 50 percent.

Strengthen Employee Engagement and Communication

1. By December 31, 2018, develop a human capital recruitment (Acquisition) and retention (Management) plan for addressing a diverse and highly-qualified instructional workforce, which includes substitutes, that is reflective of APS student population.
2. By January 2019, establish an Employee Engagement and Internal Communications staff committee to assist in the development of a comprehensive Strategic Internal Communications Plan.
3. Establish an "APS Career Pathways" program that outlines professional learning and succession planning for all scales.
4. In response to the Your Voice Matters survey, Human Resources will provide support to all departments and schools in developing tailored strategies to address employee voice, professional learning and leadership through the Employee Engagement Framework by August 31, 2019.



Superintendent's Office

Commitment to Operational Excellence

1. Support Policy Review Team to complete and prepare for adoption of 30 School Board policy updates/revisions.
2. Develop, in conjunction with the Executive Leadership Team, an emergency operations plan strategy, a threat assessment program and an additional 20 visitor management products in schools and implement an enterprise solution for roll out in SY 2019-20.
3. Increase solar renewable power by 1MW.
4. Under the Master Data Project, APS will evaluate data accuracy, availability and usability for the data functions of Family Demographics and Leave Reporting/Timecards and implement the findings to improve the functionality in these two areas.
5. To improve Arlington Public School's cybersecurity capabilities and overall posture, Information Services (IS) will develop an industry best practice and accepted security profile/program. By June 2019, IS will complete Security and Compliance Risk assessment, Data Process and Point collection and Security Strategy Development.
6. Finalize and publish the FY19 Classification Plan complete with updated class specifications.
7. The Annual Update will pilot new procedures for identifying the number of transfers and elementary option school seats for the 2019 lotteries for admission in the 2019-20 school year, and the adjustments will be reflected in the spring update to projections.
8. Information Services will partner with Human Resources and develop a data platform that enables business analytics and empowers users to make data-driven decisions and will include self-service reporting and data visualization across financial and human capital data.
9. Review and study the Welcome Center and operation of central registration for options schools and early childhood.

Strengthening Partnerships

1. School and Community Relations will strengthen outreach to limited-English speaking families by increasing the number and reach of face-to-face engagement opportunities by 30 percent (e.g. Engage 101 Workshops) and utilizing new channels/tools (e.g. WhatsApp, Telenovela series) to increase access to information that supports student learning, building on the foundation established in FY18.
2. By January 31, 2019, APS will develop a framework for recruiting and retaining strategic partners to support APS students and provide opportunities, such as internships and externships, that align with the Profile of a Virginia Graduate. By June 30, 2019, APS will apply communications best practices and conduct outreach to recruit at least two new partners per month (or 24 total).
3. Develop and implement a plan and training sessions for APS administrators to strengthen school-based communications and enhance the image of schools through training of best practices in communications and consistent communications about key public relations initiatives.

Superintendent's Office

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Funds for 1.00 chief diversity officer position are added. (102000-41318)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$566,495	\$513,421	\$635,117
Employee Benefits	\$169,634	\$168,185	\$209,440
Purchased Services	\$53,200	\$74,800	\$74,800
Other Charges	\$12,118	\$9,250	\$9,250
Materials and Supplies	\$13,532	\$9,100	\$9,100
Capital Outlay	\$0	\$0	\$0
TOTAL	\$814,978	\$774,756	\$937,707

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Superintendent	1.00	1.00
Director	0.00	1.00
Professional	1.00	1.00
Clerical	1.00	1.00
TOTAL	3.00	4.00



Planning and Evaluation

DEPARTMENT SUMMARY

The Department of Planning and Evaluation (P&E) evaluates APS programs, coordinates districtwide surveys, reviews applications to conduct research in APS and projects future student enrollment and planned capacity utilization to determine how APS can best meet future capacity needs. P&E manages and/or support projects that require stakeholder engagement and will result in a major change in policy or infrastructure (e.g. boundaries, new schools, the Strategic Plan).

The Planning and Evaluation Department comprises of two programs: Planning and Evaluation. FY 2020 School Board’s Adopted Budget for Planning and Evaluation totals \$2,540,363 and includes 13.00 positions.

DEPARTMENT SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Planning and Evaluation	\$1,675,295	13.00	\$2,570,287	13.00	\$2,540,363
TOTAL	\$1,675,295	13.00	\$2,570,287	13.00	\$2,540,363

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the office of Planning and Evaluation, are reported annually in the Strategic Plan indicators.

FY 2018 DEPARTMENT ACCOMPLISHMENTS

- ◆ Acknowledged 100% of the 2,082 emails to Engage@apsva.us, within one working day of receipt, and captured baseline data on the time it takes to resolve the questions.
- ◆ Evaluated English Language Arts, wrapping up evaluations of ESOL/HILT, Students with Special Needs, and Mathematics.
- ◆ Provided data used for publications on accreditation, SOL performance, graduation rate and Challenge Index.
- ◆ Refined the process for the 10-Year Projections for 2019-28 using the recommendations from the consultant’s review.
- ◆ Developed the second Annual Update with a focus on gathering principal input in shaping the plan for addressing near-term enrollment growth, and documenting the work being done across departments.
- ◆ Led the Fall 2018 Elementary Boundary Process
- ◆ Provided support to the following community engagement processes
 - ✦ Development of the PreK-12 Instructional Program Pathways
 - ✦ Bus Transportation Review
 - ✦ FY 2020 Budget
 - ✦ School Naming

Planning and Evaluation



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
<p>Improvements to projections will:</p> <ul style="list-style-type: none"> Continue to collaborate with Arlington County to enhance the data used for projections. Publish release concurrently the 10-year projections and the methodology for all steps in the projections process. Monitor enrollment changes under the revised policy for Options and Transfer. Enhance the methods used for estimating the impact of boundary changes. 		✓		✓	
<p>Work with instructional leaders to plan and prepare for:</p> <ul style="list-style-type: none"> Community engagement processes. The transition to new boundaries in 2019-20 and future years. New accreditation requirements. Using the results from the Your Voice Matters Survey 		✓	✓		✓
<p>Lead community engagement processes that:</p> <ul style="list-style-type: none"> Establish new elementary boundaries in Fall of 2019 Address outstanding items from the spring 2017 Options and Transfer policy revisions. 		✓		✓	✓
<p>Help implement the 2018-24 strategic plan by building processes to</p> <ul style="list-style-type: none"> Determine annual performance toward goals. Make adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. 	✓	✓	✓	✓	✓

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By January 31, 2019, refine the projections the Fall 2018-20 Year Projections.				✓	
By April 30, 2019, develop the Annual Update to communicate how APS is addressing near-term enrollment growth.				✓	
Acknowledge 100% of all email messages within 24 hours of receipt (weekend days excluded from calculation).				✓	
All major milestones will be completed on time. Major milestones are defined in the data for annual press release, plans for program evaluations, project plan for community engagement initiatives, and PTA Ambassador Program.				✓	✓

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop plans with outcomes and timelines that support APS' implementation of the recommendations from the evaluations of English Learners and Students with Special Needs	✓	✓	✓	✓	✓
Acknowledge 100% of all email messages within 24 hours of receipt (weekend days excluded from calculation).				✓	✓
Increase staff and parent response rates to the 2020 Your Voice Matters Survey			✓		✓



Planning and Evaluation

DESCRIPTION

The mission of the Department of Planning and Evaluation is to facilitate optimal use of APS resources and informed decision-making for student success through systemic planning, problem-solving and stakeholder engagement. We do this through leadership and collaboration with other departments, schools, and the community in areas of data analytics, policy review, strategic planning, stakeholder engagement, program evaluation, and research. Stakeholder engagement to inform and gather input from staff, students, families, and other community members is essential to the work of this department, which collaborates throughout the division to develop reports, proposals, and recommendations for improvements.

The work of the department involves data collection and analysis for dissemination to the public, Arlington Public Schools staff, the Virginia Department of Education, and other external bodies. Our team works closely with County planners to obtain data that helps APS planning, and ensures the validity and accuracy of data used across our responsibilities. This work often results in identifying improvements to existing APS data sources and specifying requirements for new reporting tools for the Department of Information Services.

MAJOR SERVICES PROVIDED:

Planning

Planning and Evaluation leads the process for gathering data, analyzing, and planning strategically to determine how APS can best meet future capacity needs and make effective use of resources. This department supports others throughout the division in managing projects that require stakeholder engagement and will result in a major change in policy or infrastructure (e.g. boundaries, new schools, the Strategic Plan).

- ◆ **Planning for Student Enrollment and Capacity:** Information is gathered from APS and Arlington County for analysis to report on projected enrollment and planned capacity utilization to facilitate decisions on capacity and resources for the upcoming school year and the long term. When capacity is managed through boundary adjustments, this department conducts the process of determining and recommending planning unit changes and engaging with the community to best meet the needs of our school division and all students. Also, this department manages the Capital Improvement Plan (CIP) process and the Superintendent's Annual Update.
- ◆ **Project Management:** Planning and Evaluation carries out district-wide innovations and operational decisions by initiating cross-department teams, planning, guiding, and executing the work to achieve defined goals and meet the Superintendent and School Board's specified criteria within a certain timeframe. This includes implementation of planning initiatives, such as informing students of newly assigned schools after boundary decisions and advising on the option school lottery and transfer process. Our department partners with Teaching and Learning and a Steering Committee comprised of community members in developing the APS Strategic Plan with every six years.
- ◆ **Stakeholder Information and Engagement:** This department informs stakeholders of major APS initiatives in a timely, inclusive and transparent manner, using a multi-faceted approach to obtain input from all stakeholders interested in and impacted by School Board decisions on these initiatives. This is accomplished through the Engage webpage and email messages received at engage@apsva.us, community meetings and questionnaires, updates distributed through School Talk and the APS Ambassador program, social media, presentations at PTA, civic association and other community group meetings, and more.



Planning and Evaluation

Evaluation

Evaluation manages activities related to districtwide program evaluation and research. Evaluation results inform specific, goal-oriented plans to improve APS services and program outcomes.

- ◆ **Program Evaluation:** Evaluates programs and services within the Department of Teaching and Learning to assess implementation and outcomes with the goal of facilitating effective decision-making and continuous improvement. The multi-year, in-depth evaluation process includes gathering quantitative and qualitative data (which can include surveys, focus groups, interviews, observations, and review of records, budget, enrollment, and participation). Major findings are presented to the School Board with an action plan for program improvement in such areas as student achievement (test scores, graduation rates, CTE industry certifications, readiness), parental involvement, effective teaching practices, and self-advocacy skills.
- ◆ **Surveys/Questionnaires:** Coordinates districtwide surveys of staff, students and families, including the bi-annual Your Voice Matters survey in collaboration with the Arlington Partnership for Children, Youth and Families to measure school climate and student well-being. In addition, evaluation staff provide questionnaire expertise in assisting the planning team and other departments.
- ◆ **Research Approval:** Reviews applications sent to APS for conducting research in our school division.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling \$50,000, was taken from the Planning and Evaluation department:

- ◆ Funds of \$50,000 for evaluation costs have been reduced in FY 2020. (102575-43449)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$50,000 provided in FY 2019 to cover consultant fees for the Special Education and English Learners programs assessment and evaluation are eliminated in FY 2020. (102575-43565)
- ◆ One-time funds of \$50,000 are added to the consultant fees account for the continued assessment and evaluation of the Special Education and English Learners programs. (102575-43565)



FINANCIAL:
DEPARTMENTS

Planning and Evaluation

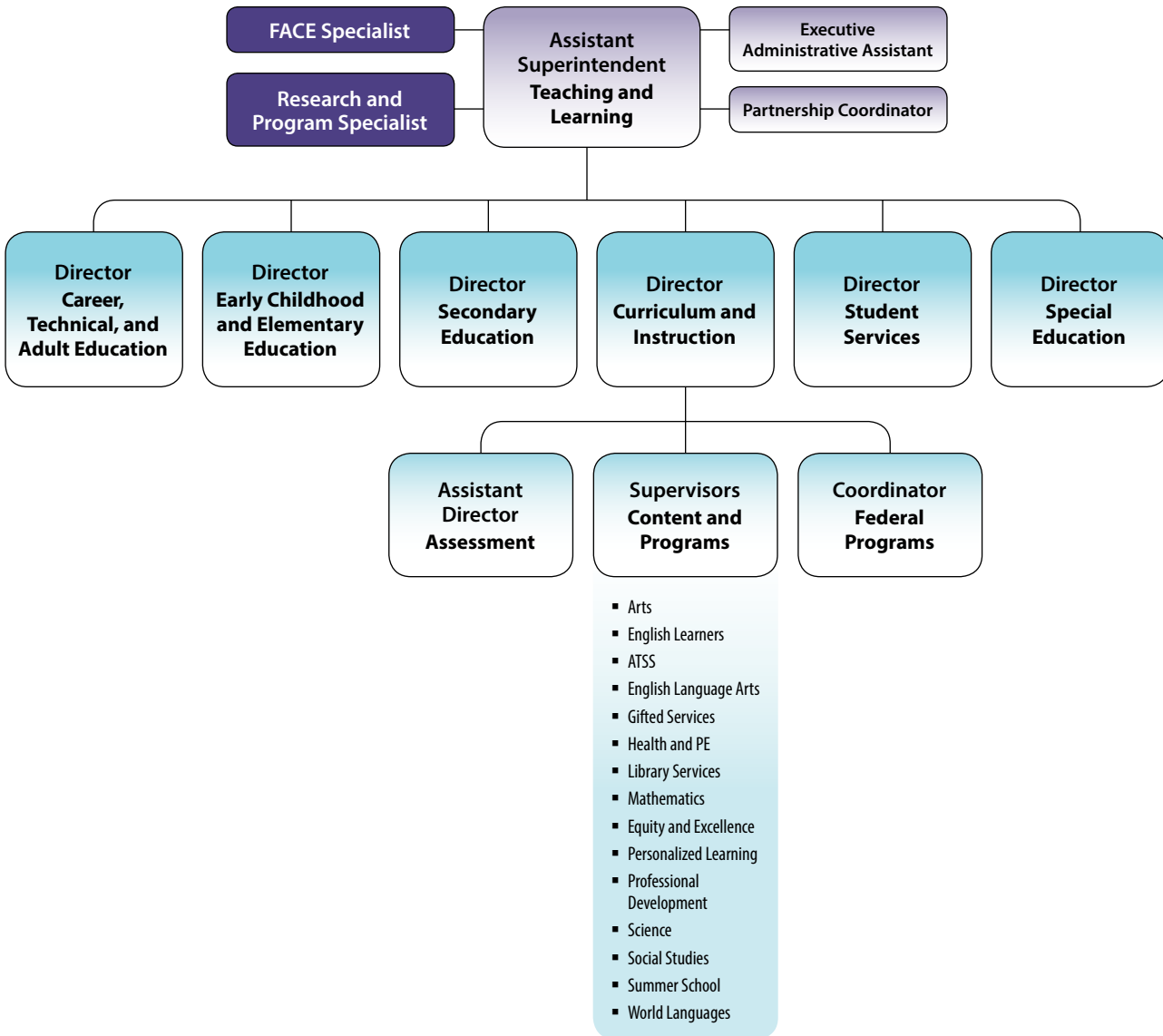
FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,048,303	\$1,402,109	\$1,404,626
Employee Benefits	\$343,387	\$469,159	\$486,719
Purchased Services	\$268,513	\$651,200	\$601,200
Other Charges	\$3,999	\$20,570	\$20,570
Materials and Supplies	\$11,093	\$27,249	\$27,249
TOTAL	\$1,675,295	\$2,570,287	\$2,540,363

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	2.00	2.00
Assistant Director	1.00	1.00
Coordinator	6.00	6.00
Professional Staff	3.00	3.00
Clerical	1.00	1.00
TOTAL	13.00	13.00

DEPARTMENT OF TEACHING AND LEARNING: Organization Chart





DEPARTMENT OF TEACHING AND LEARNING

MISSION

To ignite a passion for learning with equitable access and multiple pathways where learners connect, create, and innovate.

VISION

All individuals strive for their best as learners and global citizens.

DEPARTMENT SUMMARY

The Department of Teaching and Learning provides leadership in student services and instruction, working to ensure that every student in APS is safe, healthy, challenged, supported, and engaged. This includes collaborating throughout the division to develop and implement academic and social-emotional curriculum that meets the needs of individual students and is aligned with national and state standards, legislation, and evidence-based best practices. The Department of Teaching and Learning works with schools on the implementation of best practices and methods of assessing student learning; these efforts allow school staff to focus more closely on the needs of the individual students. Staff also serve as liaisons to citizen advisory committees, part of the Advisory Council on Instruction (ACI) structure; and work with other citizens, individuals, and family groups to support programs. In addition, the Department of Teaching and Learning is responsible for:

- ◆ Implementing recommended teaching and learning experiences, PreK-12, with an emphasis on creative thinking, collaboration, critical thinking, communication, and citizenship.
- ◆ Implementing new resources and/or materials.
- ◆ Developing appropriate academic and social-emotional core curriculum as well as intervention programs to accelerate student learning.
- ◆ Providing district and site-based counseling crisis response and intervention.
- ◆ Leading substance abuse prevention and intervention.
- ◆ Developing performance assessments to measure complex learning and report their results.
- ◆ Developing and implementing curriculum using best practices for all students including English learners, students with disabilities, and gifted learners.
- ◆ Monitoring and coordinating the implementation of Every Student Succeeds Act (ESSA) legislation, funding, and requirements
- ◆ Supporting professional learning to assist staff in acquiring the knowledge, skills, and behaviors to work effectively with our culturally and linguistically diverse student body.
- ◆ Monitoring the success of student's academic achievement; conducting quarterly reviews of grade reports, communicating and adjusting academic planning with the assistance of teachers, students and families. Conducting yearly academic planning sessions with each student to ensure that students are on the path to graduation and that they have a defined post-secondary pathway.
- ◆ Building relationships that support student learning by implementing high-impact family and community engagement (FACE) strategies and activities both within each school and system-wide in collaboration with community-based organizations, the Arlington County government, and other public and private entities.

DEPARTMENT OF TEACHING AND LEARNING



- ◆ Analyzing changes to the Standards of Quality, Standards of Accreditation, and the Standards of Learning and the results of the Standards of Learning assessments, modifying programs as appropriate.
- ◆ Engaging in school coaching and support to challenge and engage all students.
- ◆ Managing applications for options schools, neighborhood transfers, and early childhood programs.

The Department of Teaching and Learning includes multiple programs and services, which are listed below. The FY 2020 School Board's Adopted Budget for the Department of Teaching and Learning totals \$62,566,077 and includes 366.70 positions. IDEA and ESSA funds are budgeted in the Grants and Restricted Programs Fund.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Arts Education	\$23,852	0.00	\$0	0.00	\$0
Assessments	\$1,420,011	3.00	\$1,287,677	3.00	\$1,548,249
Career, Tech and Adult Education	\$1,464,305	6.30	\$1,480,012	6.30	\$1,455,367
Curriculum/Instruction	\$16,031,411	57.60	\$12,819,998	60.20	\$14,458,754
English Learners	\$3,478,158	41.40	\$4,472,614	41.40	\$4,485,850
Gifted Services	\$1,453,339	1.00	\$1,203,947	1.00	\$1,523,562
Library Services	\$597,535	5.00	\$959,111	5.00	\$1,322,455
Equity and Excellence	\$802,794	4.50	\$835,078	4.50	\$842,744
Outdoor Lab	\$519,273	5.00	\$605,485	5.00	\$689,501
Special Education	\$15,155,679	123.10	\$16,721,567	130.60	\$17,914,719
Special Education and Student Services Management	\$1,278,349	7.70	\$1,279,254	7.70	\$1,496,427
Student Services	\$9,320,007	82.40	\$10,682,382	91.00	\$12,428,353
Summer School	\$3,777,791	1.00	\$3,535,253	1.00	\$3,041,881
Welcome Center	\$1,194,889	10.00	\$1,298,257	10.00	\$1,358,214
TOTAL	\$56,517,394	348.00	\$57,180,635	366.70	\$62,566,077



DEPARTMENT OF TEACHING AND LEARNING

DEPARTMENT PERFORMANCE METRICS

The Strategic Plan Performance Objectives, along with other related metrics embedded in the work of the Department of Teaching and Learning, are reported annually through School Board monitoring reports as well as in briefing reports completed by curriculum and program offices.

FY 2018 DEPARTMENT ACCOMPLISHMENTS

Delivering high-quality curriculum and instruction

(Strategic Plan Goals Alignment: Student Success)

A Teaching and Learning Framework was developed to articulate learning experiences for students that includes embedding critical thinking, creative thinking, communication and collaboration in each of our classrooms, resulting in continued strengthening of APS instructional offerings that broaden opportunities for all students. The Teaching and Learning Framework includes the APS Professional Learning Framework for all licensed staff that supports inclusion, the needs of the whole child, engaging and authentic learning experiences, curriculum, personalized learning, professional learning communities, and the profile of a graduate. The framework includes voice and choice in sessions offered, job-embedded coaching and support at all schools, and various formats for delivery.

Additionally, expanding internships, job shadowing and other work-based learning opportunities that prepare students for post-graduate opportunities continues to be a focus. A centralized system for baseline data collection and tracking business partners supporting high educational learning opportunities for students was initiated to provide a foundation for future growth in this area.

Finally, a new standard operating procedures manual outlining the Student Support Process within APS was created to streamline the process, strengthen existing practices, and clarify the expectations for the Arlington Tiered System of Support (ATSS), Section 504, and Special Education.

Provide comprehensive social-emotional supports for all students

(Strategic Plan Goals Alignment: Student Well-Being and Partnerships)

Within the department, offices have worked together to provide comprehensive social-emotional supports to all students. This support includes staffing of school counselors, substance abuse counselors, school psychologists, and social workers within all schools to assist students in accessing educational opportunities and social-emotional supports. The PreK-12 Social Emotional Learning Tools and Reference Guide was developed to support the growth of the whole child. This resulted in the implementation of a new Signs of Suicide program at all APS middle and high schools to teach students how to identify and respond to friends who may need support, as well as a strategic focus on decreasing substance abuse among sixth through tenth graders.

Improve access to high-quality PreK-12 Options

(Strategic Plan Goals Alignment: Operational Excellence)

The implementation of a new centralized options and transfers platform resulted in a more efficient, equitable and transparent application process, ensuring all families have equal access to options schools and programs. This led to an increase in families applying to all options programs, to more streamlined school lotteries and waitlists and to more accurate records for students entering early childhood programs.

DEPARTMENT OF TEACHING AND LEARNING



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Implement personalized learning, including the support of teacher design teams.	✓		✓		
Streamline and strengthen ATSS, Section 504, and Special Education processes that includes the development, review, and deployment of a Standard Operating Procedure manual for all areas.	✓			✓	
Continue implementation plan of Arlington Tiered Systems of Support (ATSS), with a focus on building capacity across the division to identify and support the needs of all students.	✓				
Deliver a comprehensive PreK-12 Social Emotional Learning framework using evidence-based programs and strategies.	✓	✓			
Implement a professional learning framework for all staff, building off of the teacher framework.			✓		
Review and revise English Language Arts, Social Studies, and Math curriculums.	✓				
Strengthen inclusive practices.	✓				

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2019, proficiency on state assessments across all grade levels and content areas will demonstrate an increase in proficiency by at least 10% for students with disabilities.	✓				
By June 2020, key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show a reduction in bullying, violence, sexual harassment, and substance use and an improvement in mental health measures.		✓			
By June 2020, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters Survey.			✓		
By June 2020, at least 90% of family and community engagement activities build the capacity of staff and families through the Dual Capacity Building Framework for Family School Partnerships.					✓



FINANCIAL:
DEPARTMENTS

DEPARTMENT OF TEACHING AND LEARNING

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Streamline and strengthen ATSS, 504, and Special Education processes that includes the deployment of a Standard Operating Procedure manual for all areas.	✓				
Deliver a comprehensive PreK-12 Social Emotional Learning framework using evidence-based programs and strategies that includes a gap analysis and developing resources for identified areas of need.	✓	✓		✓	
Implement a Professional Learning Framework for all staff, building off of the teacher framework and identified competencies.			✓		
Review and revise English Language Arts, Mathematics, Science, Social Studies, and World Languages curriculums.	✓				
Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.	✓				
Increase meaningful inclusive learning environments for students.		✓		✓	
Integrate culturally relevant concepts and practices into all levels of school interactions.	✓	✓			
Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.	✓	✓		✓	✓



Arts Education

DESCRIPTION

The Fine Arts Program promotes outstanding student achievement in the arts. The program provides specialized fine arts experiences beyond the core curriculum. The programs include Honors Elementary Chorus, 5; Junior Honors Band, 4–6; Junior Honors Orchestra, 4–6; Honors Band, 7 and 8; Honors Orchestra, 7 and 8; Middle School Honors Chorus 6-8 and the Fine Arts Apprentice Program, 10–12.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the arts education office can be found at the following link:
<http://www.apsva.us/arts-education-overview>.

The Arts Education Program has not been eliminated. The funding has been moved to Arts Education in the Curriculum/Instruction Office.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,516	\$0	\$0
Employee Benefits	\$1,976	\$0	\$0
Purchased Services	\$14,165	\$0	\$0
Other Charges	\$167	\$0	\$0
Materials and Supplies	\$2,027	\$0	\$0
Capital Outlay	\$0	\$0	\$0
TOTAL	\$23,852	\$0	\$0

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00



Assessment

DESCRIPTION

The Office of Assessment is responsible for ensuring that all procedures required for the SOL tests are implemented within the school as well as for maintaining the security of test materials. The office also coordinates district-wide administration of the Naglieri, CogAT, and WIDA ACCESS assessments and at the high school level, the PSAT, AP and IB exams.

MAJOR SERVICES PROVIDED

- ◆ Assessments
- ◆ Data Analysis
- ◆ Data Integrity
- ◆ Data Reporting

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/planning-and-evaluation/assessment>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Assessment office is increased by \$239,183. Details of these increases follow.

- ◆ The staff hourly account is increased \$151,000 due to growing enrollment and an increase in the number of assessments administered, the cost for hourly proctors has increased, particularly for Advanced Placement and International Baccalaureate exams. (817000-41298)
- ◆ Funds of \$88,183 are provided to cover additional testing materials due to enrollment growth and the increase in costs per test. (817000-46532)



Assessment

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$6,817 was realigned into the Assessment office accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ After review of the functions of this office, it was determined that the funding allocation exceeded necessary functions and as a result, the substitute professional leave account is reduced \$6,000 and the professional services account is reduced \$10,000. (817000-41295, 817000-43586)
- ◆ To cover additional testing materials due to enrollment growth and the increase in costs per test, the testing material account is increased \$22,817. (817000-46532)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$480,093	\$369,218	\$519,022
Employee Benefits	\$117,886	\$94,446	\$104,214
Purchased Services	\$2,232	\$20,000	\$10,000
Other Charges	\$316	\$13,013	\$13,013
Materials and Supplies	\$819,484	\$790,500	\$901,500
Capital Outlay	\$0	\$500	\$500
TOTAL	\$1,420,011	\$1,287,677	\$1,548,249

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Director	1.00	1.00
Specialist	1.00	1.00
Clerical	1.00	1.00
TOTAL	3.00	3.00



Career, Technical, and Adult Education

DESCRIPTION

The Career, Technical and Adult Education (CTAE) program provides leadership for K-12 students through Business and Information Technology, Computer Science, Marketing, Technology Education, Trade and Industrial Program, 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.

The office is responsible for curriculum design and implementation of CTAE programs that prepare students for high-wage and high demand careers and postsecondary education. This process involves selecting and purchasing of instructional resources and specialized equipment for program updates and equipment repairs required for exploratory and technical programs at the elementary, middle, high schools, alternative programs, and the Arlington Career Center and its Arlington Tech program. According to the U.S. Bureau of Labor Statistics, four of the sixteen fastest-growing clusters within the next decade will require career and technical education.

Arlington's Career and Technical Education program is well positioned to raise achievement as students benefit from rich and rigorous academic and technical skills taught within an applied context. Competency based instruction, dual enrollment programs, and industry credentialing provide students advanced study and skills to accelerate greater access to the workforce and further education. National data continue to show the falling market value of only a high school diploma and the need for industry credentials. Parents and students need to understand the importance of knowledge, skills attainment, and the necessity of technical certificates and credentials in order to ensure portable skills that benefit future employers. In a fast paced global economy, students must not only demonstrate academic achievement as reflected by Virginia's State Standards of Learning, but must also be prepared for some type of post- secondary training. Engaging in a lifetime of learning will ensure the ability to keep pace with the rapidly changing work and social environments.

Follow-up studies of graduates are conducted and periodic evaluations are made by the state staff and visiting committees. Reporting procedures are in place to collect data on student participation and progress in programs in order to meet state mandated reports and provide feedback for APS office evaluations.

MAJOR SERVICES PROVIDED

- ◆ Career, Technical and Adult Education provides educational services along a continuum to empower students to acquire the knowledge, attitudes and skills necessary to manage change and succeed in a diverse technological society. Please visit the CTAE webpage at <http://www.apsva.us/ctae/> for a comprehensive list of the major services provided within the CTAE program.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Career, Technical, and Adult Education

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Career, Technical, and Adult Education office.

Dorothy Hamm Middle School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$321,435

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$160,000 provided in FY 2019 for Arlington Tech TV Production equipment are eliminated in FY 2020. (810000-48809)
- ◆ One-time funds of \$23,250 provided in FY 2019 for Arlington Tech computer labs are eliminated in FY 2020. (810000-48810)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$71,269 was realigned from the Career, Technical and Adult Education office accounts into other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ After review of the functions of this office, it was determined that the funding allocation exceeded necessary functions and as a result, the teacher hourly account is reduced \$22,000 and the technology education supplies account is reduced \$24,269. (810000-41230, 810000-46521)
- ◆ After review of the Yes program's central office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the additional miscellaneous equipment account is reduced \$15,000. (810050-48822)
- ◆ After review of the Family and Consumer Science central office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the equipment repairs account is reduced \$10,000. (810100-43885)



Career, Technical, and Adult Education

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$740,456	\$742,179	\$650,110
Employee Benefits	\$239,185	\$227,775	\$225,263
Purchased Services	\$85,090	\$97,781	\$87,781
Other Charges	\$28,335	\$22,200	\$22,200
Materials and Supplies	\$156,169	\$173,827	\$452,013
Capital Outlay	\$215,070	\$216,250	\$18,000
TOTAL	\$1,464,305	\$1,480,012	\$1,455,367

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Specialist	0.50	0.50
Coordinator	0.50	0.50
Teacher	1.30	1.30
Clerical	2.00	2.00
TOTAL	6.30	6.30

Curriculum/Instruction

DESCRIPTION

The Office of Curriculum and Instruction provides leadership in the development of curriculum and the implementation of best practices as well as evaluation of the overall instructional program; this includes the required content and skills which students must learn and be able to do in each of the content areas, aligned with national and state standards. The office focuses on appropriate professional learning, international and national studies, and local school and community input.

CURRICULUM AND INSTRUCTION AREAS INCLUDE:

- ◆ Arlington Community Learning
- ◆ Arts Education
- ◆ Assessment
- ◆ Career and Technical Education
- ◆ English Language Arts
- ◆ Equity and Excellence
- ◆ English Learners
- ◆ Gifted Services
- ◆ Health and Physical Education
- ◆ Library Services
- ◆ Mathematics
- ◆ Personalized Learning
- ◆ Professional Learning
- ◆ Science
- ◆ Social Studies
- ◆ Summer School
- ◆ World Languages

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Office of Curriculum and Instruction can be found at the following link on the APS web site: <https://www.apsva.us/instruction/curriculum-instruction>.



Curriculum/Instruction

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling 1.00 FTE, were taken from the Curriculum and Instruction office.

- ◆ Eliminate a 1.00 administrative assistant position. (801000-41309)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Funds for 1.00 FTE partnership coordinator position are added. (801000-41208)

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Curriculum and Instruction office.

Dr. Charles R. Drew Elementary School

- ◆ Ongoing funds: \$959
- ◆ Start-up funds: \$128,610

Montessori Public School of Arlington

- ◆ Ongoing funds: \$25,583; 0.60 FTE
- ◆ Start-up funds: \$30,403

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$108,323

Alice West Fleet Elementary School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$140,036

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$24,851; 1.00 FTE
- ◆ Start-up funds: \$926,130



Curriculum/Instruction

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$75,000 provided in FY 2019 for cultural responsiveness training are eliminated in FY 2020. (801000-43544)
- ◆ One-time funds of \$10,000 provided in FY 2019 for Social Studies resource adoption are eliminated in FY 2020. (801000-46533)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Curriculum and Instruction office is increased by 1.00 FTE. Details of this increase follows.

- ◆ A 1.00 FTE federal program coordinator position is added. This position is responsible for Title I, Title II and Title III federal grants management. Due to grants regulations, this position can no longer be supported by grant funding. (801000-41208)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$23,163 was realigned into the Curriculum and Instruction office accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ After review of the functions of this office, it was determined that the funding allocation exceeded necessary functions and as a result, the tuition expense leave account is reduced \$15,000 and the teacher hourly account is reduced \$4,879. (801000-43482, 801000-41230)
- ◆ In order to cover costs of substitutes for Personalized Learning Design Team members, the substitute-professional leave account is increased \$10,000. (801000-41295)
- ◆ The Arts Education central office transportation account is increased \$200 to cover costs for buses for the new middle school to attend district assessments. (801010-45472)
- ◆ The Arts Education central office computer software account is increased \$500 to cover software subscriptions for the new middle school staff. (801010-46517)
- ◆ The Arts Education central office contract services account is increased \$4,000 to cover increased costs for instruments repairs. (801010-43544)
- ◆ After review of the Arts Education central office accounts, it was determined that the funding allocation exceeded necessary functions and as a result, the substitute-professional leave account is reduced \$1,000 and the printing and duplicating account is reduced \$500. (801010-41295, 801010-43587)
- ◆ The Science central office academic stipend account is reduced \$6,030 as a result of the elimination of the high school science lead teacher stipend and the addition of one VJAS stipend for Arlington Career Center. (801030-41204)



Curriculum/Instruction

- ◆ Due to increased VJAS transportation costs, the Science central office program costs account is increased \$2,000. (801030-43433)
- ◆ After review of the Mathematics central office accounts, it was determined that the funding allocation exceeded necessary functions and as a result, the registration fees account is reduced \$340. (801040-45468)
- ◆ The English Language Arts central office academic stipend account is reduced \$10,000 as a result of the elimination of the reading teacher stipends at the middle schools and the lead teacher stipends at the high schools. (801050-41204)
- ◆ Due to an increase in dual enrollment courses, additional textbooks are needed so the English Language Arts central office instructional materials account is increased \$10,000. (801050-46506)
- ◆ After review of the Social Studies central office accounts, it was determined that the funding allocation exceeded necessary functions and as a result, the consultant fees account is reduced \$500. (801060-43565)
- ◆ The World Languages central office supply and textbook reserve account is increased \$2,000 for the additional materials needed for Arlington Tech courses. (801070-46533)
- ◆ The World Languages central office program costs account is increased \$29,892 to cover credit-by-exam assessments, STAMP test for FLES, and Secondary Seal Biliteracy assessment costs. Of this amount, \$6,000 is realigned from the World Languages testing materials account. (801070-43433, 801070-46532)
- ◆ The World Languages central office summer school supplies account is increased \$2,000 for additional summer school materials needs for the immersion program. (801070-46510)
- ◆ After review of the World Languages central office accounts, it was determined that the funding allocation exceeded necessary functions and as a result, the substitute-professional leave account is reduced \$3,000 and the printing and duplicating account is decreased \$2,000. (801070-41295, 801070-43587)
- ◆ With the increase in the total number of students as well as assessments administered, the World Languages central office teacher hourly account is increased \$2,150 to cover the cost for hourly proctors for the World Language credit-by-exam assessments. (801070-41230)

Curriculum/Instruction



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	7,965,369	7,163,618	7,397,153
Employee Benefits	\$2,424,058	\$1,981,939	\$2,111,446
Purchased Services	\$2,041,242	\$1,347,219	\$1,290,111
Other Charges	\$227,439	\$510,707	\$510,567
Materials and Supplies	\$3,162,120	\$1,621,915	\$2,413,147
Capital Outlay	\$211,183	\$194,601	\$736,330
TOTAL	\$16,031,411	\$12,819,998	\$14,458,754

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	3.00	3.00
Coordinator	0.00	2.00
Professional Staff	2.00	2.00
Specialists	9.50	9.50
Supervisors	9.00	9.00
Teachers	22.10	23.70
Clerical	11.00	10.00
TOTAL	57.60	60.20



Equity and Excellence

DESCRIPTION

The Equity and Excellence provides leadership and support in creating, developing, and coordinating services and programs for students in order to meet high academic standards and achieve success by:

- ◆ Facilitating equitable access to educational opportunities for students and their families,
- ◆ remedying opportunity gaps, and
- ◆ advancing high and clear expectations.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Equity and Excellence can be found at the following link: <http://www.apsva.us/equity-excellence>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$10,000 was realigned from the Equity and Excellence office accounts into other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ Due to the consolidation of special events, the special events account is reduced \$10,000. (805000-43401)

Equity and Excellence



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$446,876	\$559,533	\$569,501
Employee Benefits	\$137,160	\$148,795	\$156,493
Purchased Services	\$159,386	\$65,000	\$55,000
Other Charges	\$42,520	\$45,000	\$45,000
Materials and Supplies	\$16,852	\$16,750	\$16,750
TOTAL	\$802,794	\$835,078	\$842,744

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Coordinator	1.00	1.00
Specialist	2.00	2.00
Teachers School-Based	0.50	0.50
TOTAL	4.50	4.50



Office of English Learners

DESCRIPTION

The purpose of the English Learner (EL) services in APS is to teach academic English and content to English learners (ELs) at all English Language Proficiency (ELP) levels. And, to ensure that ELs attain English proficiency to develop high levels of academic achievement and meet state academic content standards that apply to all students. Annual English language proficiency assessments measure speaking, listening, reading and writing development for all ELs. The Office of English Learners supports schools in facilitating implementation and compliance with Title III requirements. Parents receive annual information about their child's placement in the program and language acquisition progress.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Office of English Learners can be found at the following link on the APS web site: <http://www.apsva.us/esol-hilt>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment the dually-identified teacher allocation decreased by 0.50 position and the elementary English Learners teacher allocation increased by 0.30 positions. (802000-41254, 41219)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Office of English Learners is increased by 0.20 FTEs. Details of these increases follow.

- ◆ A 0.20 administrative assistant position is added. To be compliant, this position can no longer be supported by grant funds. A 0.80 administrative assistant position is currently being funded in the school operating budget. (802000-41309)
- ◆ A new planning factor was added in FY 2017 for Academic Support for Level 5 English Language Learners to provide additional supplemental staffing to support EL students at a 1.00 counselor position per 43 Level 5 students. This initiative was part of a three-year phase in period that started in FY 2017 with 3.50 new positions, continued in FY 2018 with the addition of 3.00 positions, and in FY 2019 was scheduled to add another 3.00 positions, but was postponed. In FY 2020, the planning factor formula will change to a fixed allocation of the current 6.50 budgeted positions for system-wide support for English Learners. (802000-41219)

Office of English Learners



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,519,107	\$3,216,345	\$3,217,836
Employee Benefits	\$926,472	\$1,215,940	\$1,227,684
Purchased Services	\$5,970	\$9,963	\$9,963
Other Charges	\$3,387	\$12,300	\$12,300
Materials and Supplies	\$23,223	\$18,066	\$18,066
TOTAL	\$3,478,158	\$4,472,614	\$4,485,850

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Teachers Specialists	3.00	3.00
Counselors	7.00	6.50
Teachers School-Based	25.10	25.40
Teacher Assistants	4.50	4.50
Clerical	0.80	1.00
TOTAL	41.40	41.40



Gifted Services

DESCRIPTION

Gifted Services supports the provision of daily, ongoing differentiated instruction for students who meet the multiple criteria established by the Arlington Local Plan for the Education of the Gifted, in compliance with the Virginia Department of Education regulations.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Gifted Services office can be found at the following link on the APS web site: <http://www.apsva.us/gifted-services>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Gifted Services office.

Dr. Charles R. Drew Elementary School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$42,146

Dorothy Hamm Middle School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$29,393

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Gifted Services

Baseline Increases

In order to continue providing existing services, the Gifted Services office is increased by \$242,000. Details of these increases follow.

- ◆ Funds of \$242,000 are provided to cover the increasing costs of sending students to Thomas Jefferson High School. (804000-43406)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$5,000 was realigned into the Gifted Services accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ Funds of \$5,000 are realigned to cover the increasing costs of the State Governor's School. (804000-43400)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$161,402	\$156,808	\$156,808
Employee Benefits	\$48,633	\$45,293	\$46,369
Purchased Services	\$1,199,343	\$957,355	\$1,204,355
Other Charges	\$31,113	\$30,954	\$30,954
Materials and Supplies	\$12,847	\$13,537	\$85,076
TOTAL	\$1,453,339	\$1,203,947	\$1,523,562

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
TOTAL	1.00	1.00



Library Services

DESCRIPTION

Library Services oversees the operation of and the development of culturally rich and diverse library programs to meet the academic, social, and emotional interests of students and staff in the Arlington school community. Library Services supports all instructional areas through the purchase of high quality online resources that align with and extend the APS curriculum, while meeting the demands of the Virginia SOLs.

Library Services works closely with school staff to ensure that all students receive instruction in Digital Literacy and Digital Citizenship and also works with Information Services to monitor filtering software required by state and federal legislation.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by Library Services can be found at the following link on the APS website: <http://www.apsva.us/library-services>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Library Services office.

Montessori Public School of Arlington

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$189,416

Dorothy Hamm Middle School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$240,816



Library Services

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$5,000 was realigned from the Library Services accounts into other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ After review of the functions of this office, it was determined that the funding allocation exceeded necessary functions and as a result, the substitute professional leave account is reduced \$1,000 and the contract services account is reduced \$10,000. (814000-41295, 814000-43544)
- ◆ The printing and duplicating account has been reduced \$1,500 as a result of an increase in access to online documents. (814000-43587)
- ◆ Due to subscription database renewal costs increasing three to four percent each year per database the online services account is increased \$7,500. (814000-46538)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$394,280	\$431,446	\$376,304
Employee Benefits	\$133,279	\$152,019	\$144,273
Purchased Services	\$2,873	\$77,375	\$65,875
Other Charges	\$3,398	\$5,000	\$5,000
Materials and Supplies	\$63,705	\$291,271	\$705,671
Capital Outlay	\$0	\$2,000	\$25,332
TOTAL	\$597,535	\$959,111	\$1,322,455

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Technical	2.00	2.00
Clerical	2.00	2.00
TOTAL	5.00	5.00



Outdoor Laboratory

DESCRIPTION

The Phoebe Hall Knipling Outdoor Laboratory is located in Fauquier County, near Gainesville, Virginia. This 225-acre tract of land is owned by the Arlington Outdoor Education Association (AOEA). Through a lease arrangement with AOEA, the property is made available to the school system as an outdoor science laboratory during the academic year and as an environmental education camp for three weeks each summer.

The Outdoor Lab is used as an extension of classroom instruction conducted by Arlington Public Schools. Student groups are scheduled for day or overnight visits for specific learning activities. Programs conducted at the Outdoor Lab are aligned with the Grades 3-12 Science curriculum, as well as other curricular areas such as English Language Arts and Social Studies. Students learn to observe in this natural environment, generalize about the interrelationships within the environment, and develop environmental awareness. Students also discover how their decisions and behavior affect other living organisms and systems. As they acquire knowledge and understanding from and about the environment, students develop competence in evaluating alternatives for using and managing resources.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Outdoor Lab can be found at the following link on the APS website: <http://www.apsva.us/science/outdoor-lab>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Outdoor Laboratory is increased by \$4,501. Details of this increase follows.

- ◆ The lease agreement account for the Outdoor Laboratory has increased a total of \$4,501. (801031-45643)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$9,670 was realigned into Outdoor Laboratory accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ As the number of students at the Outdoor Lab increases, additional funding is needed to cover the salaries of overnight staff. The aide hourly account is increased by \$9,670. (801031-41377)

Outdoor Laboratory



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$291,948	\$343,035	\$407,508
Employee Benefits	\$101,660	\$128,001	\$143,043
Purchased Services	\$265	\$800	\$800
Other Charges	\$110,932	\$117,999	\$122,500
Materials and Supplies	\$14,468	\$15,650	\$15,650
TOTAL	\$519,273	\$605,485	\$689,501

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Coordinator	1.00	1.00
Teacher	1.00	1.00
Specialist	1.00	1.00
Assistants	2.00	2.00
TOTAL	5.00	5.00



Office of Special Education

DESCRIPTION

Special Education is an integral part of the overall educational program within Arlington Public Schools. In accordance with IDEA, the Office of Special Education (OSE) ensures a Free Appropriate Public Education (FAPE) to students with disabilities who require special education and related services. OSE ensures that services are provided in the Least Restricted Environment (LRE) to the maximum extent possible for students from PreK to age 21. OSE is charged with providing support for students with disabilities, through evaluation, identification, placement, instruction, and transition services. This support includes stakeholders involved in educating students with disabilities, including parents, administrators, and school staff.

The OSE also provides alternative services such as homebound instruction, professional learning opportunities for teaching and administrative staff, consultative costs for specialized student diagnostic activities, and the administration of several grant-funded programs and services.

MAJOR SERVICES PROVIDED

- ◆ Instructional Support for Students with Disabilities
- ◆ Assistive Technology
- ◆ Audiology and Hearing Services
- ◆ Vision Services
- ◆ Child Find and PreK Special Education
- ◆ Extended School Year (ESY)
- ◆ Occupational Therapy
- ◆ Physical Therapy
- ◆ Speech/Language Therapy
- ◆ Counseling as a Related Service
- ◆ Transition Services (Preparation for Post-Secondary Plans)
- ◆ Special Education Review Committee (SERC)
- ◆ Coordination of Children's Services Act (CSA) with Arlington County Government
- ◆ Participation in the Family Assessment and Planning Team (FAPT) with Arlington County Department of Human Services
- ◆ Coordination of APS countywide special education programs
- ◆ Liaison with Arlington County Department of Human Services regarding students with disabilities who enter foster care
- ◆ Coordination with Arlington Adult Detention Center and Landmark Regional Juvenile Detention Center for students with disabilities
- ◆ Support of student discipline process for students with disabilities; discipline hearings; manifestation determination meetings; alternate placements
- ◆ Homebound Instruction

Office of Special Education

- ◆ Services for students with medical needs
- ◆ Special Transportation
- ◆ Medicaid Reimbursement
- ◆ Parent Resource Center

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/special-education>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Special Education office.

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$6,460

New Funding

- ◆ Planning factor formulas provide certain central staffing based on the number of children receiving services. Based on the projected student enrollment, the following positions are added: 3.50 speech teachers and 1.00 occupational therapists. (105110-41222, 105150-41281)
- ◆ Based on the projected student enrollment and the planning factor formulas the following positions are added: 3.00 interlude program psychologists. (105310-41235)



Office of Special Education

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$9,889,723	\$11,238,868	\$12,103,659
Employee Benefits	\$3,162,173	\$3,538,826	\$3,860,727
Purchased Services	\$1,616,244	\$1,415,844	\$1,415,844
Other Charges	\$64,169	\$13,500	\$13,500
Materials and Supplies	\$423,432	\$514,529	\$520,989
Capital Outlay	(\$61)	\$0	\$0
TOTAL	\$15,155,679	\$16,721,567	\$17,914,719

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinators	13.20	13.20
Psychologists	5.50	8.50
Occupational Therapists	33.00	34.00
Teacher Specialists	66.40	69.90
Teacher Assistants	3.00	3.00
TOTAL	123.10	130.60

Office of Student Services

DESCRIPTION

The Office of Student Services (OSS) provides a wide range of support services to meet the social/emotional needs of all students. The OSS manages the system-wide programs in student services and elementary, middle and high school counseling services. The OSS provides system-wide services in school psychology, social work and counseling. Counseling staff provide a comprehensive K-12 counseling program, based on National Standards for School Counseling Programs and are school based. The department also oversees the administration of several grant-funded projects supporting children who are homeless as well as families in need.

MAJOR SERVICES PROVIDED

- ◆ Academic Planning
- ◆ Counseling services
- ◆ Home instruction
- ◆ Homeless services
- ◆ Psychological services
- ◆ School attendance specialists
- ◆ Section 504 services
- ◆ Social work services
- ◆ Student Records
- ◆ Student Records and FERPA Requests
- ◆ Substance abuse services

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/student-services>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Student Services office.



Office of Student Services

Montessori Public School of Arlington

- ◆ Ongoing funds: \$125
- ◆ Start-up funds: \$5,510

Dorothy Hamm Middle School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$8,500

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funding provided in FY 2019 for 3.25 psychologist and social worker positions is eliminated in FY 2020. (105210-41235, 105200-41267)

New Funding

- ◆ 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 1.30 position and school psychologists increase by 1.30 position. (105200-41267, 105210-41235)

Growth Initiatives

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added to the Office of Student Services:

- ◆ Funds are added for 9.25 positions for the final year of a three-year plan to adjust APS's planning factor ratio for school psychologists and social workers from 1:1650 to 1:775. The planning factor for school psychologists and social workers was revised in FY 2017 to better align APS with best practices and recommended ratios of the National Association of School Psychologists (NASP), which currently recommends a ratio of 1.00 school psychologist for every 500-700 students enrolled (1:500-700). The new planning factor provides a ratio of 1:775 and was phased in over a four-year period. The FY 2017 and FY 2018 budgets funded a total of 24.00 positions (12.00 psychologist positions and 12.00 social worker positions) and the FY 2019 budget funded an additional 1.75 positions. In FY 2020, 9.25 positions will be estimated to complete the phase in of the new planning factor. Beginning in the FY 2021 budget, additional psychologists and social workers will be added as part of enrollment growth costs. (105210-41235, 105200-41267)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



Office of Student Services

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$27,300 was realigned from the Office of Student Services accounts into other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ After review of the functions of this office, it was determined that the funding allocation exceeded necessary functions and as a result, the program costs account is reduced \$11,300. (105200-43433)
- ◆ After review of the counseling central office budget, it was determined that the funding allocation exceeded necessary functions and as a result, the professional inservice account is reduced \$10,000, the registration fees account is reduced \$1,000 and the transportation account is reduced \$5,000. (105230-43430, 105230-45468, 105230-45472)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$6,438,630	\$7,413,471	\$8,802,525
Employee Benefits	\$2,099,434	\$2,368,605	\$2,738,686
Purchased Services	\$636,221	\$730,681	\$723,516
Other Charges	\$67,104	\$85,500	\$79,500
Materials and Supplies	\$78,618	\$84,125	\$84,125
TOTAL	\$9,320,007	\$10,682,382	\$12,428,353

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	2.00	2.00
Psychologists	34.30	38.60
Social Workers	31.10	35.40
Specialists	3.40	3.40
Counselors	7.00	7.00
Coordinator	1.10	1.10
Clerical	2.50	2.50
TOTAL	82.40	91.00



Summer School

DESCRIPTION

The summer school program is designed to support and complement the school year instructional program of APS. Each year it provides varied courses to approximately 6,500 students in PreK-12. The elementary strengthening program provides learning opportunities in science inquiry, mathematics, English language arts and Spanish immersion. Elementary students may also choose from enrichment opportunities including the Global Village Summit Program, Fun with Coding, Math Academy, Summer Laureate, STEM, and the Outdoor Lab. At the secondary level, strengthening programs enable students to retake courses they have failed and prepare to retake SOL assessments. Students may also take a limited number of high school classes as new work for credit.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Summer School office can be found at the following link on the APS web site: <http://www.apsva.us/summer-school/>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling \$500,000, were taken from the Summer School office.

- ◆ Through a redesign of the Elementary Summer School Strengthening Program, the summer school t-scale account is decreased \$500,000. (809300-41250)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,293,847	\$2,907,957	\$2,407,957
Employee Benefits	\$415,819	\$245,931	\$252,558
Purchased Services	\$59,514	\$89,522	\$89,522
Other Charges	\$5,726	\$4,500	\$4,500
Materials and Supplies	\$2,885	\$287,344	\$287,344
TOTAL	\$3,777,791	\$3,535,253	\$3,041,492

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Coordinator	0.50	0.50
Clerical	0.50	0.50
TOTAL	1.00	1.00

Welcome Center

DESCRIPTION

The Welcome Center manages options and transfer applications, PreK applications, and the Language Services Registration Center (LSRC). The LSRC is responsible for registration and initial assessment of all students with non-English language backgrounds, language translation and interpretation services, and professional learning for foreign language interpreters and translators.

MAJOR SERVICES PROVIDED

- ◆ Manage applications for options schools, neighborhood transfers, and early childhood programs.
- ◆ Assess entering APS students with non-English language backgrounds.
- ◆ Register entering APS students with non-English language backgrounds.
- ◆ Evaluate foreign school transcripts of students entering Grades 6 – 12, and provide equivalency of credits and grades to receiving schools.
- ◆ Provide orientation about schools and programs for parents and students.
- ◆ Support communication between parents, students, and school staff.
- ◆ Provide oral language interpretation services throughout APS.
- ◆ Provide written language translation services to schools, offices, and APS staff.
- ◆ Provide professional learning to providers of foreign language interpretation services.
- ◆ Provide professional learning to providers of foreign language translation services.

Additional information can be found at the following link on the APS web site: <https://www.apsva.us/lsrc>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.



Welcome Center

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$873,933	\$918,964	\$965,932
Employee Benefits	\$292,202	\$295,656	\$308,645
Purchased Services	\$23,699	\$64,000	\$64,000
Other Charges	\$38	\$0	\$0
Materials and Supplies	\$5,018	\$19,637	\$19,637
TOTAL	\$1,194,889	\$1,298,257	\$1,317,946

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Coordinator	2.00	2.00
Teachers School-Based	2.00	2.00
Interpreter	1.00	1.00
Resource Assistants	0.00	0.00
Registrars	3.00	3.00
Clerical	2.00	2.00
TOTAL	10.00	10.00

Office of Student Services and Special Education



FINANCIAL:
DEPARTMENTS

DESCRIPTION

The Department of Student Services and Special Education (DSSSE) supports implementation of the Strategic Plan by ensuring the provision of a wide range of support services to all students in the Arlington Public Schools. Charged with oversight of the delivery of a continuum of special education services to approximately 3600 students with disabilities, DSSSE provides a comprehensive, collaborative, and individualized support system that enables students with disabilities to access high-quality, rigorous instruction within the Least Restrictive Environment (LRE); develops, coordinates and enhances efforts to align general and special education; develops and monitors programs; implements the Extended School Year (ESY) program; and promotes and coordinates the use of technology necessary to meet the needs of every student. As a result of a continuous improvement process that examines data outcomes, the office makes systematic decisions designed to reduce disproportionality in the identification of minority students for special education services, increases inclusive opportunities, expands access to appropriate interventions, ensures supports to schools to help them achieve, and provides increased LRE options for students.

DSSSE delivers comprehensive and coordinated student services and establishes positive partnerships with community service agencies, postsecondary institutions, and parents to ensure that all students meet with success and develop college and career readiness skills. DSSSE facilitates and enhances communication with parents, schools, and the community, strengthening active school and community partnerships through effective communication, outreach, and interagency collaborative opportunities to create a safe school environment that addresses the social, emotional, and physical well-being of all students.

DSSSE provides direct oversight of compliance with federal, State and local laws, policies, procedures and regulations. DSSSE staff members work with families to provide technical support in understanding and assessing their procedural safeguards under the Individuals with Disabilities Education Act, facilitates requests for mediation, due process hearings and administrative reviews and responds to the Office of Civil Rights and Virginia State Department of Education complaints. The department supports schools by coordinating professional development opportunities, monitoring and evaluation services designed to meet the requirements set forth by federal law and state legislation for educating students with disabilities.

MAJOR SERVICES PROVIDED

- ◆ Academic Planning, Aspire2Excellence
- ◆ Comprehensive School Counseling
- ◆ Arlington Tiered System of Support (ATSS)
- ◆ Behavior and Autism Specialists support
- ◆ Coordination of countywide special education programs
- ◆ Dispute Resolution Process
- ◆ Homebound Instruction
- ◆ IDEA, Section 504, OCR, McKinney-Vento Compliance
- ◆ Instructional intervention supports



Office of Student Services and Special Education

- ◆ Mandated Services – Assistive Technology, Audiological, Child Find, Extended School Year, Hearing, Medical, Occupational Therapy, Physical Therapy, PreK, Special transportation, Speech-language, Transition, Vision
- ◆ Parent Resource Center
- ◆ Residency
- ◆ Whole Child Initiative

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Student Services and Special Education Management office.

Montessori Public School of Arlington

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$43,670

Dorothy Hamm Middle School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$37,355

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Office of Student Services and Special Education



Baseline Decreases and Internal Realignments

During the baseline budget review process, the Department of Teaching and Learning realigned \$205,298. Of this amount, \$97,569 was realigned into the Arlington Tiered System of Support office accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ The contract services account is increased \$27,000 in order to continue with Orton Gillingham and Responsive classroom training. These funds will be used for professional development opportunities in order to continue to support the academic and social emotional needs of our students. (105010-43544)
- ◆ The instructional materials account is increased \$55,700 to provide an evidence-based math intervention for K-8 students. (105010-46506)
- ◆ The testing materials account is increased \$15,000 to purchase the additional licenses needed for PALS and Reading and Math inventories for new students and schools. (105010-46532)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$564,773	\$543,305	\$563,086
Employee Benefits	\$181,357	\$206,399	\$225,198
Purchased Services	\$279,274	\$123,000	\$150,000
Other Charges	\$69,292	\$51,050	\$51,050
Materials and Supplies	\$183,653	\$355,500	\$507,094
TOTAL	\$1,278,349	\$1,279,254	\$1,496,427

POSITION SUMMARY

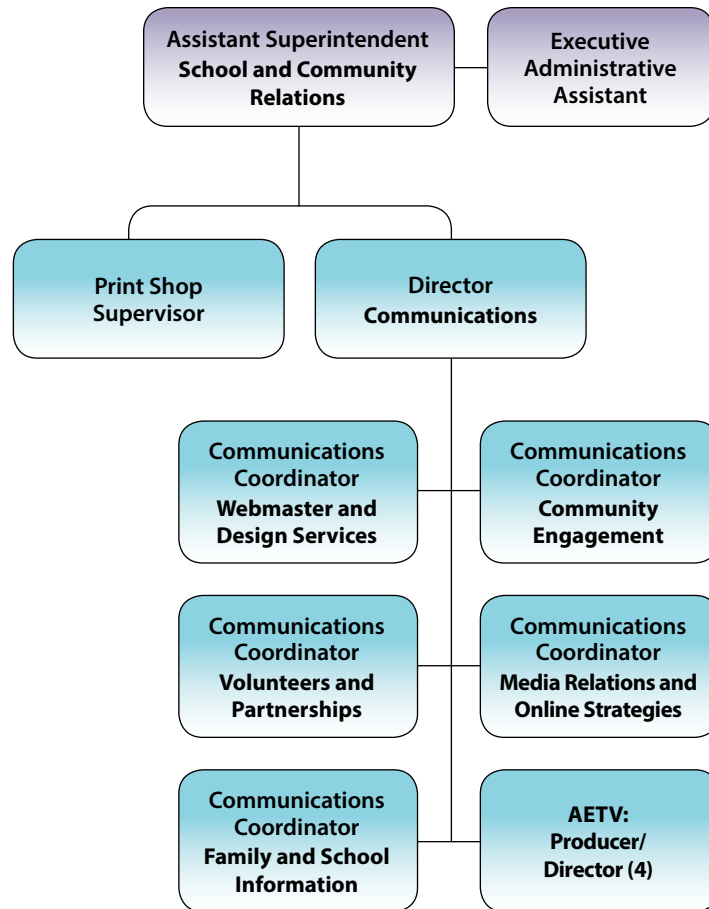
	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Coordinator	2.00	2.00
Counselor	0.20	0.20
Clerical	4.50	4.50
TOTAL	7.70	7.70

During FY 2018, the Department of Instruction was combined with the Department of Student Services and Special Education to form the Department of Teaching and Learning. Human Resources, the Department of Finance and Management Services, and the Department of Teaching and Learning are in the process of identifying where the above listed positions and funding should be placed within the budget.



FINANCIAL:
DEPARTMENTS

SCHOOL AND COMMUNITY RELATIONS: Organization Chart



SCHOOL AND COMMUNITY RELATIONS



FINANCIAL:
DEPARTMENTS

DEPARTMENT SUMMARY

The Department of School and Community Relations (SCR) is responsible for media relations; community outreach; public information; the school division's website and social media presence; volunteers and partnership programs; Arlington Educational Television (AETV), and Printing Services.

The FY 2020 School Board's Adopted Budget for School and Community Relations totals \$2,408,132 and includes 14.00 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
School and Community Relations	\$2,103,727	13.00	\$2,295,180	13.00	\$2,231,367
Printing Services	(\$53,503)	1.00	\$176,257	1.00	\$176,765
TOTAL	\$2,050,224	14.00	\$2,471,437	14.00	\$2,408,132

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2018	FY 2019	FY 2020
METRIC	ACTUAL	GOAL	TARGET
APS WEBSITE			
Number of page views	8,542,002	9,000,000	9,250,000
Number of unique visitors	1,277,534	2,000,000	2,000,000
VIDEO PRODUCTION			
Number of video views	65,549	75,000	80,000
E-COMMUNICATIONS			
School Talk average monthly use	300	350	375
SOCIAL MEDIA PLATFORM			
Facebook Reach (weekly)	9,100	10,000	10,000
Twitter Reach (monthly)	5.0 M	5.5 M	5.6 M
VOLUNTEERS AND PARTNERSHIPS			
Number of strategic partners	238	250	260



SCHOOL AND COMMUNITY RELATIONS

FY 2018 DEPARTMENT ACCOMPLISHMENTS

Strengthening APS Communications Platforms

(Strategic Plan Goals Alignment: Partnerships)

- ◆ Successfully identified and launched a new APS School Talk platform which provides greater visual identity for messages and more reporting features, while also representing a significant cost savings for the service.
- ◆ Initiated a new bi-weekly podcast program “What’s Up APS?” to inform stakeholders on important issues and topics as well as services available to support families.
- ◆ Completed an extensive process to review and update the APS website to more closely align the site with web accessibility standards. Steps included:
 - ✦ Implementation of new software to monitor all websites for accessibility issues and other problems.
 - ✦ Training provided for all APS webmasters.
 - ✦ Implementation of closed captioning for all web-based videos.
- ◆ Increased film and video projects, driving more than 65,000 views, a 45% increase over the previous year.

Enhanced Community Engagement and Outreach

(Strategic Plan Goals Alignment: Partnerships)

- ◆ Developed “Engage 101,” a pilot training module for school families offered by the Community Engagement Coordinator and bilingual resource assistants to strengthen school/home connections by teaching ESL families how to access all APS mobile communications channels and resources.
 - ✦ Ten “Engage 101” sessions offered at schools.
 - ✦ Biweekly updates on community engagement expanded to reach 800+ community leaders.
- ◆ Expanded the new “Engage with Us” website to centralize all APS community engagement processes with an easy-to-use online form, calendar, and information about each initiative.
 - ✦ 160,000+ page views of the new “Engage with Us” website.
 - ✦ 200+ “Engage” feedback forms submitted for community processes.
 - ✦ 1,200+ “Engage with APS” emails received.

SCHOOL AND COMMUNITY RELATIONS



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop and implement a framework for engaging diverse families that includes communication, engagement, and empowerment strategies.					✓
Develop and implement a strategic communications plan that engages the community in the activities that support APS strategic plan goals, supports development of a new, 6-year strategic plan, and provides ongoing support for communications about progress on the APS 3-5 Year Plan.				✓	✓
Create a plan for effective internal communications to further enhance employee recognition and engagement that includes new communication tools.			✓		
Strengthen school-based communications plans, strategies and tactics to enhance the perception and image of schools through consistent and regular communications that showcase the school/program highlights, and student and staff successes.				✓	✓

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By Fall 2019, APS will implement an APS Staff Central Intranet with a strategic communication plan that will encourage and incorporate staff feedback, buy-in and participation. (now slated for launch in SY 2019-20).			✓		
By January 31, 2019, APS will develop and implement a revised plan to streamline School Talk messages and increase open rates for internal and external newsletters, NewsCheck and NewsReview.				✓	✓
By December 31, 2018, successfully develop and implement community engagement and communications plan for naming of new schools and facilities.					✓
By May 30, 2019, APS will develop and implement a plan to strengthen school-based communications and enhance the image of schools through communications training and consistent communications highlighting key initiatives.			✓	✓	✓
By June 30, 2019, APS will apply communications best practices and conduct outreach to recruit at least two new partners per month (or 24 total).			✓		✓
By June 30, 2019, SCR will strengthen outreach to limited-English speaking families by increasing the number and reach of face-to-face engagement opportunities by 30 percent (e.g. Engage 101 Workshops) and utilizing new channels/tools (e.g. WhatsApp, Telenovela series) to increase access to information that supports student learning, building on the foundation established in FY18.		✓			✓
By October 2019, APS will develop and implement the first online First Day Packet for the 2019-20 school year to improve efficiency and allow for easier, timelier and more accurate data entry.				✓	
By June 30, 2019, APS will develop and implement a plan to increase social media reach, engagement and impressions of key messages that align with 2018-24 Strategic Plan priorities.					✓



SCHOOL AND COMMUNITY RELATIONS

FY 2019 DEPARTMENT GOALS AND PROJECTS (CONT.)

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By November 6, 2018, provide support and guidance and develop printed materials and a PowerPoint presentation for the 2018 School Bond Chairs to ensure clear communications about the use of the School Bond funds and to clarify questions related to the Capital Improvement Plan to ensure passage of the School Bond.					✓
By March 1, 2019, complete implementation of a leadership succession plan for the School and Community Relations Department so that staff is prepared to continue delivering a high-quality communications program with strong leadership.				✓	✓
By June 30, 2019, working in collaboration with new Emergency Manager, SCR will develop and implement a communications plan to promote at least one primary safety or security message/story per month, to increase stakeholder awareness of APS' efforts to create safe learning environments for students and staff.				✓	

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Create a plan for effective communications and engagement around major changes and transitions, including the leadership transitions and boundaries.			✓	✓	✓
Develop and implement an APS Staff Central Intranet with an employee engagement plan that will encourage and incorporate staff feedback, buy-in and participation.			✓		
Successfully implement the first online First Day Packet for the 2019-20 school year to improve efficiency and allow for easier, timelier and more accurate data entry.				✓	
Work with principals and staff to prepare a plan for multiple school openings and community dedication events in Fall 2019.				✓	
Strengthen school-based communications plans, strategies and tactics to enhance the perception and image of schools through consistent and regular communications that showcase the school/program highlights, and student and staff successes.				✓	✓

School and Community Relations

DESCRIPTION

The School and Community Relations Department's primary focus is to enhance communications within APS and between schools and the Arlington community.

MAJOR SERVICES PROVIDED

Materials Design and Development

- ◆ Design and produce a wide range of publications, including informational brochures.
- ◆ Develop and maintain APS branded assets, including the APS logo and style guide
- ◆ Provide editorial and creative support for the development of print, electronic and TV/video and other communications.

Media Relations and Emergency Communications

- ◆ Maintain strong relationships with key media outlets to support communications about APS and provide ongoing media counsel and training for APS leadership and staff.
- ◆ Send news updates about school achievements, events and activities to the media, families and the local community.
- ◆ Oversee the school division's social media presence and strategy for sharing key messages, news and information via Facebook, Twitter and Instagram.
- ◆ Provide primary leadership and support for all emergency communications, utilizing effective strategies to update APS families, staff, students and the community about changes in operations in the event of local, regional or national emergencies or disruptions in operations.
- ◆ Respond to Freedom of Information Act Requests.

Event Planning and Coordination

- ◆ Plan, organize and promote countywide celebrations and recognitions to showcase the work and accomplishments of the school division, students and staff.
- ◆ Organize informational events for families and citizens to learn about the school division.
- ◆ Coordinate events to mark new school openings and other significant milestones.

Community Outreach and Partnerships

- ◆ Support APS in engaging with the community and building effective relationships with stakeholders to maintain support and investments in the growing school division.
- ◆ Help families research and learn about the work of APS schools, programs, departments and the Arlington School Board.
- ◆ Coordinate a countywide effort to recruit, screen, and place volunteers and partners to support the academic success of APS students.
- ◆ Serve as a liaison with the Arlington community and facilitate effective relationships and face-to-face contact with residents, businesses, nonprofits and civic organizations.



School and Community Relations

- ◆ Conduct ongoing outreach to strengthen engagement among Limited English Speaking families through translated materials, bi-lingual face-to-face engagement sessions, training and tools that increase access to information that supports student learning.
- ◆ Foster an ongoing dialogue about the School Board's policies, priorities and decisions on key financial and management issues to support the work of the school division.

School Liaisons and Internal Communications

- ◆ Develop and maintain an employee Intranet and internal communications and content strategy to inform and engage APS employees.
- ◆ Train, supervise, support and coordinate the work of the school-based public relations liaisons, webmaster liaisons and volunteer/partnership liaisons to effectively support APS communications and outreach.
- ◆ Provide communications guidance, training and support to school and department leaders to enhance their communications with internal and external stakeholders.
- ◆ Collaborate with schools and departments to develop communication strategies that inform families and the community about programs, services and new initiatives.

Electronic Communications, Website and Video

- ◆ Develop and maintain the content, structure and oversight for the APS website.
- ◆ Provide management, support and training for effective e-communications through the APS website, APS School Talk and other electronic services, including social media.
- ◆ Maintain communications through AETV cable programming, broadcast and video production services, and produce regular programming including APS Snapshots, Green Scene, Partners in Action, and other special video projects as well as livestreaming of meetings and events, including all School Board meetings and work sessions.



School and Community Relations

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions were taken from School and Community Relations:

- ◆ Funds of \$1,250 have been reduced from the special events account. (103000-43401)
- ◆ Funds of \$7,000 have been reduced from the contract services account, eliminating Meltwater Services. (103000-43544)
- ◆ Funds of \$3,283 have been reduced from the services awards account. (103000-45471)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the School and Community Relations office.

Montessori Public School of Arlington

- ◆ Ongoing funds: \$5,075
- ◆ Start-up funds: \$1,496

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$1,000

Alice West Fleet Elementary School

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$300

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$5,075
- ◆ Start-up funds: \$1,496



School and Community Relations

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,278,124	\$1,497,419	\$1,428,334
Employee Benefits	\$366,895	\$437,145	\$450,197
Purchased Services	\$399,067	\$329,878	\$325,920
Other Charges	\$27,691	\$10,115	\$6,292
Materials and Supplies	\$19,694	\$14,633	\$14,633
Capital Outlay	\$12,257	\$5,990	\$5,990
TOTAL	\$2,103,727	\$2,295,180	\$2,231,367

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	1.00	1.00
Coordinator	1.00	1.00
Program Specialists	4.00	4.00
Technical	4.00	4.00
Clerical	2.00	2.00
TOTAL	13.00	13.00



Printing Services

DESCRIPTION

The Print Shop, staffed by one Print Shop supervisor, provides high-quality reproduction of printed materials for departments and programs located in the Syphax Education Center and in the schools. Using four digital copiers (one Kodak 150, one Kodak 125, one Ricoh 7502 and a Ricoh 901s color copier) and ancillary equipment, the Print Shop handles over 90 percent of the reproduction tasks originating at the Syphax Education Center as well as requests for individual schools and other departments. The Print Shop supervisor is responsible for ordering supplies, maintaining all equipment, coordinating service and support, scheduling and prioritizing print projects, and maintaining all operations of the Print Shop. In addition, the supervisor provides estimates for print projects and handles the processing and accounting for all Print Shop charge backs.

MAJOR SERVICES PROVIDED

- ◆ Provide support to schools and departments for reproduction of printed materials through the resources of the Print Shop.
- ◆ Production capabilities include a variety of options in folding, drilling and binding as well as printing larger off-size documents.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$80,188	\$80,198	\$80,198
Employee Benefits	\$25,809	\$26,887	\$27,395
Purchased Services	(\$191,183)	(\$5,001)	(\$5,001)
Materials and Supplies	\$31,683	\$74,173	\$74,173
TOTAL	(\$53,503)	\$176,257	\$176,765

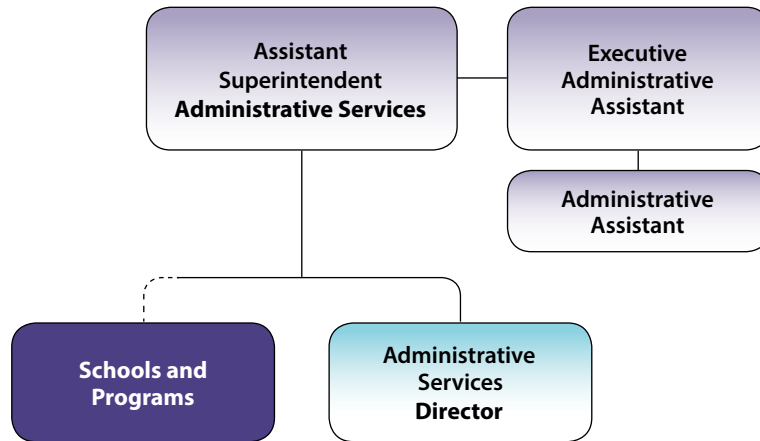
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
TOTAL	1.00	1.00



FINANCIAL:
DEPARTMENTS

ADMINISTRATIVE SERVICES: Organization Chart



ADMINISTRATIVE SERVICES



DEPARTMENT SUMMARY

The Department of Administrative Services is responsible for a number of activities that affect the overall climate in the Arlington Public Schools. Among the areas covered by the Department are the following:

- ◆ **Principal Support:** Providing support and guidance on administrative issues.
- ◆ **School Management Plan (SMP)/90-Day Progressive Plan:** Providing direction on yearly plans with specific focus on the APS Strategic Plan and utilizing monitoring systems through the evaluation process.
- ◆ **Healthy, Safe, and Supported Students:** Providing support and guidance to address disproportionality in suspension rates by race/ethnicity and students identified with a disability while maintaining or reducing the overall suspension rate.
- ◆ **Succession Planning for Leadership Development:** Providing professional learning opportunities to develop leadership skills for teachers interested in future leadership opportunities and working with current administrators interested in professional learning opportunities.
- ◆ **Emergency Management:** Collaborating with public safety and health officials to develop effective plans in case of emergency or crisis situations in the schools or the community, including threat assessments.
- ◆ **Student Discipline:** Administering, on behalf of the Superintendent of Schools, the student discipline process, including appeals of disciplinary actions taken at the school-level. The discipline framework outlines the expectations for our students and our disciplinary policies, procedures, and practices.
- ◆ **Serious Incident Reporting:** Monitoring all serious incident reports (SIR) and reporting as appropriate to local and state authorities.
- ◆ **School Safety Audits and Security:** Ensuring that schools carry out the required school safety audits and working with Facilities and Operation and EOM/police/fire department to monitor and enhance APS security measures and school security plans.
- ◆ **Arlington County Police Department:** Serving as liaison to the ACPD vis-à-vis School Resource Officers, school crossing guards, and other issues concerning student safety and security.
- ◆ **Student Advisory Board:** Providing staff support as the liaison for the students who serve on the Arlington School Board's Student Advisory Board.
- ◆ **Arlington Partnership for Children, Youth, and Families:** Representing Arlington Public Schools to the Arlington Partnership, including Second Chance Program.

The Administrative Services Department comprises one program: Administrative Services. The FY 2020 School Board's Adopted Budget for Administrative Services totals \$963,244 and includes 4.00 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Administrative Services	\$730,832	8.00	\$1,329,726	4.00	\$963,244
TOTAL	\$730,832	8.00	\$1,329,726	4.00	\$963,244



ADMINISTRATIVE SERVICES

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for the department performance metrics are reported annually in the Strategic Plan indicators as well as in additional reporting by the Administrative Services program office.

FY 2018 DEPARTMENT ACCOMPLISHMENTS

Increasing opportunities for leadership development

(Strategic Plan Goals Alignment: Engaged Workforce)

Administrative Services invited, encouraged participation in professional growth and career development opportunities as an investing in preparation for future opportunities. Data points:

- ◆ Offered ten Aspiring Leaders sessions with 25-30 participates at each session and a focus on standards of evaluation and competencies. Topics addressed included; communication, instructional leadership, vision, human relations skills, change agents, culture building, and identifying leadership style.
- ◆ Established a new Latino Leadership Initiative Cohort with a focus on APS data, interviewing and resume writing, administrative competencies and identifying your leadership style. Five sessions have been offered with 25 participate session.
- ◆ Conducted four George Mason Orientation to increase opportunities for administrative licensure and Master's Degree program with 23 participates scheduled to start Summer 2019.

Increasing district wide discipline management systems to reduce the disproportionality in suspension rates by race/ethnicity and students identified with a disability

(Strategic Plan Goals Alignment: Student Well-Being)

Administrative Services increased funding sources to support proactive measures designed to address the discipline gap and utilized Synergy for discipline data analysis and monthly professional learning presentations to inform decisions. Data points:

- ◆ Overall, just 1% of students in APS are suspended which is the one of the lowest in the northern Virginia region and compared to 5% in Virginia. Our performance objective focus on disproportionality in suspensions. In an effort to reduce disproportionality, we offer schools funding for Proactive Measure- Alternatives to Suspension. The intention is to create alternatives to suspension that incorporate social emotional supports to help improve behavior outcomes. As a result, suspensions continue to decline in some areas while the use of alternatives to suspensions increase. Additionally, the number of alternative to suspension programs available have increased as well.
- ◆ Twenty Proactive Measures-Alternative to Suspension Programs offered in 15 schools (5 high schools, 2 middle schools, 8 elementary schools).
- ◆ Increased proactive measures.

ADMINISTRATIVE SERVICES

APS will be Accredited by the Emergency Management Accreditation Program (EMAP) [AS-SPO #16]
(Strategic Plan Goals Alignment: Operational Excellence)

The Emergency Management Accreditation Program is a voluntary accreditation program focused on continuous improvement and incorporated into the American National Standards Institute (ANSI) register. The program addresses 64 individual standards ranging from administrative to individual hazard identification. Data points:

- ◆ School Resource Officers are provided by Arlington County Police Department and funded by Arlington County Government to serve as a resource for Arlington Public Schools. For the School Year 2018-2019 there are 13 full time School Resource Officers and 3 Supervisors for a total of 16 officers supporting public schools. The ratio is 1 Officer to every 1,687.5 students (27,000).
- ◆ Each year schools participate in practicing their emergency procedures. This year over 7,170 exercises were conducted to practice procedures ranging from fire evacuation, earthquake sheltering, active threat lockdown, to tornado sheltering. On average a student participates in a year in over 95 minutes of emergency procedures practice.
- ◆ Arlington Public Schools coordinates and collaborates with local, state, regional, and federal partners to increase student, employee, and visitor safety. A few of those agencies that Arlington Public Schools coordinates with daily are: National Weather Service, Arlington County Emergency Communication Center, Arlington County Police Department, Arlington County Fire Department, National Capital Region Watch Desk, National Capital Region Threat Intelligence Consortium.
- ◆ This year Arlington Public Schools conducted over 60 education and training sessions focused on violence prevention, employee safety, student safety, and more. Staff reached in these sessions over 350+ individuals in person and over 7,000 individuals in online training.

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop a comprehensive plan for addressing the APS Workforce Initiative on succession planning for administrators.			✓		
Expand opportunities for advanced degrees and/or licensure endorsements to increase the highly qualified internal administrative applicant pool.			✓		
Design and implement improved administrator recruitment.				✓	
Develop and implement processes designed to monitor progress on achievement of performance goals and SMART goals based on Management Plan and Progressive Plan outcomes.	✓			✓	
Implement measures in addressing safety and security needs related to students, staff and parents. Collaborate with departments, county partnerships and school administrators to promote safety and security measures and messaging.		✓	✓		✓
Design and implement systematic monitoring and intervention approaches pertaining to discipline, substance use and bullying.	✓	✓			



ADMINISTRATIVE SERVICES

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Disproportionality in suspension rates by race/ethnicity and students identified with a disability will be reduced by 15% per category based on 17-18 suspension data (Black, Hispanic, SWD, EL).		✓			
During the current academic year, a thorough review of the threat assessment program will be completed, and initial actions/priorities will be completed.		✓			
During the current academic year, implement an additional 20 visitor management product in schools and implement an enterprise solution for roll out in SY 19-20.		✓			
During the current academic year, develop in conjunction with the Executive Leadership Team an emergency operations plan strategy.		✓			
During the current academic year, develop in conjunction with School and Community Relations a Crisis Communications plan.		✓			
Increase compliance in required exercises by 2 percent by June 2019.		✓			
Decrease the number of accidents and incidents per employment affiliation category by 5 percent by June 2019.			✓		
Increase leadership skills development by 6 percent per two-year cycle, as represented by ten additional teachers per cycle, as measured by participation in the Aspiring Leaders Program, GMU Educational Leadership Masters or Licensure Program or other identified university programs.			✓		
Continue to collaboratively develop a Student Rights & Responsibilities Handbook/Code of Conduct that will outline student behavior expectations as well as supports, interventions and disciplinary consequences. Content will be phased in and delivered through existing APS Handbook and other current platforms. Additionally, develop a corresponding policy to support the new handbook.		✓			

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Increasing opportunities for leadership development.			✓		
Increasing district wide discipline management systems to reduce the disproportionality in suspension rates by race/ethnicity and students identified with a disability will be reduced by 15% per category based on 17-18 suspension data (Black, Hispanic, SWD, EL).		✓			
APS will be Accredited by the Emergency Management Accreditation Program (EMAP) [AS-SPO #16].				✓	



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 also responsible for specific system-wide issues such as discipline, safe school environments, and coordination with school administrators on handling serious situations.

The Assistant Superintendent and the Director of Administrative Services serve as the liaisons 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, Second Chance, and other joint committees also falls under the responsibility of the Assistant Superintendent.

MAJOR SERVICES PROVIDED

The major services provided by Administrative Services can be found at the following link on the APS website: www.apsva.us/department-of-administration.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$50,000 provided in FY 2019 to address discipline data through proactive measures, for targeted interventions and system-wide professional development are eliminated in FY2020. (104000-43544)

New Funding

- ◆ Funds of \$75,000 are provided for proactive measures/alternatives to suspensions. These funds are needed to address discipline data through proactive measures, using targeted interventions for school sites and system-wide professional development. Measures are intended to specifically address the discipline gap amongst minority males, students with disabilities and English Learners. (104000-43544)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



Administrative Services

Baseline Increases

In order to continue providing existing services, the Administrative Services office is increased by \$52,000. Details of these increases follow.

- ◆ The contract services account is increased \$50,000 to increase the number of proactive measures/ alternatives to suspension grants available. These funds will be used to address the APS strategic plan performance goal 10 focusing on closing the gap by addressing disproportionality in suspension. (104000-43544)
- ◆ Under Title IX Federal Grant APS is required to comply with the Office of Civil Rights’ regulations that includes providing professional training. The school-based professional development account is increased \$2,000 to maintain compliance with state related trainings. (104000-45474)

Baseline Decreases

In FY 2019, 2.00 principal positions and 2.00 clerical positions were budgeted in the Department of Administrative Services to prepare for the opening of Alice West Fleet elementary school and Dorothy Hamm middle school. These positions are moved to the schools’ budget in FY 2020. (104000, 212000, 312000-41231, 41364)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$421,340	\$788,504	\$465,892
Employee Benefits	\$155,694	\$270,689	\$149,819
Purchased Services	\$88,181	\$178,575	\$253,575
Other Charges	\$44,657	\$79,410	\$81,410
Materials and Supplies	\$20,961	\$11,788	\$11,788
Capital Outlay	\$0	\$760	\$760
TOTAL	\$730,832	\$1,329,726	\$929,057

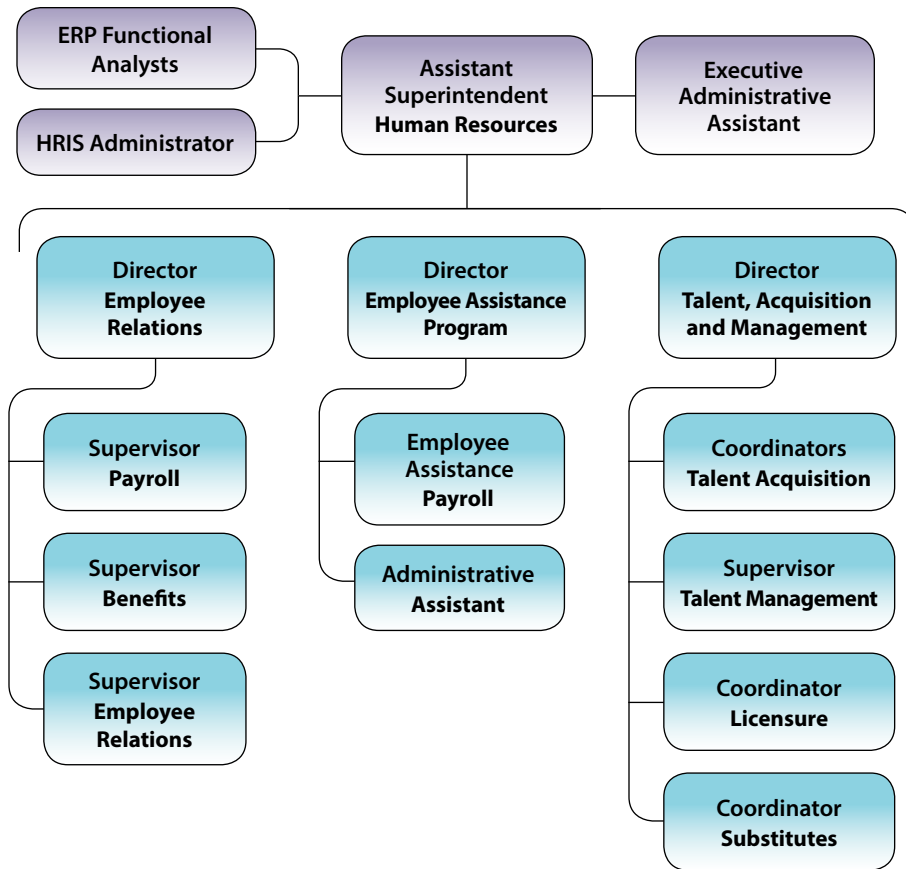
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Principal	2.00	0.00
Principal's Aide	2.00	0.00
Director	1.00	1.00
Clerical	2.00	2.00
TOTAL	8.00	4.00

HUMAN RESOURCES: Organization Chart



FINANCIAL:
DEPARTMENTS





HUMAN RESOURCES

DEPARTMENT SUMMARY

The Department of Human Resources is committed to recruiting, investing in and sustaining a high quality and diverse workforce through positive and responsive customer service, assistance, support, and professional growth opportunities for all Arlington Public Schools (APS) current and future staff. The Human Resources team believes in building meaningful relationships in a respectful and all-inclusive manner that fosters support for all employees, to inspire generations.

Human Resources is responsible for the administration and management of the human capital and payroll management for all Arlington Public Schools employees, through four offices: Talent Acquisition and Management; Benefits and Payroll; Employee Relations; and Employee Assistance. Core services include:

- ◆ Recruitment, selection, and licensure
- ◆ Compensation and classification
- ◆ Benefits and retirement
- ◆ Employee relations and engagement
- ◆ Employee Assistance Wellness Program
- ◆ Performance Management
- ◆ Employee Scholarship programs
- ◆ Substitute Management
- ◆ Payroll

The FY 2020 School Board's Adopted Budget for Human Resources totals \$21,057,416 and includes 36.50 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Human Resources	\$4,742,165	26.00	\$5,437,001	25.00	\$6,486,953
Substitutes	\$4,045,285	0.00	\$3,168,298	0.00	\$3,353,303
Payroll	\$475,817	5.00	\$588,479	5.00	\$591,293
Employee Benefits	\$7,678,509	1.00	\$10,333,209	1.00	\$10,135,297
Employee Assistance Program	\$505,771	5.50	\$495,502	5.50	\$490,570
TOTAL	\$17,447,547	37.50	\$20,022,488	36.50	\$21,057,416

HUMAN RESOURCES



FINANCIAL:
DEPARTMENTS

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Human Resources, are reported annually in the Strategic Plan indicators.

FY 2018 DEPARTMENT ACCOMPLISHMENTS

Human Resources (Talent Acquisition and Management)

- ◆ Ensured that over 98% of APS classroom positions were filled with highly qualified teachers at the start of the school year.
- ◆ Designed and implemented a streamlined electronic staffing portal which facilitated a significant reduction in the time-to-fill metric and allowed APS to hire high quality teachers more efficiently.
- ◆ Developed a countywide engagement framework based up the results of the Your Voice Matters Survey allowing the organization to increase responsiveness to employee concerns, with the goal of reducing turnover and increasing engagement.
- ◆ In collaboration with the Office of Professional Learning, developed and refined an employee competency framework to guide professional learning activities and career pathways.
- ◆ Refined new employee orientation to support new employees regarding APS mission, policies, and benefits.
- ◆ Analyzed and refined the comprehensive recruitment plan to include training for recruiters, alignment of materials and messaging, data gathering about university graduates/programs, and tools for data collection/analysis to support the APS goals and mission.
- ◆ Provided summer school training and development for hiring officials, including timelines and allocation monitoring which provided articulated and seamless onboarding for over 835 summer school employees.
- ◆ Launched an RFP for a comprehensive human capital management system in collaboration with the Office of Professional Learning, the Department of Information Services, and the Department of Finance and Management Services.

Employee Benefits

- ◆ Continued efforts to enhance and streamline the delivery of benefit information to new hires and newly benefits-eligible employees by:
 - ✦ Continued providing consistent benefit information during new hire/benefit orientations through an Annual Benefits Guide, Forms, and Benefit packet.
 - ✦ Enhancement of On-Demand Benefits Orientation webpage to provide employees different options to consume materials and information that is usually presented in-person at the benefits orientation. Employees can view and print benefit election forms and materials, review benefit election timelines, and view employee benefit information in a video format or by viewing the printed materials online.
- ◆ Continued focus on VRS Hybrid Plan Voluntary Elections, building upon the highest active voluntary contribution reported last year.
- ◆ Continued to provide enhanced employee symposiums to support career and life planning.
- ◆ Completed RFP process, resulting in an enhanced vision benefit plan for employees.



HUMAN RESOURCES

Employee Assistance Program

- ◆ Continued to align EAP Policies, Procedures, and offerings to support the Whole Adult and Wellness.
- ◆ Deployment of standards and talking points to address EAP response to grief and crisis situations.
- ◆ Continued enhancement of EAP website, including the addition of self-assessments and screening tools.
- ◆ Deployed Mindfulness Toolbox
 - ✦ Developed training content for a series of workshops.
 - ✦ Facilitated a series of seminars.
- ◆ Collaborated with Health Journeys to make Mindfulness/Meditation and Affirmation tools accessible to employees at no cost.
- ◆ Created activities for Mental Health Month to provide education, increase awareness, and destigmatize mental health conditions
- ◆ Successfully implemented first system-wide online wellness challenge to increase employee engagement. Provided a venue for friendly competition to improve employee wellbeing and emotional health as well as increase physical activity.
- ◆ Created seminars to enhance resilience and increase stress management skills for administrators.

Payroll

- ◆ Reduced the number of out-of-cycle payments due to timekeeper error.
- ◆ Decreased the number of auto-generated timecard approvals per pay cycle.
- ◆ Developing processes to reduce the volume of payments made via pay memorandum.
- ◆ Creation of a new paystub format based on employee feedback and need.

HUMAN RESOURCES



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Establish Human Resources metrics to measure recruitment and retention efforts for data-based decisions.			✓		
(1) Develop a human capital recruitment (acquisition) and retention (management) plan; (2) Design and implement a working comprehensive plan for addressing a diverse and highly qualified instructional workforce, which includes substitutes, that is reflective of the student population in Arlington; (3) In collaboration with Department of Teaching and Learning and Administrative Services, redesign professional development to create a professional learning system that provides all adult learners essential skills and attitude to address the learning and social emotional needs of children while developing in their own career development.	✓		✓		
Develop and implement an electronic systematic on-boarding program for all new employees, which includes a uniform process for hiring and on-boarding.			✓		
Create and implement a financial wellness & education campaign designed to increase employee retirement savings.			✓		
Support employee engagement and retention initiatives by developing and delivering comprehensive Employee Assistance services and Wellness programs.			✓		
Implement a holistic Engagement Strategy.			✓		
Develop a systematic class specifications cycle, including updated class specifications for all scales and consistent job vacancy announcements.			✓	✓	
Implement a uniform, division-wide online leave reporting system.			✓	✓	
Review and update performance management policies and procedures; and implement professional development for administrators.			✓	✓	



HUMAN RESOURCES

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By September 1, 2019, recruit a diverse and highly qualified instructional workforce, which includes substitutes, that is reflective of APS student population by increasing the minority applicant pool by 3% (30% to 33%)	✓		✓		
By September 1, 2019, increase the diversity of the substitute teaching pool by 3% and design a sub-to-teacher plan that will create pipeline for additional highly-qualified teachers.	✓		✓		
By September 1, 2019, Time to fill from employee date selection to onboarding an average of 10 days or less.	✓		✓		
By September 1, 2019, at least 30% of employees separating from the school division will participate in an exit interview/survey with 90% saying they are leaving for an external reason.			✓		
By April 1, 2019, create a web recruitment strategy to increase applicant pool, including a plan for increasing diversity of pool through technology.	✓		✓		
By December 20, 2018, HR Team develops and executes a plan for the parts of the Engagement Framework that relate to HR functions.			✓		
By June 30, 2019, design, pilot and utilize new data reporting systems and processes to monitor HR metrics and utilize data to drive decisions.			✓		
By February 5, 2019, construct a user-friendly online pay stub			✓	✓	
By May 1, 2019, develop a plan to implement online leave reporting.			✓	✓	
By June 30, 2019 develop and implement more comprehensive communications, programs and resources to shape a culture of health and encourage employee participation to improve personal as well as organizational health.			✓		
By February 1, 2019, increase employee participation and deferral rates in APS Supplemental Retirement Plan and VRS Voluntary Hybrid 457 Plan.			✓		
By June 1, 2019, integrate FMLA, Worker's Compensation and ADA programs.			✓		
By June 1, 2019 finalize and publish the FY19 Classification Plan, complete with updated class specifications and job families.				✓	

HUMAN RESOURCES



**FINANCIAL:
DEPARTMENTS**

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop a human capital recruitment (Acquisition) and retention (Management) plan that meets key annual performance goals.	✓		✓		
Develop and execute a workforce Engagement Plan that directly addresses the needs articulated in the Your Voice Matters and ASA surveys and that includes improvement in key HR processes.	✓		✓		
Articulate the technology requirements to ensure seamless data reporting and use.				✓	
Increase STARS functionality.				✓	
Contribute to employee engagement and retention by developing and delivering comprehensive Employee Assistance services (assessment & referral, counseling, education/training, crisis response) and Wellness (physical and emotional health) programs to support employee well-being.			✓		
Develop financial wellness campaign designed to increase employee retirement savings.			✓		
Improve a formal process for employees to request reasonable accommodations utilizing online forms and requests.			✓		
Establish a clear school division-wide classification and salary administration system to consistently classify positions and ensure pay equity through competitive positions in the relevant labor market.			✓	✓	



Human Resources

DESCRIPTION

The Department of Human Resources provides collaborative, proactive, and responsive leadership in recruiting, retaining, and developing the human capital of the school system in order to further the effective and efficient delivery of quality services to Arlington Public Schools students, parents, community, and existing and potential employees. Human Resources is responsible for the administration of all aspects of the personnel and payroll programs for APS including recruitment and selection of staff; maintaining the STARS/Oracle database; classification and reclassification of positions; employee benefits programs; licensure of teachers; evaluation of staff; retirement programs; employee recognition programs; board-staff communications program; payroll programs; and grievances, discipline and terminations.

Employee Relations

Employee Relations promotes a positive and engaging working environment where all employees are treated in a fair and equitable manner in compliance with federal, state, and local laws, as well as APS policies and procedures, and all employees are supported to meet performance standards and comply with the APS code of ethics.

MAJOR SERVICES PROVIDED

- ◆ Performance Management
- ◆ Classification and Compensation
- ◆ Management of Human Resources Policies and Procedures; Americans with Disability Act
- ◆ Employee Engagement, recognition, and conduct matters

Talent Acquisition and Management

The Office of Talent Acquisition and Management works collaboratively with internal and external stakeholders to recruit, select, develop and retain a high quality workforce.

MAJOR SERVICES PROVIDED

- ◆ Identify, attract, and select high quality candidates
- ◆ Manage onboarding induction and professional growth
- ◆ Support and monitor instructional professional licensure
- ◆ Collaborate with universities, APS schools, departments and offices to monitor and support professional learning and scholarship opportunities for all employees.
- ◆ Administer the substitute management services for instructional personnel management.

Human Resources

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling \$14,638 and 1.00 FTE, were taken from the Human Resources office:

- ◆ Eliminate a 1.00 FTE front desk position. (106000-41309)
- ◆ Funds of \$8,638 have been reduced from the service awards account. (106000-45471)
- ◆ Funds of \$6,000 have been reduced from the replacement computer equipment account. (106000-48847)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Funds of \$47,193 are provided to deploy a new contracts management system which will streamline employees' contracts functions and allow for increased data reporting. (106000-43544)
- ◆ Funding of \$200,000 is provided for a compensation study to inform future budget decisions. (106000-43565)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Human Resources office is increased by \$55,355. Details of these increases follow.

- ◆ As the need for ASL interpreting increases, additional services must be provided to comply with the Americans with Disabilities Act (ADA). Funds of \$29,710 are added to the ADA costs account to cover these service increases. (106000-45497)
- ◆ Funds of \$25,645 are added to upgrade and maintain the job applicant tracking system. This upgrade will streamline recruitment and hiring functions and allow for increased data reporting. (106000-43586)
- ◆ In order to fully budget the cost of enrollment growth, additional funding of \$500,000 is added to the staff contingency to cover the cost of additional staffing needed in the spring, as a result of differences between projected enrollment calculated in the fall and projected enrollment calculated in the spring. (106030-40414)
- ◆ Funds of \$250,000 are added to the staff contingency account to cover the cost of additional staffing as a result of boundary changes and school/program moves. (106030-40414)



Human Resources

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	2,570,152	7,242,386	\$7,989,474
Employee Benefits	\$1,172,980	\$1,013,548	\$1,028,502
Lapse and Turnover	\$0	(3,612,500)	(3,612,500)
Purchased Services	\$545,969	\$466,106	\$738,944
Other Charges	\$425,344	\$298,965	\$320,037
Materials and Supplies	\$27,095	\$16,000	\$16,000
Capital Outlay	\$623	\$12,496	\$6,496
TOTAL	\$4,742,165	\$5,437,001	\$6,486,953

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Supervisor	2.00	2.00
Coordinator	2.00	2.00
Analyst	2.00	2.00
Professional	15.00	15.00
Clerical	2.00	1.00
TOTAL	26.00	25.00



Substitutes

DESCRIPTION

Substitutes are employed to serve as support for instructional staff who are absent due to illness, leave or attending professional development. Substitute administration includes recruitment, hiring, compensation administration, and management of substitutes' placement and conduct.

MAJOR SERVICES PROVIDED

- ◆ Identify, attract, selects, and onboard substitutes
- ◆ Time, attendance, and compensation payment
- ◆ Management of the online substitute management system

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling \$32,976, was taken from the Substitutes office:

- ◆ Funds of \$32,976 have been reduced from the clerical school substitute account. (106040-41310)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Substitutes accounts are increased by \$211,774. Details of this increase follows.

- ◆ Funds of \$11,774 are provided to upgrade and maintain the Substitute Teacher Assignment Network (STAN) System. (106040-43875)
- ◆ As the number of teachers and instructional assistants increases, the need for substitutes also increases, as a result, \$200,000 is added to the teacher substitutes account. (106040-41247)



Substitutes

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,687,471	\$2,913,611	\$3,080,635
Employee Benefits	\$357,593	\$222,891	\$229,098
Purchased Services	\$70	\$31,796	\$43,570
Other Charges	\$152	\$0	\$0
TOTAL	\$4,045,285	\$3,168,298	\$3,353,303

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00

Payroll Services

DESCRIPTION

The Payroll Office is responsible for the administration of all aspects of the payroll program including, but not limited to: disbursing semi-monthly payroll for all employees, reconciling payroll data, maintaining documentation to include leave records, taxation, and adherence and monitoring of federal and state tax laws, and year-end tax summaries and submission.

MAJOR SERVICES PROVIDED

- ◆ Processing and management of semi-monthly payroll
- ◆ Time and attendance administration
- ◆ Taxation compliance

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$355,967	\$437,196	\$421,887
Employee Benefits	\$119,748	\$151,283	\$169,406
Other Charges	\$102	\$0	\$0
TOTAL	\$475,817	\$588,479	\$591,293

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	1.00	1.00
Professional	4.00	4.00
TOTAL	5.00	5.00



Employee Benefits

DESCRIPTION

APS employees are offered a variety of benefits. The School Board and the employee share in the cost of most programs. APS benefits include:

- ◆ Virginia Retirement System
- ◆ Optional Supplemental Retirement Program
- ◆ Social Security
- ◆ Basic Life and Accidental Death and Dismemberment Insurance**
- ◆ Medical and Dental Insurance
- ◆ Voluntary Vision Insurance
- ◆ Worker's Compensation Insurance
- ◆ Unemployment Compensation**
- ◆ Disability Insurance
- ◆ Flexible Spending Accounts
- ◆ Voluntary Long Term Care Insurance
- ◆ Commuter Subsidies**
- ◆ Retiree Medical and Dental Benefits

MAJOR SERVICES PROVIDED

- ◆ Selection and administration of benefit programs
- ◆ Leave of absence administration
- ◆ Monitor and support Virginia Retirement System benefits

***School Board pays 100% of this benefit.*



Employee Benefits

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling \$560,000, were taken from the Employee Benefits office:

- ◆ Analysis of recent workers' compensation premium shows the workers' compensation account can be decreased by \$400,000. (106200-42434)
- ◆ Change to the workers' compensation policy so employees must use accrued leave for injury days 1-7 results in a savings of \$160,000. (106200-42434)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,510,980	\$2,743,250	\$2,753,483
Employee Benefits	\$4,725,836	\$7,297,319	\$7,089,174
Purchased Services	\$56,200	\$70,000	\$70,000
Materials and Supplies	\$385,493	\$222,640	\$222,640
TOTAL	\$7,678,509	\$10,333,209	\$10,135,297

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Specialist	1.00	1.00
TOTAL	1.00	1.00



Employee Assistance Program

DESCRIPTION

The Arlington Employee Assistance Program (EAP) is a joint resource for Arlington County Government and Arlington Public School employees. As a comprehensive workplace program, it is designed to identify and mitigate individual and organizational barriers to optimal employee health and productivity. The EAP provides free and confidential, professional assistance to employees and their families to help resolve personal, family, or work-related concerns that may impact emotional, physical, or spiritual well-being and potentially affect employees' job performance. The EAP's Wellness Works Wonders Program is committed to supporting an organizational culture of health that encourages physical activity, healthy eating, and spiritual well-being. In addition to EAP core services, the staff has responsibility for Occupational Safety and Health Administration (OSHA) compliance for APS and manages the Department of Transportation (DOT) testing program for both organizations.

MAJOR SERVICES PROVIDED

- ◆ Assessment and referral
- ◆ Coaching and counseling
- ◆ Crisis response
- ◆ Employee engagement and retention activities
- ◆ Wellness initiatives
- ◆ Medical accommodations for APS employees

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.
- ◆ A 0.50 clerical position is moved to the professional staff account. (106300-41309, 41370)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Changes

In order to continue providing existing services, the Employee Assistance Programs is changed by \$5,050. Details of these increases follow.

- ◆ County Board shared Cost decreased by \$4,930. Because the Employee Assistance Program is funded equally by the County and the Schools, any changes in this program are also shared equally. (106300-43413)
- ◆ The lease agreement account is increased \$1,955 to reflect the actual increase in the lease for the Marshall building. The leased space building costs account is decreased by \$2,075. (106300-45643, 45653)

Employee Assistance Program



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$592,202	\$566,134	\$546,374
Employee Benefits	\$191,123	\$185,776	\$195,795
Purchased Services	(\$468,852)	(\$463,502)	(\$458,572)
Other Charges	\$170,539	\$193,607	\$193,487
Materials and Supplies	\$20,759	\$13,486	\$13,486
TOTAL	\$505,771	\$495,502	\$490,570

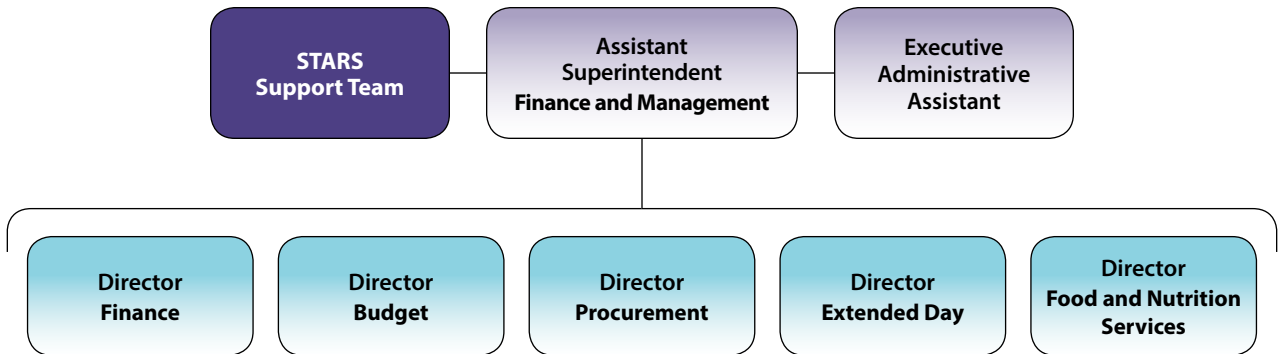
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Professional	2.50	3.00
Clerical	2.00	1.50
TOTAL	5.50	5.50



FINANCIAL:
DEPARTMENTS

FINANCE AND MANAGEMENT SERVICES: Organization Chart



FINANCE AND MANAGEMENT SERVICES



DEPARTMENT SUMMARY

The Department of Finance and Management Services is responsible for the budgeting, accounting, accounts payable and auditing functions for the eight funds managed and operated by Arlington Public Schools totaling over \$671 million dollars, for the financial management of all federal, state and other grants in excess of \$15 million, and for all voter approved bond construction funds.

The Department of Finance manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Food and Nutrition Services Fund and the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by central office personnel, is also funded by this program, as are postage needs of the system such as the payroll, accounts payable and procurement mailings.

The Department of Finance and Management Services includes four programs: Finance, Other Administrative Accounts, Procurement, and School/County Shared Buildings. The Finance Department also has oversight of the Extended Day program. This program includes 74.00 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 of the Food and Nutrition Services program. This program includes 6.00 FTE positions and over 150 food service professionals.

The FY 2020 School Board's Adopted Budget for Finance and Management Services totals \$14,695,808 and includes 23.75 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Finance	\$2,312,203	16.75	\$2,513,285	17.75	\$2,723,975
Other Administrative Accounts	\$8,721,324	0.00	\$12,685,846	0.00	\$11,726,104
Purchasing	\$589,178	6.00	\$803,269	6.00	\$747,164
School/County Shared Buildings	(\$490,884)	0.00	(\$498,526)	0.00	(\$501,435)
TOTAL	\$11,131,821	22.75	\$15,503,874	23.75	\$14,695,808



FINANCE AND MANAGEMENT SERVICES

DEPARTMENT PERFORMANCE METRICS

The data benchmarks, goals, and targets for these, along with other related metrics embedded in the work of the Department of Finance and Management Services, are reported annually in the Strategic Plan indicators and in end of the year financial reports sent to Arlington County.

FY 2018 DEPARTMENT ACCOMPLISHMENTS

The Department of Finance and Management focused on initiatives and enhancements to further improve the Budget development process and strengthen communication efforts. Providing information for program managers to make informed decisions with the resources they have was also a priority. In addition, a number of new initiatives were designed to promote integration of instruction and health/wellness activities in the department's school-based programs (Food and Nutrition Services and Extended Day).

(Strategic Plan Goals Alignment: Operational Excellence)

- ◆ To enhance accountability and promote effective and efficient use of funds, the department continued to expand the training and resources provided to help program managers better manage their budgets. In addition to continuing training sessions that covered recent changes to STARS Finance and Procurement, how to view balances and run frequently-used reports, and users questions where they received on-demand assistance, new sessions were added that provided “refresher” training, new user training, and a high-level session for principals.
- ◆ The Purchasing Office held quarterly relationship meetings with the departments of Facilities and Operations, Information Services, School and Community Relations, Human Resources, and Teaching and Learning to discuss purchasing-related matters.
- ◆ The Budget Office provided support to the Budget Advisory Council (BAC) including attendance at bimonthly meetings, coordinating with other APS departments to provide presentations on topics of interest, and BAC web site maintenance.
- ◆ Submitted all financial reports required by the state and federal governments, including the Annual School Report, accurately and timely.
- ◆ Provided school and department support for the APS budget process and provided support to Planning and Evaluation for the Capital Improvement Plan including scenario analysis and work sessions with the School Board and County Board.
- ◆ The Department of Finance team continued its community engagement efforts, publishing the “Citizen’s Guide to Understanding the Budget,” the Superintendent’s “Budget at a Glance” brochure, the community engagement budget calendar, and the quarterly Purchasing newsletter.
- ◆ The Budget Office held eight different community meetings around the budget development process, ensuring various community stakeholders were able to provide input for the budget.
- ◆ The Department of Finance team collaborated with and supported community organizations including Arlington County Government, the County Council of PTAs, the Civic Federation, The Children’s School, and the Mongolian School.
- ◆ The Purchasing Office hosted a Virginia Association of Governmental Purchasing seminar on the Virginia Public Procurement Act. There were 41 attendees from 12 local public bodies.
- ◆ The Procurement Office and the Budget Office provided several training sessions at administrative conference for principals and department heads on understanding and managing their budgets and how the Purchasing Office can help them purchase goods, services, construction, and insurance.

FINANCE AND MANAGEMENT SERVICES



FINANCIAL:
DEPARTMENTS

Integrating Instruction and Health/Wellness in School-Based Programs

The Extended Day Program continued to support instruction and further integrate learning in their program, including:

- ◆ Expanded ongoing STEM programming through partnerships with local organizations.
- ◆ Established a partnership with a reading consultant to provide specific literacy professional development to support Reading Rodeo and other literacy-based activities at all 29 sites.
- ◆ Collaborated with instructional staff and partnered with community organizations and resources.
- ◆ Established a third Specialist position in the Extended Day Central Office to provide additional site support.
- ◆ Realigned Specialists responsibilities to provide support in specific focus-areas, including Programming, Technology and Professional Development.
- ◆ Created eight Team Leader positions to provide additional supervisory and administrative support at schools with high enrollment or specific needs.
- ◆ Established Supervisor cohort groups for regular/on-going professional development.
- ◆ Established partnership with Arlington Sports Commission to offer soccer enrichment programs to Extended Day programs.
- ◆ Worked with Virginia Extension Office to provide programming to assist children to make healthy choices when eating and cooking classes.

The Food and Nutrition Office expanded the breakfast program through a variety of innovative approaches, introduced new programs, and expanded the farm to school program.

- ◆ Served 94,334 breakfast during SOL testing.
- ◆ Used 13,032 pounds of locally sourced no antibiotics ever chicken in our Café Teria bowls.
- ◆ Processed 100% free and reduced meal applications within five day after arriving in our office. That is a record and was our goal for last year.
- ◆ Provided 7,607 free after school snacks this year for economically disadvantaged students during enrichment activities.
- ◆ Served 42,249 free breakfasts and 47,095 free lunches last summer to students attending summer schools, camps and extended day programs.
- ◆ Recognized by the USDA Secretary of Agriculture Sonny Perdue during National School Lunch Week.
- ◆ Increased alternative breakfast programs at six schools last year.



FINANCE AND MANAGEMENT SERVICES

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Develop additional methods for community participation in the budget process.			✓		✓
Continue expanding opportunities to provide students with enriched out-of-school time activities and provide all students with health and wellness information.	✓	✓			

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Increase student breakfast participation by 5% in the free/reduced eligibility category.		✓			
By June 30, 2019, increase, by a minimum of 2%, the number of vendors who receive purchase orders automatically from STARS.				✓	
By June 30, 2019, increase, by a minimum of 2%, the number of purchase orders approved automatically from STARS.				✓	
During the reporting period the average time taken each month to approve a purchase/change order shall not exceed five (5) business hours.				✓	
The Extended Day Program will decrease the number of children on wait lists each month, resulting in a total decrease of 50% from August to June.				✓	✓
Develop the FY 2020 budget accurately and increase the on-time submission of budget data by departments to the Budget Office.				✓	
By June 30, 2019, increase the frequency of enhanced STARS Finance and Procurement application trainings to end users by 10%.				✓	
By June 30, 2019, increase by 10% the number of new users that attend STARS training during their first month on the job.				✓	
Project: Implement a Harvest of the Month program to expand our farm to school program.		✓			
Project: Procurement Office to host a minimum of one VAGP sponsored low-fee seminar on-site at registration at APS location to leverage free registration for staff.				✓	
Project: Procurement Office hosts a presentation open to all APS staff having purchasing responsibilities to discuss topics of mutual interest.				✓	
Project: Refine the budget document to meet the GFOA Best Practices in School Budgeting Award requirements.				✓	
Project: Implementation of system enhancements to the Oracle ERP (STARS) Payables module to allow suppliers to be paid electronically by ACH and/or credit card (Comprehensive Payables Initiative).				✓	

FINANCE AND MANAGEMENT SERVICES



**FINANCIAL:
DEPARTMENTS**

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Food & Nutrition Services will increase student breakfast participation by 5% in the free/reduced eligibility category.		✓			
The Extended Day Program will decrease the number of children on wait lists each month, resulting in a total decrease of 50% from August to June.				✓	
Develop the FY 2021 budget accurately and increase the on-time submission of budget data by departments to the Budget Office.				✓	
Refine the budget document to meet the GFOA Best Practices in School Budgeting Award requirements.				✓	
In collaboration with Planning & Evaluation and Facilities & Operations, plan and produce the FY 2021 – 2030 CIP.				✓	



Finance and Management Services

DESCRIPTION

The Department of Financial Services is responsible for ensuring the fiscal integrity of Arlington Public Schools. The Finance and Budget Offices are responsible for the budgeting, accounting, and auditing functions for the eight funds managed and operated by APS. In addition, the department is responsible for the financial management of all school activity funds, all federal, state and other grants, and for all bond construction funds.

MAJOR SERVICES PROVIDED

Office of Finance

This office is responsible for all APS accounting activities and financial reporting. The major services provided include:

- ◆ Maintain the division's general ledger and oversee the financial system.
- ◆ Process and issue checks for supplier invoices and employee reimbursements.
- ◆ Receive and record all APS revenue.
- ◆ Monitor budget execution and develop quarterly financial reports.
- ◆ Manage the building use program.
- ◆ Oversee the annual audit.
- ◆ Manage student activity fund accounting in all schools.
- ◆ Provide financial management of all grants received by APS.

Budget Office

This office oversees the development and production of the APS budget as well as provides analysis and financial information to support the Superintendent and School Board in decision-making. Major services provided include:

- ◆ Ensure a clear link between the budget and the Strategic Plan.
- ◆ Provide financial information for the Capital Improvement Plan.
- ◆ Develop and update the division fiscal forecasts.
- ◆ Communicate financial information through community meetings, forums, and work sessions.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ A 1.00 assistant director of finance is added. This position would take on oversight of existing accounting functions such as revenue billing and collection, disbursements, general ledger, grants, etc., to allow the Director to focus on the reporting requirements of the district. The Assistant Director would also serve as the backup to the Finance Director. (107100-41319)
- ◆ Funding of \$75,000 is provided for a budget study to inform future budget decisions. (107100-43565)



Finance and Management Services

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Finance and Management office is increased by \$50,765. Details of these increases follow.

- ◆ Funds of \$10,000 are added to the staff hourly account to support budget development and the Superintendent's office. (107100-41298)
- ◆ The software maintenance account is increased \$35,000 to cover increases in maintenance costs and new software (School Activity Funds, Forecast5 and Event Management System). (107100-43567)
- ◆ The budget office printing and duplication account is increased \$5,765 to cover the printing costs of the proposed and adopted budgets, detail sheets, Citizen's Guide, budget at a glance, and first day packet documents. (107100-43587)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Finance and Management Services department realigned \$171,261. Of this amount, \$12,950 was realigned into the Finance management accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ The membership fees account is increased \$540 to cover the costs of participating in GFOA, ASBO, and other professional organizations. (107100-43453)
- ◆ In order to reflect the actual use of funds, the contract services account is reduced \$45,000, the budget document preparation account is reduced \$6,285, and office supplies is reduced \$2,040. (107100-43407, 107100-43544, 107100-46525)
- ◆ The software maintenance account is increased \$15,000 to cover increases in maintenance costs for existing and new software (School Activity Funds, Forecast5 and Event Management System). (107100-43567)
- ◆ The consultant account is increased \$40,000. These funds were realigned from contract services. (107100-43565)
- ◆ The budget office printing and duplication account is increased \$9,235 to cover the printing costs of the proposed and adopted budgets, detail sheets, Citizen's Guide, budget at a glance, and first day packet documents. (107100-43587)
- ◆ The professional development account is increased \$1,500 to allow Finance staff the opportunity to obtain continuing education credits. (107100-45430)



FINANCIAL:
DEPARTMENTS

Finance and Management Services

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,570,975	\$1,718,656	\$1,774,644
Employee Benefits	\$482,273	\$575,145	\$601,131
Purchased Services	\$178,510	\$206,740	\$335,995
Other Charges	\$11,989	\$6,705	\$8,205
Materials and Supplies	\$68,456	\$6,040	\$4,000
TOTAL	\$2,312,203	\$2,513,285	\$2,723,975

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Director	2.00	2.00
Assistant Director	0.00	1.00
Professional	10.75	10.75
Analyst	2.00	2.00
Clerical	1.00	1.00
TOTAL	16.75	17.75



Other Administrative Accounts

DESCRIPTION

The Department of Finance and Management Services manages certain central administrative accounts on behalf of the entire school system. This program includes budgeted reimbursement from the Extended Day program for administrative support, a system-wide budget reserve, and the Superintendent's Reserve which supports instructional and administrative needs that arise during the school year for which there are no support funds available from other sources. Administrative (non-instructional) travel, primarily by Education Center personnel, is also funded by this program, as are postage needs of the system for payroll, accounts payable and purchasing mailings.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling \$1,680,812, were taken from the Other Administrative accounts:

- ◆ Eliminate additional funding for lease payments for technology replacement cycle for a savings of \$1,500,000. (107140-43544)
- ◆ Second year phase-in to reduce contract days for Library Media Assistants for a savings of \$116,000. (107110-40429)
- ◆ Funds of \$20,000 have been reduced from the Postage account. (107110-45585)
- ◆ Funds of \$44,812 have been reduced from the local travel reimbursement budget. (107110-45477)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to Other Administrative Accounts.

Montessori Public School of Arlington

- ◆ Ongoing funds: \$600
- ◆ Start-up funds: None

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Start-up funds: \$558,000

Alice West Fleet Elementary School

- ◆ Start-up funds: \$247,000

Dorothy Hamm Middle School

- ◆ Start-up funds: \$530,000



Other Administrative Accounts

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$2,165,000 provided in FY 2019 for Alice West Fleet Elementary, The Heights Building, and Dorothy Hamm Middle School furniture and technology are eliminated in FY 2020. (107110-48808, 107110-48814)
- ◆ One-time funds of \$68,000 provided in FY 2019 for furniture, technology and equipment for relocatables are eliminated in FY 2020. (107110-48808, 107110-48814)
- ◆ One-time funds of \$52,500 are added for furniture, technology and equipment for relocatables. (107110-48808, 107110-48814)

New Funding

- ◆ Funds of \$2,200,000 are added for the final year of a three-year plan to provide increases for the positions identified on the compensation study as being under market. (107110-40429)
- ◆ Funding of \$3,520 is provided for replacement of classroom furniture due to fall enrollment adjustments. (107110-48848)

Growth Initiatives

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added to the Other Administrative Services accounts:

- ◆ Funding of \$1,500,000 is added to equipment leases to purchase technology equipment for staff and students. (107140-43544)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Finance and Management Services department realigned \$171,261. Of this amount, \$102,950 was realigned from the Other Administrative accounts into other offices and accounts within the department and to the middle schools. Details of these decreases and realignments follow.

- ◆ Hourly funds of \$90,000 are moved to the middle schools (\$15,000 each) to provide payment for supervision of students before the late bus arrival. Funds were added to this office in a prior year's budget to accommodate the middle school start time changes and each year funds are moved to the schools. In FY 2020 these funds are permanently budgeted at the schools. (107110-43433, 301000-41298)
- ◆ After review of the Other Administrative Accounts budget, it was determined that the funding allocation exceeded necessary functions and as a result, the special events account is reduced \$6,650, the local travel account is reduced \$10,000, the credit chargeback account is reduced \$300, and the cleaning supplies account is reduced \$8,000. (107110-43401, 107110-45477, 107110-45512, 107110-46613)



Other Administrative Accounts

- ◆ The commencement costs account is increased \$4,000 to cover the increasing costs of the commencement ceremonies. (107110-43412)
- ◆ The enrollment adjustment reserve is increased \$8,000. These funds are provided to schools for various planning factors when the schools' enrollment comes in above projections. (107110-40405)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	2,034,000	2,084,000
Purchased Services	\$3,728,410	\$4,160,212	\$4,267,562
Other Charges	98,434	2,847,801	2,780,689
Materials and Supplies	\$0	\$916,000	\$708,000
Capital Outlay	\$4,894,480	\$2,727,833	\$1,885,853
TOTAL	\$8,721,324	\$12,685,846	\$11,726,104

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Position	0.00	0.00
TOTAL	0.00	0.00



Procurement

DESCRIPTION

A centralized Procurement Office that is responsible for purchasing high quality goods services, professional services, construction and insurance for Arlington Public Schools at reasonable cost

In alignment with the Arlington Public Schools Strategic Plan, it is the intent of the Procurement Office that:

- ◆ All procurement procedures be conducted in a fair and impartial manner with avoidance of any impropriety or appearance of impropriety.
- ◆ All qualified vendors have access to Arlington School Board business.
- ◆ No bidder or offeror be arbitrarily or capriciously excluded.
- ◆ Competition be sought to the maximum feasible degree.
- ◆ Procurement procedures involve openness and administrative efficiency.

MAJOR SERVICES PROVIDED

In providing essential support to departments and schools to achieve the Arlington Public Schools Strategic Plan, the Procurement office will:

- ◆ Provide purchasing-related expertise to departments and schools on how to best satisfy their procurement needs.
- ◆ Process daily requisitions into purchase orders through the Oracle Enterprise Resource Planning (ERP) system, STARS.
- ◆ Establish the appropriate type of contract to procure goods, services and construction.
- ◆ Issue and oversee all Invitations for Bid (IFB), Requests for Proposal (RFP), Requests for Qualifications (RFQ) Requests for Information (RFI) from development through procurement.
- ◆ Review all procurement contracts.
- ◆ Dispose of surplus property.
- ◆ Review and revise the procurement resolution and procurement policies and procedures as necessary.
- ◆ Train department and school staff on how to make procurements on behalf of Arlington Public Schools.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



Procurement

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Finance and Management Services department realigned \$171,261. Of this amount, \$2,986 was realigned within the Procurement office. Details of these decreases and realignments follow.

- ◆ In order to reflect the actual use of funds, the equipment repairs account is reduced \$1,920, the books and periodicals account is reduced \$66, and the office supplies account is reduced \$1,000. (107210-43885, 107210-46501, 107210-46525)
- ◆ In order to reflect the actual use of funds, printing and duplicating costs account is increased \$136, the registration fees account is increased \$1,450, the professional travel account is increased \$1,100, and the snack items account is increased \$300. (107210-43587, 107210-45468, 107210-45478, 107210-46724)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$425,081	\$568,629	\$539,178
Employee Benefits	\$158,097	\$220,079	\$193,425
Purchased Services	\$2,274	\$4,320	\$2,536
Other Charges	\$2,629	\$8,900	\$11,450
Materials and Supplies	\$1,097	\$1,341	\$575
TOTAL	\$589,178	\$803,269	\$747,164

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Professional	3.00	3.00
Clerical	1.00	1.00
TOTAL	6.00	6.00



School/County Shared Buildings

DESCRIPTION

This program account serves as a placeholder for the funds that are reimbursed to the School Operating Fund budget by the County for the operational costs that are incurred by the schools on behalf of the County at three facilities: Drew, Hoffman-Boston and Langston.

The account provides a credit to the School Operating Fund budget. Arlington Public Schools is “reimbursed” by the County for costs incurred by the schools on behalf of County programs. The County shares space in three school buildings and reimburses the schools for a portion of the operational costs. These costs include custodial, utilities, maintenance and administrative expenses.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department’s total budget.

Baseline Increases

In order to continue providing existing services, the School/County Shared Buildings budget is increased by \$2,909. Details of these increases follow.

- ◆ The total change in school and county shared buildings accounts is \$2,909: Hoffman Boston (\$570), Drew (\$1,534), and Langston (\$804). (107130-49991, 49993, 49995)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Other Uses of Funds	(\$490,884)	(\$498,526)	(\$501,435)
TOTAL	(\$490,884)	(\$498,526)	(\$501,435)

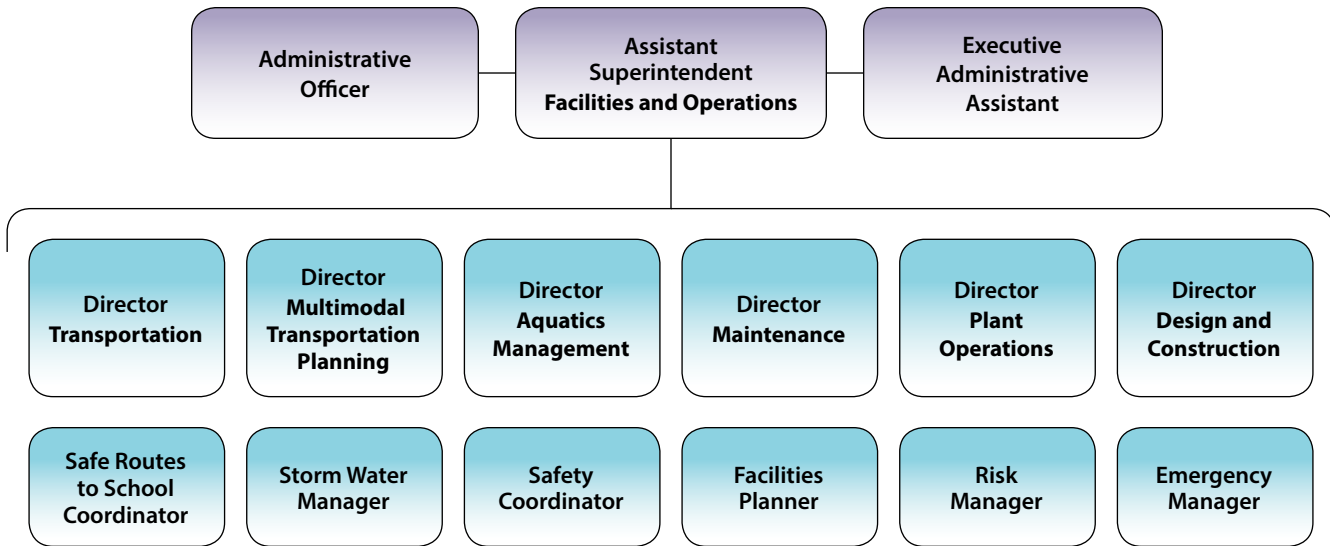
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Positions	0.00	0.00
TOTAL	0.00	0.00

FACILITIES AND OPERATIONS: Organization Chart



FINANCIAL:
DEPARTMENTS





FACILITIES AND OPERATIONS

DEPARTMENT SUMMARY

Facilities and Operations Management provides oversight and authority for, capital improvement programs, aquatics (funded under Community Activities Fund), building and grounds maintenance, security, energy and stormwater management, custodial services, safety and risk management, multimodal transportation planning, and transportation services. Approximately 4.9 million square feet of space in 41 buildings and more than 400 acres of land are managed and maintained. About 325 buses, vans, pickups, sedans, trailers, and moveable equipment are included in the bus and support vehicle fleet.

The Facilities and Operations Department budget includes eight program areas: Facilities and Operations Management; Safety and Risk Management, Property and Real Estate Management; Maintenance and Security Services, Energy and Stormwater Management, Plant Operations; Plant Operations (Other Buildings); Multimodal Transportation Planning, and Transportation Services. In addition to the positions shown below, 8.25 positions associated with Design and Construction are budgeted in the Bond Fund beginning in FY 2016. The positions were previously budgeted in the Major Construction program in the Capital Projects Fund. A project manager position for the Minor Construction/Major Maintenance program is budgeted in the Capital Projects Fund.

The FY 2020 School Board's Adopted Budget for Facilities and Operations totals \$43,773,927 and includes 376.75 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Facilities and Operations	\$1,089,688	8.75	\$1,272,861	6.75	\$1,116,237
Risk Management	\$3,850,827	0.00	\$5,368,645	3.00	\$6,782,901
Plant Operations	\$2,585,687	14.00	\$2,921,458	14.00	\$2,955,644
Other Plant Operations	\$1,029,337	7.00	\$1,148,578	8.50	\$1,198,544
Maintenance	\$11,051,434	69.00	\$11,262,459	69.00	\$12,033,985
Transportation	\$16,975,199	254.50	\$18,313,328	275.50	\$19,686,616
TOTAL	\$36,582,173	353.25	\$40,287,330	376.75	\$43,773,927

FACILITIES AND OPERATIONS



FINANCIAL:
DEPARTMENTS

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2018	FY 2019	FY 2020
METRIC	ACTUAL	GOAL	TARGET
DESIGN AND CONSTRUCTION			
Aggregate construction change amount for major capital projects relative to total original construction contract award	5.36%	<4.5%	<4.5%
PLANT OPERATIONS			
Percent of buildings meeting Quality Inspections Expectations	24.3%	25%	30%
Pounds of recycled material collected/person occupying the buildings	42.73	43	45
MAINTENANCE SERVICES			
Percent of routine work orders completed	65%	70%	75%
ENVIRONMENTAL MANAGEMENT			
Energy Cost/SqFt	\$1.31	\$1.33	\$1.33
Utility Cost/SqFt	\$1.48	\$1.51	\$1.51
Percentage of green power of overall energy usage	9.13%	9.13%	13.8%
EUI (KBTU/SqFt)	69	68	68
SAFETY & RISK MANAGEMENT			
Worker's Comp Experience Modification Rate (MOD)	0.94	0.85	0.83
Percent of Worker's Comp Claims reviewed for Safety Issues	74%	80%	100%
Percentage of Safety Issues corrected within established target times	--	43%	63%
Percentage of Fire Marshall Inspected buildings without facility violations	68%	80%	85%
TRANSPORTATION SERVICES			
Percent of on-time arrival at school	90%	85%	85%
Percent of preventable Bus accidents	65%	62%	60%
MULTIMODAL TRANSPORTATION PLANNING			
Percent of students walking and biking to school (vs. 2016)	23%	26%	26%
Percent staff drive-alone rate to and from schools/facilities (vs. 2016) three Year Cycle for Survey	83%	80%	80%
AQUATICS MANAGEMENT			
Customer Satisfaction Score	--	92%	93%
Community Swim revenue	\$1,008,212	\$1,235,000	\$1,235,000



FACILITIES AND OPERATIONS

FY 2018 DEPARTMENT ACCOMPLISHMENTS

- ◆ Changes in Emergency and Safety Drills resulted in a decrease in evacuation time of nearly 2 minutes and 100% compliance with VDOE mandated safety drills by all schools.
- ◆ Improvements to the safety measures of various athletic equipment and facilities will result in fewer injuries to athletes and damage to citizen property.
- ◆ Increased employee safety training, investigation of Worker's Comp accidents and expedient remedy of contributing safety issues has resulted in a decrease in Worker's Compensation Experience Modification Rate (MOD) from 1.9 to .94 which results in substantial monetary savings for school division and increased safety in the workplace.
- ◆ APS won legislative battle to retain excess energy credits generated from energy-efficient schools.
- ◆ APS Earns Platinum Award in fall 2017 Green Schools Challenge.
- ◆ APS issues proposals for Solar Power Purchase Agreements for five schools.
- ◆ The Aquatics Team revised assignment of job to part-time management staff resulted in cost reduction and improved performance in the areas of facility management and customer service.
- ◆ Maintenance Office collaborated with Human Resources Department to adjust Senior Technician pay level and facilitate the hiring of two Senior Level technicians
- ◆ Continued implementation of First Responded communication compatibility by installing new system in three more schools
- ◆ Design and Construction completed one building renovation, four internal modifications projects and two major building infrastructure projects. Design and construction started in four new buildings

FACILITIES AND OPERATIONS



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Design, build, maintain and operate facilities that provide optimal learning environments, meet the needs of the whole child, and sustainability and energy efficiency goals.	✓	✓		✓	
Develop and deploy an approach to evaluate needs and address changing human resources demands.			✓	✓	
Review, implement and update risk management procedures to improve compliance, safety, security, emergency preparedness, and insurance coverage.		✓		✓	
Complete transportation software and GPS installation to improve routing efficiency and address accountability for non-curricular transportation.		✓		✓	
Increase areas of collaboration with the County especially in demographics, facilities planning, emergency preparedness and transportation.		✓		✓	✓
Achieve a high rate of customer satisfaction on service delivery across all service areas.				✓	
Review and improve existing procedures to ensure budget performance and accountability with initial focus in Transportation				✓	
Improve systems for monitoring and achieving compliance with APS Policies/ PIPs, and local, state and federal regulations.				✓	
Safety and security: address a visitor management system and after hours use of APS facilities.		✓		✓	
Professional training: continues to expand and enhance professional training across the department to include topics addressing communications, presentations, security and safety in all applicable areas for managers and line staff that develop professional skills and abilities.			✓		
Engage community in a study of the bus system.					✓



FACILITIES AND OPERATIONS

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By 18 months following beneficial occupancy of the final phase, achieve 100% Project Closeout of all capital projects, excluding the Post-Occupancy Evaluation Report.				✓	
By September 2019, reduce the annual cost of building maintenance per square foot by 5%				✓	
By June 2019, achieve a score of 85% or better on 100% of building inspections.		✓		✓	
By June 2019, improve student safety by reducing preventable bus accidents by 5%.		✓		✓	
By June 2019, increase overall percentage cost recovery in Aquatics operations by 2%				✓	
By June 2019, decrease energy usage 5% on average (per square foot) compared to 2015.				✓	
By June 2019, increase solar renewable power by 1MW.		✓		✓	
By September 2019, attain 100% reporting of student accidents resulting from building and facility hazards.		✓			
By October 2019, increase the percentage of students walking and biking to school by 3% compared to 2016 data		✓		✓	
By December 2019, increase the solid waste diversion rate by 5%				✓	

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
Design, build, maintain and operate facilities that provide optimal learning environments, meet the needs of the whole child, and sustainability and energy efficiency goals.	✓	✓		✓	✓
Develop and deploy an approach to evaluate needs and address changing human resources demands.			✓	✓	
Review, update, and implement Safety and Risk management procedures to improve compliance, safety, security, insurance coverage, and loss mitigation.	✓	✓	✓	✓	
Achieve a high rate of customer satisfaction on service delivery across all service areas.	✓	✓	✓	✓	✓
Expand and enhance professional training across the department to include in all applicable areas for managers and line staff that develop professional skills and abilities.			✓	✓	
Engage stakeholders and community to obtain feedback in key areas of the Department's work including Building Planning, Transportation, and others			✓	✓	✓



Facilities and Operations Management

DESCRIPTION

Facilities and Operations Management provides oversight and authority for, capital improvement programs, building and grounds maintenance, custodial services, energy management, risk management and safety, and transportation planning and services. Approximately 4.9 million square feet of space in 41 buildings and more than 400 acres of land are managed and maintained by Facilities and Operations, as well as a bus and support vehicle fleet of over 300 vehicles including buses, vans, trucks, trailers, and moveable equipment. The Facilities and Operations Department provides facilities, facility services, and transportation services for the APS community that are consistently inviting, appropriate, safe, comfortable, accessible, and clean.

MAJOR SERVICES PROVIDED

- ◆ **Design and Construction Services** is responsible for the oversight and management of multiple major capital construction projects through all phases from initial planning and community involvement through design to final construction and occupancy. Design and Construction is also actively involved in the CIP planning process and works closely on overseeing the feasibility studies at all potential options for new development.
- ◆ **Property and Real Estate Management** is responsible for coordinating the APS portfolio of owned/leased/supervised land, real estate, and vehicle property. Property and Real Estate Management coordinates and develops Memoranda of Understanding (MoU) or Agreement (MoA) with outside entities, notably Arlington County Government, for use of real estate and property, and works with APS legal counsel to draft contracts, agreements, leases, and other legal documents related to APS property and real estate. Property and Real Estate Management also includes oversight of the APS fleet of support vehicles and coordinates with the Arlington County Equipment Bureau to purchase, replace, fuel, repair, and maintenance of those vehicles.
- ◆ **Safety and Risk Management** is dedicated to protecting the financial assets of the school division and providing safe learning and work environments. Safety performs inspections of buildings and grounds to ensure compliance with safety regulations and guidelines, and safety training to include OSHA compliance. Risk Management provides risk mitigation services through loss prevention and control, claim investigation, insurance procurement, and reviewing, updating, and developing health and safety policies, procedures, and guidelines for students and staff. Safety and Risk Management work collaboratively with Security and Emergency Management and interface with Arlington County Government and other regional and national partners to provide comprehensive safety plans to the school division.
- ◆ **Plant Operations** (custodial services) is responsible for managing the daily cleaning of approximately 4.9 million square feet of school buildings and office space. Plant Operations is also responsible for managing solid waste generated at APS buildings and a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance Services to coordinate Minor Construction and Major Maintenance (MC/MM) projects.
- ◆ **Maintenance Services** performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and non-emergency repairs. Other specialized services include energy management, security, and preventive maintenance and repairs by skilled personnel in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. Maintenance Services functions



Facilities and Operations Management

within a comprehensive facility management strategy, based on a ten-year plan for scheduled maintenance and system replacement, minor capital improvements, and facility renewal which align with the CIP. The ten-year plan is reviewed and adjusted annually and compliments major renovations/additions and capital projects managed by Design and Construction Services under the CIP. Security is responsible for ongoing enhancements of APS security camera systems, radio systems including connectivity and compatibility with County first responder systems, and review and coordination of all other school security related equipment and procedures.

- ◆ **Stormwater Management** is responsible for compliance with APS' Phase II, Municipal, Separate Storm Sewer System (MS4) permit. The Virginia Stormwater Management Program Permit Regulations require that Phase II MS4 permit holders implement a program to minimize the discharge of pollutants through and from the MS4 into surface waters of the Commonwealth. Stormwater Management plans, manages, and monitors best management practices in six (6) areas. These include public education and outreach, public involvement and participation, illicit discharge detection and elimination, construction site runoff control, post-construction stormwater management and pollution prevention, and good housekeeping operations for school operations.
- ◆ **Multimodal Transportation Planning** is responsible for strategic transportation planning. The objective is to take a step back from day-to-day operations and review the school transportation system more holistically and as part of the greater countywide transportation system to integrate where possible and re-envision where necessary to provide better service more efficiently, while increasing access and opportunity for students and staff to choose and use more sustainable transportation options. Multimodal Transportation works closely with Transportation Services, Design and Construction, Planning and Evaluation, and Human Resources to achieve these goals. Projects include large-scale transportation planning efforts covering infrastructure needs associated with pedestrian and bicycle access, an in-depth study of the APS bus system, developing and providing support for school transportation demand management plans, and serving as liaison to the County's Department of Transportation.
- ◆ **Transportation Services** is responsible for the safe, effective, and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. Transportation Services provides the required services based on student placement and policies governing pupil transportation, including those governing the transportation of students with special needs. Transportation Services supports PreK, after-school activities, athletics, and summer school.
- ◆ **Aquatics Management** is responsible for the overall management and daily operations of the Aquatic Centers located at Wakefield, Washington-Liberty, and Yorktown high schools. Aquatics Management provides water safety instruction for third, fourth, ninth, and tenth grade students, in coordination with Physical Education. In addition, the pools are available to the community for recreational and fitness swimming. Instructional programs available to the community are offered and managed by Arlington County Department of Parks and Recreation at all three sites.



Facilities and Operations Management

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Facilities and Operations Management office.

Montessori Public School of Arlington

- ◆ Ongoing funds: \$600
- ◆ Start-up funds: None

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: \$1,200
- ◆ Start-up funds: None

Alice West Fleet Elementary School

- ◆ Ongoing funds: \$4,000
- ◆ Start-up funds: \$50

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$4,600
- ◆ Start-up funds: None

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Facilities and Operations department realigned \$169,012. Of this amount, \$4,000 and 2.00 FTEs were realigned from the Facilities and Operations Management office into other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ Due to the increase in costs for summer interns, the temporary employment account is increased by \$4,000. (108000-41329)
- ◆ The stipend account is increased by \$8,000 due to the increase in the number of schools with sustainability coordinators. (108000-41346)



Facilities and Operations Management

- ◆ Arlington County no longer charges APS for access and usage of County databases. As a result of this change, the county computer usage account is reduced by \$32,000. (108000-43568)
- ◆ Previously, all professional development funds for the department of Facilities and Operations were consolidated into the Facilities and Operations Management professional development account. Funds of \$4,000 are realigned to the Transportation office to cover professional development. (108000-45431, 108400-45430)
- ◆ As the number of employees increases, the need for professional development also increases. Funds of \$2,500 are added to the professional development and professional meetings accounts, \$500 is added to the registration fees account, and \$1,500 is added to the local travel account. (108000-45430, 45465, 45468, 45477)
- ◆ In order to simplify accounting, \$5,000 are realigned from the general supplies account to the office supplies account. (108000-46519, 46525)
- ◆ Funds of \$500 are added to the paper supplies account. (108000-46526)
- ◆ The computer equipment/software account is increased by \$11,000 to cover the costs of new color printers. (108000-46528)
- ◆ The security systems account is increased by \$4,000 to cover the costs of key cards, parking tags, and gate security stickers. (108000-48890)
- ◆ A 1.00 emergency manager position and a 1.00 safety specialist position are moved to the Safety and Risk Management office. (108000-41325, 108000-41244, 108100-41325, 108100-41244)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$623,821	\$801,358	\$703,352
Employee Benefits	\$197,387	\$277,976	\$226,908
Purchased Services	\$13,933	\$46,348	\$14,348
Other Charges	\$104,470	\$133,895	\$142,845
Materials and Supplies	\$146,585	\$13,284	\$24,784
Capital Outlay	\$3,493	\$0	\$4,000
TOTAL	\$1,089,688	\$1,272,861	\$1,116,237

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Coordinator	2.00	2.00
Professional	2.00	1.00
Specialist	2.00	1.00
Clerical	1.75	1.75
TOTAL	8.75	6.75



Safety and Risk Management

DESCRIPTION

Safety and Risk Management provides the optimal mix of overall risk reduction, safety education and prevention, 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. Safety and Risk Management also works in coordination with the Assistant Superintendent of Administrative Services, the Emergency Management, and Security in the development and implementation of emergency/incident management, planning, and preparedness efforts. Safety and Risk Management also provides consultation and technical assistance in the prevention of workplace accidents, risk transfer in contracts and other agreements, and collaborates with Arlington County Government Parks and Recreation to provide safety in our shared use facilities.

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.
- ◆ 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.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling \$60,000, was taken from the Safety and Risk Management Office:

- ◆ Funds of \$60,000 have been reduced from fuel and replacement support vehicles accounts reflecting savings due to policy changes in regards of use of APS vehicles for commuting purposes.
(108100-46778, 48843)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.



Safety and Risk Management

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Safety and Risk Management office.

Montessori Public School of Arlington

- ◆ Ongoing funds: None
- ◆ Start-up funds: \$8,500

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: \$32,680
- ◆ Start-up funds: \$17,000

Alice West Fleet Elementary School

- ◆ Ongoing funds: \$35,980
- ◆ Start-up funds: \$13,500

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$27,280
- ◆ Start-up funds: \$13,500

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$44,273 provided in FY 2019 for white fleet vehicle replacement costs are eliminated in FY 2020. (108100-48843)
- ◆ One-time funds of \$61,855 are provided for white fleet vehicle replacement costs. (108100-48843)

New Funding

- ◆ Funds for 1.00 risk manager are added to oversee the vehicle accident, student and staff injury, and liability claim data, driving records and violations, requests and review of certificates of insurance, writing of insurance provisions in contracts, and liability claims and claim investigations. The growth of APS over the last 10 years has increased the number of claims, the complexity of contracts and litigation cases, and the volume of risk management services needed to provide enterprise risk management for the organization. A full-time risk manager is essential to the fiscal health of the organization. (108100-41325)



Safety and Risk Management

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

In order to continue providing existing services, the Safety and Risk Management office is increased by \$1,178,223 and 2.00 FTEs. Details of these increases follow.

- ◆ The lease agreement account has a net increase of \$1,178,223 due to the increases in the Sequoia/Syphax lease (\$1,191,215), the Marshal building lease (\$5,579), the Employee Assistance Program lease (\$1,995), the Outdoor Lab site (\$4,501) and the Children's School lease (\$120,566) as well as a new lease for Wilson Parking (\$66,000). At the same time, savings for \$212,393 are realized as the leases for Shirlington Cube Smart Bus Parking (\$162,393) and Swanson Parking (\$50,000) have ended. (108100-45643)
- ◆ The leased space building costs has a net decrease of \$82,282 due to decreases for Syphax leased space building costs (\$62,000), EAP building costs (\$2,075) and savings for the end of the lease at Shirlington Cube Smart Bus Parking/trailer costs (\$23,760). At the same time, the leased building costs for Marshall have increased by \$5,553. (108100-45653)
- ◆ A 1.00 emergency manager position and a 1.00 safety specialist position are moved to the Safety and Risk Management office from the Facilities and Operations Management office. (108000-41325, 108000-41244, 108100-41325, 108100-41244)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Facilities and Operations department realigned \$169,012. Of this amount, \$29,000 was realigned within the Safety and Risk Management office accounts. Details of these decreases and realignments follow.

- ◆ Due to a decrease in insurance premiums, the liability insurance account is reduced \$14,000 and the insurance premiums vehicle liability account is reduced \$15,000. (108100-43444, 108100-43446)
- ◆ Funds of \$14,000 are realigned to the professional development account for safeschools.com yearly training program. (108100-45430)
- ◆ Funds of \$15,000 are realigned to additional equipment to cover increased costs for safety equipment. (108100-48800)



Safety and Risk Management

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$0	\$0	\$257,234
Employee Benefits	\$900	\$0	\$88,407
Purchased Services	\$703,103	\$660,713	\$673,053
Other Charges	\$2,713,570	\$4,306,093	\$5,282,687
Materials and Supplies	\$55,918	\$64,810	\$62,910
Capital Outlay	\$377,338	\$337,029	\$418,611
TOTAL	\$3,850,827	\$5,368,645	\$6,782,901

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Specialist	0.00	1.00
Professional	0.00	2.00
TOTAL	0.00	3.00



Plant Operations (Custodial Services)

DESCRIPTION

Plant Operations is responsible for managing the daily cleaning and bimonthly inspection of approximately 4.9 million square feet of school buildings and office space in 41 buildings and maintain more than 400 acres of exterior grounds. Plant Operations works with school administrators and custodial staff to augment staff performance, staff hiring and selection, and management of custodial staff. Plant Operations is also responsible for management of the solid waste generated at APS buildings including a comprehensive recycling program. It also manages the Integrated Pest Management Program and works closely with Maintenance Services to provide material specifications and coordinate Minor Construction and Major Maintenance (MC/MM) projects.

MAJOR SERVICES PROVIDED

- ◆ Custodial Management
- ◆ Custodial Supply/Equipment Purchases
- ◆ Recycling Management
- ◆ Integrated Pest Management
- ◆ Mowing Services
- ◆ Hazardous Waste Disposal
- ◆ Refuse Service

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Plant Operations office.



Plant Operations (Custodial Services)

Montessori Public School of Arlington

- ◆ Ongoing funds: \$11,209
- ◆ Start-up funds: \$13,991

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: \$17,627; 1.00 FTE
- ◆ Start-up funds: \$102,407

Alice West Fleet Elementary School

- ◆ Ongoing funds: \$110,405
- ◆ Start-up funds: \$80,971

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$88,141
- ◆ Start-up funds: \$34,290

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$230,000 provided in FY 2019 for a recycling program that required interior and exterior trash and recycling cans for school buildings, playgrounds, concession stands and sport and athletic fields, are eliminated in FY 2020. (108210-45642)

New Funding

- ◆ Cleaning supplies have decreased by \$20,000 based on current use and historical records. (108210-46613)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Plant Operations accounts are increased by \$61,374. Details of these increases follow.

- ◆ Funds of \$6,374 are provided to cover increases in the current mowing services contract for the maintenance and mowing of school and APS property grass areas. (108210-43634)
- ◆ Funds of \$55,000 are provided to cover increased need to adequately control and eliminate pests in APS buildings and properties. (108210-43657)

Plant Operations (Custodial Services)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the Facilities and Operations department realigned \$169,012. Of this amount, \$77,000 was realigned within the Plant Operations accounts. Details of these decreases and realignments follow.

- ◆ Funds of \$1,000 are added to the inservice cost support account for professional development. (108210-45431)
- ◆ Funds of \$40,000 are added to the recycling account to cover costs of new recycling bins. This was partially funded with one-time funds last year. (108210-45642)
- ◆ Funds of \$6,000 are realigned general and office supplies for the Syphax facilities manager. (108210-46401, 108210-46519)
- ◆ Funds of \$4,000 are added to cover the increase of additional general office supplies for Syphax building. (108210-46519)
- ◆ Funds of \$30,000 are added to the building repairs and maintenance account to cover for windows cleaning. (108210-48608)
- ◆ After review of the Plant Operations budget, it was determined that the funding allocation exceeded necessary functions and as a result, the replacement furniture account is reduced \$75,000 and the shades and blinds maintenance account is reduced \$2,000. (108210-48852, 108210-46668)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$1,106,812	\$993,604	\$976,794
Employee Benefits	\$297,537	\$313,202	\$325,218
Purchased Services	\$540,162	\$659,550	\$769,911
Other Charges	\$270,563	\$450,643	\$279,222
Materials and Supplies	\$187,682	\$234,368	\$256,233
Capital Outlay	\$182,931	\$270,091	\$348,265
TOTAL	\$2,585,687	\$2,921,458	\$2,955,644

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Supervisor	2.00	2.00
Clerical	1.00	1.00
Custodians (Central)	11.00	11.00
TOTAL	14.00	14.00



Other Plant Operations

DESCRIPTION

The Plant Operations-Other Buildings budget represents the cost of operating buildings owned or leased by the school system. The costs include lease payments, utilities, parking fees, and other lease expenses such as taxes and utilities.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Funds for 1.00 Other Plants Operations Facilities manager are added. (108220-41351)
- ◆ Utility accounts for heating fuel, electricity, and water were evaluated by the energy manager in Maintenance. Adjustments for increased square footage, changes in building utilization, and historical costs were made. The total change in utility accounts for the buildings budgeted in the Other Plant Operations program is a net increase of \$44,665. (108210/108220-45624, 45630, 45680)
- ◆ Funds for 0.50 custodial are added to Other Plant Operations due to adjustment to FY 2020 square footage and community use for the Sequoia building. (108220-41316)
- ◆ Cleaning supplies have decreased by \$21,380 due to the closing of the Education Center (\$9,985) and the cleaning supplies for Integration Station (\$11,395) are part of the lease agreement for this program. (108220-46613)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$305,559	\$294,239	\$410,813
Employee Benefits	\$88,373	\$99,802	\$116,607
Other Charges	\$604,623	\$713,083	\$681,050
Materials and Supplies	\$30,782	\$41,454	\$20,074
TOTAL	\$1,029,337	\$1,148,578	\$1,198,544

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Manager	0.00	1.00
Custodians	7.00	7.50
TOTAL	7.00	8.50



Maintenance Services

DESCRIPTION

Maintenance Services performs a variety of functions and tasks associated with the daily operation of school facilities. The largest single function of the department is maintaining the vast array of physical plant equipment. Plant equipment services include routine preventive maintenance as well as emergency and nonemergency repairs. Other specialized services include preventive maintenance and repairs in the electrical, plumbing, carpentry, glazing, roofing, painting, HVAC, and grounds upkeep trades. The maintenance function fits within a comprehensive facility management strategy that includes scheduled maintenance and system replacement, minor capital improvements, and facility renewal.

MAJOR SERVICES PROVIDED

- ◆ Preventive maintenance
- ◆ Routine repairs
- ◆ 365/24/7 emergency service
- ◆ Minor Construction/Major Maintenance and bond funded project work - infrastructure and equipment upgrades
- ◆ Installation/relocation and removal of relocatable classrooms
- ◆ Energy management
- ◆ Security and alarm systems
- ◆ Collaboration with Design and Construction Services on review of specifications and commission of construction projects
- ◆ Snow and ice removal in collaboration with Plant Operations and Arlington County
- ◆ Relocation of APS programs

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling \$30,000, was taken from the Maintenance Services accounts:

- ◆ Funds of \$30,000 have been reduced from contract services account reflecting savings due to policy changes in regards of use of APS vehicles for commuting purposes. (108300-43544)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Maintenance Services office.



Maintenance Services

H-B Woodlawn and Shriver Programs at The Heights

- ◆ Ongoing funds: \$20,000
- ◆ Start-up funds: None

Alice West Fleet Elementary School

- ◆ Ongoing funds: \$85,069
- ◆ Start-up funds: None

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$81,526
- ◆ Start-up funds: None

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$106,250 provided in FY 2019 for security system upgrades at all schools, including radio repairs, radio replacement, new radios for schools that purchased inadequate equipment, radio frequency studies, and security camera maintenance and repairs are eliminated in FY 2020. (108300-48890)
- ◆ One-time funds of \$165,000 provided in FY 2019 for the emergency management distributed antenna system and bi-directional amplifier installation at one middle school; are eliminated in FY 2020. (108300-48822)

Growth Initiatives

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added to the Facilities and Operations Management office:

- ◆ One-time funds of \$91,250 are provided for security system upgrades at all schools. These upgrades support not only APS staff but also police and fire departments when responding to major incidents at schools. The requests include: radio repairs and supplies, radio replacement, new radios for schools that purchased inadequate equipment, radio frequency studies, and security camera maintenance and repairs. FY 2020 represents the final year of a four year phased implementation for this initiative. (108300-48890)
- ◆ One-time funds of \$165,000 are provided for the emergency management distributed antenna system and bi-directional amplifier installation at one middle school to provide the required level of radio communications for police and fire. FY 2020 represents the final year of a four year phased implementation for this initiative. (108300-48822)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



Maintenance Services

Baseline Increases

In order to continue providing existing services, the Maintenance Services office is increased by \$173,500. Details of these increases follow.

- ◆ Funds of \$70,000 are provided to cover increases in contractual obligations. \$50,000 for increases of County white fleet reliability and maintainability contract associated with the costs of three new vehicles and holding three other vehicles beyond their 12 years' useful life and \$20,000 to cover increases in ALC contractual rates. (108300-43544)
- ◆ Funds of \$3,500 are provided to cover increases in security systems contractual rates with the building security system account. (108300-43890)
- ◆ Funds of \$100,000 are provided to cover increases of maintenance and repairs of cafeteria equipment as aging equipment. (108300-43892)

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$5,009,354	\$5,447,827	\$5,849,843
Employee Benefits	\$1,257,698	\$1,437,387	\$1,491,802
Purchased Services	\$2,916,284	\$2,839,608	\$3,142,603
Other Charges	\$55,084	\$70,550	\$72,719
Materials and Supplies	\$1,302,636	\$892,337	\$901,818
Capital Outlay	\$510,379	\$574,750	\$575,199
TOTAL	\$11,051,434	\$11,262,459	\$12,033,985

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Coordinator	1.00	1.00
Specialists	3.00	3.00
Maintenance Workers	61.00	61.00
Clerical	2.00	2.00
TOTAL	69.00	69.00



Transportation Services

DESCRIPTION

Transportation Services is responsible for the safe, effective, and efficient transportation of students attending Arlington Public Schools and Arlington resident students attending schools in other divisions. APS also provides transportation services to and from activities that support the instructional program. The amount of transportation needed is governed by the needs of the neighborhood schools, county-wide program offerings, and the extent to which students are transported to non-neighborhood schools. Transportation Services provides the required services based on student placement and the policies governing pupil transportation. Transportation services include support for PreK, after-school activities, athletics, summer school, and Arlington County Department of Parks and Recreation summer camps.

MAJOR SERVICES PROVIDED

- ◆ Transporting students safely to and from school.
- ◆ Adhering to the McKinney-Vento Homeless Assistance Act of 1987.
- ◆ Transporting pre-school students in early childhood programs.
- ◆ Transporting eligible students to out-of-county programs.
- ◆ Providing transportation for students with special needs.
- ◆ Providing buses for county-wide program offerings such as IB, Spanish Immersion, H-B Woodlawn, and VPI.
- ◆ Providing buses for extracurricular field trips, the Planetarium, Aquatics, and the Outdoor Lab.
- ◆ Providing buses for athletic activities, competitions, and practices.
- ◆ Providing late buses for after school instructional, enrichment, remediation, and co-curricular activities.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reduction, totaling 1.00 FTE, was taken from the Transportation Services accounts:

- ◆ Eliminate a 1.00 assistant director of transportation. (108400-41319)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Transportation Services office.



Transportation Services

Alice West Fleet Elementary School

- ◆ Ongoing funds: \$86,318; 6.00 FTEs
- ◆ Start-up funds: None

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$64,071; 4.00 FTEs
- ◆ Start-up funds: None

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$16,800 provided in FY 2019 to cover additional transportation costs to the Outdoor Lab are eliminated in FY 2020. (108400-43433)
- ◆ One-time funds of \$1,159,086 provided in FY 2019 for replacement of buses are eliminated in FY 2020. (108400-48844)
- ◆ One-time funds of \$845,572 are provided for replacement of buses. (108400-48844)

New Funding

- ◆ Due to increased enrollment, funds for 2.00 full-time contracted bus driver positions and 3.00 bus attendant positions are added. (108400-41314, 108400-41322)
- ◆ Funding of \$100,000 is provided for the implementation of an Arlington Transit Bus Pilot for students enrolled at the Career Center. (108400-45454)
- ◆ Additional funding of \$16,800 is provided for transportation to the Outdoor Lab. (108400-43433)

Growth Initiatives

The FY 2017 and FY 2018 budgets included funding for various new investments that would be phased in and fully implemented over a number of years. The following initiatives have been added to the Transportation office:

- ◆ Due to increased enrollment over the past several years, funds for 5.00 full-time contracted bus driver positions and 2.00 full-time contracted bus attendant positions are added. FY 2020 represents the fourth year of a phased implementation plan to increase the number of bus drivers and bus attendants. (108400-41314, 108400-41322)

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.



Transportation Services

Baseline Increases

In order to continue providing existing services, the Transportation office is increased by \$177,244. Details of these increases follow.

- ◆ Funds of \$162,244 are provided to cover increases on contractual obligations for maintenance of buses. (108400-43544)
- ◆ Funds of \$15,000 are provided to cover transportation expenditures for high school's sports/crew coach buses. (108400-45472)

Baseline Decreases and Internal Realignments

During the baseline budget review process, the department of Facilities and Operations realigned \$169,012. Of this amount, \$4,000 was realigned into the Transportation office accounts from other offices and accounts within the department. Details of these decreases and realignments follow.

- ◆ Funds of \$1,012 are realigned from consultant fees to membership fees. Funds are available for realignment as Transportation Services is fully staffed, and no consultants or temporary directors are needed for FY 2020. Funds will cover transportation associations fees. (108400-43565, 43453)
- ◆ Funds of \$5,000 are reduced from the printing and duplication costs account. Funds are available for realignment as funding for printing expenditures exceeded the needs of transportation services, supported by historical expenditure records. (108400-43587)
- ◆ Funds of \$1,000 are realigned within Transportation Services accounts from taxi service to car, truck, bus washes. Funds are available for realignment as Student Services/SPED pays for special education taxi transportation allowing Transportation Services to allocate funding elsewhere. (108400-43792, 43769)
- ◆ Funds of \$10,000 are added to cover costs of equipment repairs due to the increase of school buses and white fleet. (108400-43885)
- ◆ Funds of \$5,000 are added to cover postage expenditures associated to mailing of students' bus accommodation letters. Funding in previous budgets was minimal and it did not cover postage needs. (108400-45585)
- ◆ Previously, all professional development funds for the department of Facilities and Operations were consolidated into the Facilities and Operations Management in-service costs support account. To comply with better accounting practices, \$4,000 is realigned to the Transportation office to cover professional development. (108000-45431, 108400-45430)
- ◆ Funds of \$1,800 are added to in-service costs-support for professional development and transportation trainings. (108400-45431)
- ◆ Funds of \$1,200 are added to cover associated costs of service awards. There was not previous funding for this purpose. (108400-45471)
- ◆ Funds of \$13,000 are reduced from bus repairs & parts account as efficiencies are obtained by improving the process of non-routine maintenance of buses, performing financial analysis and scrutinizing bills and payments. (108400-46766)

Transportation Services



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$10,015,717	\$10,677,754	\$11,504,999
Employee Benefits	\$2,890,158	\$3,406,820	\$3,834,744
Purchased Services	\$1,323,396	\$1,300,284	\$1,512,147
Other Charges	\$32,982	\$52,000	\$260,000
Materials and Supplies	\$914,053	\$1,336,470	\$1,339,411
Capital Outlay	\$1,798,894	\$1,540,000	\$1,235,315
TOTAL	\$16,975,199	\$18,313,328	\$19,686,616

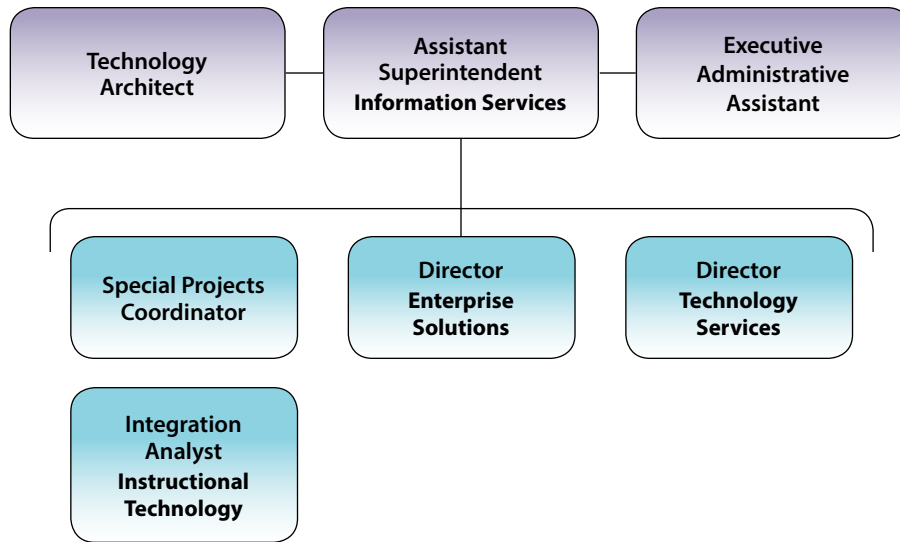
POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	0.00
Manager	1.00	1.00
Coordinator	3.00	3.00
Specialist	2.00	2.00
Dispatcher	2.00	2.00
Clerical	3.00	3.00
Bus Drivers	166.50	181.50
Bus Attendants	75.00	82.00
TOTAL	254.50	275.50



FINANCIAL:
DEPARTMENTS

INFORMATION SERVICES: Organization Chart



INFORMATION SERVICES



FINANCIAL:
DEPARTMENTS

DEPARTMENT SUMMARY

The Department of Information Services provides support and solutions that promote education in Arlington. The department delivers technologies and data that support and promote personalized student learning, effective teaching, user productivity, accountability in decision-making, reliable communication and best operational practices. The department is responsible for the development of clear technical strategies to support APS instructional and operational goals and to anticipate future technology trends.

The Information Services Department (IS) includes Information Services Management, Technology Services and Enterprise Solutions.

The FY 2020 School Board's Adopted Budget for Information Services totals \$16,848,064 and includes 68.00 positions.

DEPARTMENT FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2019	FY 2020	FY 2020
PROGRAM	ACTUAL	POSITIONS	ADOPTED	POSITIONS	ADOPTED
Information Services Management	\$1,320,378	6.00	\$1,141,918	7.00	\$1,327,428
Service Support Center	\$9,784,419	35.00	\$9,512,498	40.00	\$10,006,007
Enterprise Solutions	\$5,168,893	23.00	\$5,733,411	21.00	\$5,514,629
Instructional and Innovative Technologies	\$529,794	0.00	\$0	0.00	\$0
Accountability, Assessment and Evaluation	\$28,029	0.00	\$0	0.00	\$0
TOTAL	\$16,831,513	64.00	\$16,387,827	68.00	\$16,848,064



INFORMATION SERVICES

DEPARTMENT PERFORMANCE METRICS

CORE SERVICE	FY 2018	FY 2019	FY 2020
METRIC	ACTUAL	GOAL	TARGET
NETWORK INFRASTRUCTURE			
Percent uptime of network infrastructure services	99%	99%	99%
LEARNING AND PRODUCTIVITY INFRASTRUCTURE			
Percent uptime of learning and productivity infrastructure	99%	99%	99%
TECHNOLOGY SUPPORT			
Technology support satisfaction	95%	96%	97%
COMMUNICATIONS INFRASTRUCTURE			
Percent uptime of communications infrastructure services	99%	99%	99%
DATA INFRASTRUCTURE			
Percent of APS operational processes successfully supported	99%	99%	99%

FY 2018 DEPARTMENT ACCOMPLISHMENTS

Upgraded and Improved Information Technology Services

(Strategic Plan Goals Alignment: Operational Excellence)

- ◆ Relocated all IT functions from the Education Center to the joint APS/ACG Network Operations Center or the leased space at Equinix. This created instructional space at the Education Center to accommodate student enrollment growth.
- ◆ Implemented two-factor authentication for staff working remotely. This increases data security for the division.
- ◆ Migrated multiple core functions, including email and document storage, to the cloud. The cloud migration creates space in APS facilities by reducing the number of servers needed to provide the services and improves Anytime, Anywhere, Any Device access to resources.
- ◆ Upgraded over 700 wireless access points around the division. These upgrades increase both connectivity and reliability for division students and staff.

FY 2019 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
High-Quality Data Management				✓	
Robust Technology Infrastructure				✓	
Impregnable Cybersecurity				✓	
Digital Transformations	✓		✓	✓	
Operational Excellence				✓	
Transformative Instructional Technology	✓	✓		✓	✓

INFORMATION SERVICES



FINANCIAL:
DEPARTMENTS

FY 2019 DEPARTMENT GOALS AND PROJECTS

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
By June 2019, data provided to users through the SIS and Data Warehouse will show a 10% improvement in availability, timeliness and user friendliness as measured by post-training questionnaires.				✓	
By June 2019, evaluate data accuracy, availability and usability for the family demographics and leave/time reporting data functions. By December 2019, implement the findings to improve the functionality.				✓	
By June 2019, develop a Data platform that enables business analytics and empower users to make data driven decisions and will include self-service reporting and data visualization across financial and human capital data.			✓	✓	
By June 2019, relocate all of the core network infrastructure will be relocated from the Ed Center to the S Taylor St NOC and/or Equinix in Herndon				✓	
By June 2019, establish a reliable and sustainable infrastructure to enable teaching and learning that supports the Teaching and Learning framework established for APS.	✓	✓		✓	
By June 2021, update all current wireless access points in APS will be updated providing enhancements to capacity and performance improving usability and availability of technology for staff and students. Implement 1/3 of the replacements each fiscal year.	✓	✓	✓	✓	
By June 2019, Complete Security and Compliance Risk assessment, Develop Security Program strategy and identify process controls and data metrics.				✓	
By the start of the 2019-20 school year, enter first day packet information electronically through the student information system.				✓	
By June 2019, accept all teacher contracts for the next year including new and continuing contracts will be presented and accepted electronically.			✓	✓	
By the start of the 2019-20 school year, develop a fully functional Intranet Platform that will serve as the core platform for all digital employee resources and communications enhancing employee engagement. visualization across financial and human capital data.			✓	✓	
IS staff members will respond that their professional learning met their needs as measured by the 2020 Your Voice Matters survey.			✓		

FY 2020 DEPARTMENT PRIORITIES

	STRATEGIC PLAN ALIGNMENT				
	STUDENT SUCCESS	STUDENT WELL-BEING	ENGAGED WORKFORCE	OPERATIONAL EXCELLENCE	PARTNERSHIPS
High-Quality Data Management				✓	
Robust Technology Infrastructure				✓	
Impregnable Cybersecurity				✓	
Digital Transformations	✓		✓	✓	
Operational Excellence				✓	
Transformative Instructional Technology	✓	✓		✓	✓



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 operational practices. The department is responsible for the development of clear technical strategies to support instructional and operational goals and to anticipate future technology trends.

MAJOR SERVICES PROVIDED

- ◆ Communications Infrastructure
- ◆ Continuous Improvement
- ◆ Data Analysis
- ◆ Data and Reporting Infrastructure
- ◆ Data Integrity
- ◆ Data Reporting
- ◆ Learning and Productivity Infrastructure
- ◆ Network Infrastructure
- ◆ Technology Hardware

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Baseline Adjustments

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. Departments are required to realign funding prior to requesting an increase in the baseline budget. Any realignments completed result in a zero sum change to the department's total budget.

Baseline Increases

In order to continue providing existing services, the Information Services Management office is increased by 1.00 FTE. Details of this increase follows.

- ◆ A 1.00 data coordinator is added. This position was eliminated in FY 2019 in error. (900000-41208)

Information Services



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$831,527	\$680,628	\$815,537
Employee Benefits	\$251,083	\$211,824	\$262,425
Purchased Services	\$171,702	\$229,279	\$229,279
Other Charges	\$38,150	\$11,925	\$11,925
Materials and Supplies	\$21,202	\$8,262	\$8,262
Capital Outlay	\$6,714	\$0	\$0
TOTAL	\$1,320,378	\$1,141,918	\$1,327,428

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Assistant Superintendent	1.00	1.00
Coordinator	1.00	2.00
Professional Staff	3.00	3.00
Clerical	1.00	1.00
TOTAL	6.00	7.00



Technology Services

DESCRIPTION

The Office of Technology Services 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 Office of Technology Services serves as the initial entry point for all technology requests.

MAJOR SERVICES PROVIDED

- ◆ Communications Infrastructure
- ◆ Learning and Productivity Infrastructure
- ◆ Network Infrastructure
- ◆ Technology Hardware

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Expenditures

The following items were funded in the previous budget or will be funded in this budget with reserve funding. Any funding from the previous budget is eliminated.

- ◆ One-time funds of \$530,638 provided in FY 2019 to replace network equipment are eliminated in FY 2020. (912100-48849)
- ◆ One-time funds of \$530,638 are provided to replace network equipment. (912100-48849)

New Funding

- ◆ Funds for 5.00 technicians are provided to Technology Services to provide additional hardware and software support to schools and central office. Due to the expanding number of new schools along with the use of technology in the classroom, other staff including instructional technology coordinators (ITCs) are often required to perform work that should be performed by a technician. The increasing demand on technology services and resources require additional technicians allowing ITCs to provide a greater focus on supporting teacher's effective use of technology in the classroom. An additional 8.00 positions will be phased in over the next two years and a planning factor will be created to maintain the appropriate number of technicians. (911200-41378)

Technology Services



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$3,309,431	\$3,520,222	\$3,852,003
Employee Benefits	\$1,084,142	\$1,188,842	\$1,350,589
Purchased Services	\$2,139,534	\$2,284,406	\$2,284,406
Other Charges	\$1,032,152	\$748,450	\$748,450
Materials and Supplies	\$684,121	\$312,369	\$312,369
Capital Outlay	\$1,535,039	\$1,458,209	\$1,458,189
TOTAL	\$9,784,419	\$9,512,498	\$10,006,007

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Supervisor	1.00	1.00
Assistant Director	1.00	1.00
Manager	1.00	1.00
Coordinator	1.00	1.00
Analyst	10.00	10.00
Technician	15.00	20.00
Professional Staff	4.00	4.00
Clerical	1.00	1.00
TOTAL	35.00	40.00



Enterprise Solutions

DESCRIPTION

The Enterprise Solutions office is responsible for the planning, design and support of APS data and business systems. This unit has major responsibility for ensuring that APS staff and the community have access to accurate data to support instructional and operational decisions. The work involves a wide range of interactions with the school system and County government, software vendors and consultants. This office manages major system-wide initiatives such as, the Enterprise Resources Planning (ERP) system (STARS), the student information system Synergy@APS and the data warehouse Insight@APS. Services include custom application development, support and maintenance of APS instructional systems, support and maintenance of APS administrative systems and support for data delivery services.

MAJOR SERVICES PROVIDED

- ◆ Data and Reporting Infrastructure
- ◆ Data Reporting

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Reductions

In order to balance the budget, the following reductions, totaling \$16,500 and 2.00 FTEs, were taken from the Enterprise Solutions accounts:

- ◆ Eliminate 2.00 technology support specialists are by discontinuing onsite training and support for Gradebook and Student Information Systems. (914000-41370)
- ◆ Funds of \$16,500 have been reduced from computer forms and accessories reflecting the reduction in the budget for printing report cards. (913000-46537)

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Enterprise Solutions



FINANCIAL:
DEPARTMENTS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$2,297,942	\$2,655,031	\$2,492,730
Employee Benefits	\$808,100	\$942,187	\$902,206
Purchased Services	\$1,065,861	\$905,000	\$905,000
Other Charges	\$11,340	\$13,502	\$13,502
Materials and Supplies	\$984,658	\$1,217,691	\$1,201,191
Capital Outlay	\$991	\$0	\$0
TOTAL	\$5,168,893	\$5,733,411	\$5,514,629

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Analyst	5.00	5.00
Supervisor	3.00	3.00
Specialist	2.00	2.00
Professional Staff	12.00	10.00
TOTAL	23.00	21.00



Instructional and Innovative Technologies

DESCRIPTION

The office of Instructional and Innovative Technologies was realigned within the department of Information Services in FY 2019. FY 2018 actual data is reported under Instructional and Innovative Technologies.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$402,842	\$0	\$0
Employee Benefits	\$124,527	\$0	\$0
Other Charges	\$2,296	\$0	\$0
Materials and Supplies	\$129	\$0	\$0
TOTAL	\$529,794	\$0	\$0

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Specialist	0.00	0.00
Teachers School-Based	0.00	0.00
Professional Staff	0.00	0.00
Teacher Assistants	0.00	0.00
TOTAL	0.00	0.00

Funding for this office has been realigned within the Department of Information Services.

Accountability, Assessment, and Evaluation



DESCRIPTION

The Accountability, Assessment, and Evaluation office has been moved within the organization. Assessment has been moved to the Department of Teaching and Learning and Accountability and Evaluation have been moved to the Planning and Evaluation Office in the Superintendent's Office.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Salaries (includes hourly)	\$37	\$0	\$0
Employee Benefits	\$73	\$0	\$0
Other Charges	\$27,919	\$0	\$0
TOTAL	\$28,029	\$0	\$0

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	0.00	0.00
Assistant Director	0.00	0.00
Manager	0.00	0.00
Coordinator	0.00	0.00
Specialist	0.00	0.00
Clerical	0.00	0.00
TOTAL	0.00	0.00



FINANCIAL: OTHER FUNDS

Community Activities Fund

Children's Services Act Fund

Food and Nutrition Services Fund

Capital Projects Fund

Bond Fund

Debt Service Fund

Grants and Restricted
Programs Fund



Other Funds Summary

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$67,798,944	\$62,379,407	\$67,354,656
County Transfer - One-Time	\$0	\$0	\$1,710,181
Bond Premium	\$15,442,463	\$0	\$0
State	\$6,229,113	\$5,829,054	\$6,546,658
Local	\$19,185,409	\$19,063,535	\$20,480,952
Federal	\$15,760,540	\$14,404,118	\$15,088,400
Carry Forward from Prior Year	\$75,296	\$0	\$180,000
Use of Reserves	\$4,500,000	\$10,997,826	\$4,919,450
TOTAL	\$128,991,765	\$112,673,941	\$116,280,297
EXPENDITURES			
Community Activities Fund	\$17,551,873	\$19,060,622	\$20,244,873
Capital Projects Fund	\$17,550,146	\$6,458,495	\$6,458,495
Debt Service Fund	\$50,311,876	\$58,554,387	\$59,160,562
Food and Nutrition Services Fund	\$9,692,020	\$9,752,931	\$10,728,000
Children's Services Act Fund	\$3,570,826	\$4,225,000	\$4,225,000
Grants and Restricted Programs Fund	\$15,672,952	\$14,622,505	\$15,463,367
TOTAL	\$114,349,694	\$112,673,941	\$116,280,297

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, Aquatics, Drew, Carver, Gunston and Thomas Jefferson Community Centers, and the Career Center. Conceptually, these programs and facilities directly benefit both students and community members and are administered and/or delivered collaboratively by school and county personnel. The level and extent of joint participation among the programs may vary; however, the common element is their collaborative nature. APS site-based staff manages the Community Activities programs and facilities and the APS Finance Department administers the fund.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$5,422,007	\$6,124,426	\$6,125,305
Local Revenue/Fees	\$12,054,571	\$12,936,196	\$14,119,568
Carry Forward from Prior Year	\$75,296	\$0	\$0
TOTAL	\$17,551,874	\$19,060,622	\$20,244,873
EXPENDITURES			
The Humanities Project	\$166,540	\$183,523	\$184,592
Planetarium	\$173,559	\$206,537	\$206,671
Alternatives for Parenting Teens	\$112,962	\$200,231	\$204,912
Extended Day	\$11,187,036	\$11,927,517	\$12,925,889
Aquatics Facilities Management	\$1,818,889	\$2,140,728	\$2,244,118
Career Center	\$920,683	\$983,222	\$1,032,819
Gunston Community Center	\$1,389,413	\$1,483,908	\$1,509,815
Jefferson Community Center	\$1,648,069	\$1,797,669	\$1,830,071
Drew Community Center	\$46,241	\$48,340	\$52,993
Carver Community Center	\$88,481	\$88,948	\$52,993
TOTAL	\$17,551,873	\$19,060,622	\$20,244,873



The Humanities Project

DESCRIPTION

The Humanities Project, an artist-in-education program administered by the Arlington Public Schools, provides cultural enrichment through performances, workshops, residencies, and teacher workshops for each of Arlington's schools. Students at all grade levels experience approximately two visiting artists annually. Through this program, theatre, dance, music, literary and visual arts can be integrated into the curriculum.

MAJOR SERVICES PROVIDED

The major services provided by the Humanities Project can be found at the following link on the APS web site: <http://www.apsva.us/arts-education-overview/the-humanities-project-overview>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

Opening New Schools and Programs

In September 2019, five new schools and programs will be opened. Although much of the staffing, materials and supplies budgeted for these new schools and programs may result from reductions in other schools, additional funds are required. Ongoing line items include staffing, stipends, custodians, materials and supplies, safety, risk, and emergency management, utilities, and maintenance, etc. Start-up costs consists of library materials, instruments, arts, and music supplies, and custodial equipment. Additional details can be found in the Building the Budget section of the Executive Summary on pages 41-45. The following funds were added to the Humanities Project.

Dorothy Hamm Middle School

- ◆ Ongoing funds: \$3,500
- ◆ Start-up funds: None

Montessori Public School of Arlington

- ◆ Ongoing funds: \$3,500
- ◆ Start-up funds: None

The Humanities Project



**FINANCIAL:
OTHER FUNDS**

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$167,120	\$183,523	\$184,592
Carry Forward from Prior Year	(\$580)	\$0	\$0
TOTAL	\$166,540	\$183,523	\$184,592
EXPENDITURES			
Salaries (includes hourly)	\$79,022	\$85,920	\$79,989
Employee Benefits	\$16,583	\$19,908	\$19,908
Purchased Services	\$66,735	\$75,417	\$82,417
Other Charges	\$4,200	\$380	\$380
Materials and Supplies	\$0	\$1,898	\$1,898
TOTAL	\$166,540	\$183,523	\$184,592

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Coordinator	1.00	1.00
TOTAL	1.00	1.00



Planetarium

DESCRIPTION

The David M. Brown Planetarium offers programs to school children and to the general public in astronomy and other related subjects. The Planetarium holds 60 people in a round theatre with a domed ceiling and projection instruments that create a replica of the night sky.

The Planetarium is reserved on school days for use by APS students with programs offered for Kindergarten through Grade 7 as well as preschool classes and the Shriver Program. The Planetarium Director also produces specialized programs for high school classes upon request. On weekends and select weekdays, the staff offers programs for the general public. These include, but are not limited to, adult astronomy courses, “Stars Tonight” (which includes telescope viewing after the show), and multimedia art/science productions.

MAJOR SERVICES PROVIDED

The major services provided by the Planetarium can be found at the following link on the APS web site: <http://apsva.us/planetarium-overview>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$161,757	\$196,537	\$196,671
Local Revenue/Fees	\$14,135	\$10,000	\$10,000
Carry Forward from Prior Year	(\$2,333)	\$0	\$0
TOTAL	\$173,559	\$206,537	\$206,671
EXPENDITURES			
Salaries (includes hourly)	\$103,421	\$104,864	\$104,864
Employee Benefits	\$35,833	\$35,073	\$35,208
Purchased Services	\$30,127	\$38,900	\$38,900
Other Charges	\$1,910	\$20,700	\$20,700
Materials and Supplies	\$489	\$5,000	\$5,000
Capital Outlay	\$1,780	\$2,000	\$2,000
TOTAL	\$173,559	\$206,537	\$206,671

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Teachers	1.00	1.00
TOTAL	1.00	1.00

Alternatives for Parenting Teens



FINANCIAL:
OTHER FUNDS

DESCRIPTION

Arlington Public Schools is committed to addressing the needs of pregnant and parenting teens through its Teenage Parenting Programs (TPP). The mission of TPP is to provide leadership for collaborative, comprehensive services in Arlington County to address the issues of adolescent pregnancy including educational needs, pregnancy prevention, teenage parenting, and healthy families. The Teenage Parenting Programs consist of the following four programs:

- ◆ Family Education Center
- ◆ Outreach for Parenting Teens
- ◆ Alternatives for Parenting Teens
- ◆ Young Fathers Program

Throughout pregnancy and the early stages of parenthood, pregnant and parenting teens are able to attend the Family Education Center (FEC) and remain there the remainder of the school year. At the FEC, students continue their academic studies, are assisted in obtaining prenatal and childcare services, and learn parenting skills.

The Alternatives for Parenting Teens Program (APT), a collaborative program of APS and the Arlington Department of Human Services, serves young mothers and their children. While young mothers continue their academic studies, learn child development and parenting skills, and have access to comprehensive health services, their children are nurtured in the licensed APT Infant Care Center.

The Outreach for Parenting Teens Program (OPT) locates out-of-school pregnant and parenting teens, and facilitates their return to school or vocational training.

The Young Fathers Program (YFP) provides services to the partners of the teen mothers using bilingual, bicultural male staff. The goal is to prepare young fathers for successful fatherhood.

While each program differs in its approach, they all assist teens and young families in accomplishing the following program objectives:

- ◆ Mothers remain in school and earn credit
- ◆ High school graduation or receipt of GED
- ◆ Healthy mothers (appropriate prenatal care)
- ◆ Healthy babies (up-to-date immunizations)
- ◆ Healthy relationships with fathers of babies
- ◆ Postponing subsequent pregnancies until financially able
- ◆ Demonstration of maturity, responsibility, self reliance, and self sufficiency
- ◆ New knowledge and skills regarding child development and positive parenting
- ◆ Contributing, responsible members of society.



Alternatives for Parenting Teens

FISCAL/ORGANIZATIONAL CHANGES FY 2019

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$112,962	\$200,231	\$204,912
TOTAL	\$112,962	\$200,231	\$204,912
EXPENDITURES			
Salaries (includes hourly)	\$84,516	\$145,387	\$148,902
Employee Benefits	\$28,033	\$51,274	\$52,439
Purchased Services	\$413	\$3,571	\$3,571
TOTAL	\$112,962	\$200,231	\$204,912

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Coordinator	1.00	1.00
Program Specialist	0.75	0.75
TOTAL	1.75	1.75

Extended Day



**FINANCIAL:
OTHER FUNDS**

DESCRIPTION

The Extended Day Program supports the APS Strategic Plan goals by providing a safe, enriching and fun environment before and after school each day for over 4,100 children. The Program operates in 24 elementary schools, six middle schools and the Shriver Program, with over 400 child care professionals working to meet the individual needs of each child and the expectations of every family. Extended Day is funded through participation fees and a contribution from Arlington County. The Code of Virginia prohibits school funds from being used for child care programs.

Established in 1969, the Extended Day Program is the state's oldest school-sponsored child care program and a leader in the industry. An integral part of the Arlington community, Extended Day supports the educational mission of the schools by:

- ◆ Offering daily opportunities for children to participate in asset-building activities and experiences.
- ◆ Instilling feelings of value, competence and confidence in each child.
- ◆ Building positive relationships with children, families and the community.
- ◆ Valuing the cultural diversity of the students.
- ◆ Providing a high level of customer service to meet the needs of families.
- ◆ Hiring and training qualified and experienced staff.

The Extended Day Program plays a critical role in the development of young people's social and academic skills and experiences. Cognitive and social competencies are enhanced through the building of positive relationships and participation in a wide variety of activities, including games, art, drama, cooking, science, literacy, recreation and other projects and events.

The Extended Day Program is operated under the Department of Finance and Management Services. Each Extended Day site is licensed by the Virginia Department of Social Services and must meet licensing standards, including requirements for staff qualifications, adult-to-child ratios, programmatic and administrative procedures and expectations and a number of "best practice" principles.

MAJOR SERVICES PROVIDED

The major services provided by the Extended Day Program can be found at the following link on the APS web site: www.apsva.us/extended-day.



Extended Day

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Revenue

- ◆ Revenue is projected to increase by \$998,372 due to increased enrollment and increased expenditures including the opening of two new schools.

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Funds for 2.00 supervisors and 1.00 assistant supervisor are added for the opening of two new schools. (107300/107310/107320-41334, 41356)
- ◆ Hourly accounts are increased \$678,041 as a result of increased participation and the opening of two new schools. (107300/107310/107320/107330-41247, 41242, 41317, 41372, 41377)

Extended Day



**FINANCIAL:
OTHER FUNDS**

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$164,150	\$286,821	\$286,821
Local Revenue/Fees	\$10,949,876	\$11,640,696	\$12,639,068
Carry Forward from Prior Year	\$73,011	\$0	\$0
TOTAL	\$11,187,037	\$11,927,517	\$12,925,889
EXPENDITURES			
Salaries (includes hourly)	7,948,310	8,672,330	\$9,405,572
Employee Benefits	\$1,720,451	\$1,739,655	\$2,092,051
Lapse and Turnover	\$0	(\$217,849)	(\$217,849)
Purchased Services	\$349,685	\$350,075	\$356,575
Other Charges	109,828	284,306	\$138,300
Materials and Supplies	\$1,019,686	\$1,064,000	\$1,114,240
Capital Outlay	\$39,077	\$35,000	\$37,000
TOTAL	\$11,187,036	\$11,927,517	\$12,925,889

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Assistant Director	1.00	1.00
Specialists	3.00	3.00
Clerical	4.00	4.00
Team Leaders	10.00	10.00
Supervisors	29.00	31.00
Assistant Supervisors	23.00	24.00
TOTAL	71.00	74.00



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-Liberty and Yorktown high schools. The Aquatics Office provides Learn to Swim and a Water Safety instruction for all third, fourth, ninth and tenth grade students, in coordination with physical education. Recreational programs are offered by Parks and Recreation at all three sites and are open to Arlington residents during community operating hours.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by the Aquatics Facilities Management Office can be found by following the link on APS web site: <https://www.apsva.us/aquatics>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Revenue

- ◆ Local Revenue is increased a net total of \$75,000 as a result of an increase of \$130,000 from fees collected by Arlington Parks and Recreation program participants and a decrease of \$55,000 from the reduction in APS fees for drop-in swimmers.
- ◆ The County's shared costs for the Aquatics program increases \$110,000.

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ Utility accounts included electricity, heating fuel and water are reduced by \$25,000 to reflect actual and historical costs. (108500-45624, 45630, 45680)

Aquatics Facilities Management



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$840,427	\$905,728	\$824,118
Local Revenue/Fees	\$1,008,112	\$1,235,000	\$1,420,000
Carry Forward from Prior Year	(\$29,650)	\$0	\$0
TOTAL	\$1,818,889	\$2,140,728	\$2,244,118
EXPENDITURES			
Salaries (includes hourly)	\$1,169,125	\$1,328,207	\$1,357,576
Employee Benefits	\$253,265	\$271,383	\$290,501
Purchased Services	(\$194,468)	(\$199,011)	(\$199,011)
Other Charges	\$349,862	\$501,650	\$556,552
Materials and Supplies	\$108,764	\$113,500	\$113,500
Capital Outlay	\$132,341	\$125,000	\$125,000
TOTAL	\$1,818,889	\$2,140,728	\$2,244,118

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Clerical	1.00	1.00
Instructors	6.00	6.00
TOTAL	8.00	8.00



Career Center

DESCRIPTION

The Career Center facility houses the Arlington Career Center, Arlington Tech, the Columbia Pike Branch Public Library, and the Television, Distance Learning and Production Services departments. In addition, the Alternative for Parenting Teens Program and the Outreach Program have found a home at the Career Center. The facility operates year-round Monday through Thursday from 7:30 a.m. until 10:00 p.m.; Friday from 7:00 a.m. until 6:00 p.m.; Saturdays from 8:00 a.m. to 5:00 p.m.; and Sundays from 1:00 p.m. to 9:00 p.m. The principal of the Career Center is responsible for the management of the total facility including supervision, upkeep, maintenance, and security. This budget supports the building custodial staff, security staff, utility costs, and building and equipment repair costs.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ 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 \$1,000. (109600-45624, 45630, 45680)

Career Center



**FINANCIAL:
OTHER FUNDS**

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$921,433	\$983,222	\$1,032,819
Local Revenue/Fees	\$306	\$0	\$0
Carry Forward from Prior Year	(\$1,056)	\$0	\$0
TOTAL	\$920,683	\$983,222	\$1,032,819
EXPENDITURES			
Salaries (includes hourly)	457,220	466,000	\$486,914
Employee Benefits	\$140,530	\$149,573	\$159,255
Purchased Services	\$2,215	\$9,270	\$9,270
Other Charges	286,277	307,600	\$326,600
Materials and Supplies	\$23,133	\$17,405	\$17,405
Capital Outlay	\$11,308	\$33,375	\$33,375
TOTAL	\$920,683	\$983,222	\$1,032,819

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
Custodians	8.50	8.50
TOTAL	9.50	9.50



Gunston Community Center

DESCRIPTION

Gunston is a joint-use facility serving the educational, cultural, recreational and community needs of Arlington County citizens. The facility provides enhanced spaces for all building tenants and users. Systematic procedures are in place to ensure effective shared building use seven days a week.

The Community Activities Fund supports those functions necessary to administer, coordinate and service the many needs of this multi-purpose facility and its users. Administrative services provide for the development and implementation of general rules and procedures, budgeting, and the monitoring of activities and programs. Other responsibilities include the planning of emergency and security procedures, monitoring funding and expenditures and the management of operational staff. An APS/County software program enhances the coordination function by providing accurate and coordinated schedules, up-to-date reports, and resource allocations. This program is accessible to all APS and County staff through an APS web site.

The service function includes ensuring that the administrative, supervisory, technical, custodial and maintenance services are rendered appropriately to meet the multi-faceted needs of Gunston's clientele seven days a week.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ 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 \$15,589. (109600-45624, 45630, 45680)

Gunston Community Center



**FINANCIAL:
OTHER FUNDS**

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,328,089	\$1,483,408	\$1,509,315
Local Revenue/Bldg Rental	\$31,606	\$500	\$500
Carry Forward from Prior Year	\$29,718	\$0	\$0
TOTAL	\$1,389,413	\$1,483,908	\$1,509,815
EXPENDITURES			
Salaries (includes hourly)	\$714,028	\$743,671	\$762,145
Employee Benefits	\$199,162	\$218,821	\$221,843
Purchased Services	\$0	\$0	\$0
Other Charges	\$365,448	\$435,797	\$440,208
Materials and Supplies	\$25,354	\$26,864	\$26,864
Capital Outlay	\$85,422	\$58,755	\$58,755
TOTAL	\$1,389,413	\$1,483,908	\$1,509,815

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	11.00	11.00
Clerical	1.00	1.00
TOTAL	14.50	14.50



Thomas Jefferson Community Center

DESCRIPTION

The Thomas Jefferson facility was conceived and constructed as a shared, joint-use building serving the educational, recreational and community needs of the citizens of Arlington County. The success of such a goal involves blending a large number of utilization and program needs in the Jefferson facility and providing staff to meet these needs. Day-to-day operations require a process to ensure the shared utilization of the facility without interference with established priorities.

The Community Activities Fund supports the segment of the Thomas Jefferson Middle School and Community Center program necessary to administer, coordinate and service the utilization of a multipurpose 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 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

New Funding

- ◆ 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 \$3,090. (109600-45624, 45630, 45680)

Thomas Jefferson Community Center



**FINANCIAL:
OTHER FUNDS**

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,591,347	\$1,747,669	\$1,780,071
Local Revenue/Bldg Rental	\$50,536	\$50,000	\$50,000
Carry Forward from Prior Year	\$6,186	\$0	\$0
TOTAL	\$1,648,069	\$1,797,669	\$1,830,071
EXPENDITURES			
Salaries (includes hourly)	\$838,439	\$874,319	\$890,668
Employee Benefits	\$262,032	\$272,681	\$271,825
Purchased Services	\$2,899	\$2,500	\$2,500
Other Charges	\$451,569	\$540,757	\$557,667
Materials and Supplies	\$11,999	\$30,920	\$30,920
Capital Outlay	\$81,131	\$76,491	\$76,491
TOTAL	\$1,648,069	\$1,797,669	\$1,830,071

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Manager	1.00	1.00
Maintenance	1.50	1.50
Custodians	13.00	13.00
Clerical	1.00	1.00
TOTAL	16.50	16.50



Drew Community Center

DESCRIPTION

The Drew Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department and Adult Education. A summer camp is also based in the Drew facility.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$46,241	\$48,340	\$52,993
TOTAL	\$46,241	\$48,340	\$52,993
EXPENDITURES			
Salaries (includes hourly)	\$36,444	\$38,289	\$34,018
Employee Benefits	\$9,798	\$10,051	\$18,975
TOTAL	\$46,241	\$48,340	\$52,993

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
TOTAL	1.00	1.00

Carver Community Center



**FINANCIAL:
OTHER FUNDS**

DESCRIPTION

The Carver Community Center was established to provide a facility for use by various community organizations. Current building users include the Recreation Department, Senior Citizens Program, Adult Education and Cultural Affairs. This center serves the educational, recreational and community needs of Arlington County citizens. After school programs and summer camps are available.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$88,481	\$88,948	\$52,993
TOTAL	\$88,481	\$88,948	\$52,993
EXPENDITURES			
Salaries (includes hourly)	\$75,083	\$75,088	\$34,018
Employee Benefits	\$13,398	\$13,860	\$18,975
TOTAL	\$88,481	\$88,948	\$52,993

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Resource Assistant	1.00	1.00
TOTAL	1.00	1.00



Children’s Services Act Fund

DESCRIPTION

The Children’s Services Act (CSA) is legislation passed by the Virginia General Assembly in 1993. This act restructured Virginia’s state and local services funding to better meet the needs of children with emotional and behavioral problems and their families; youth at risk of an out-of-the-home placement; youth referred by the school who are in need of services which are not provided by the school; youth placed in foster care; and youth who may be referred by the Juvenile Court. The intent of CSA is to provide programs and services that are child-centered, family-focused, and community-based. This program also seeks to ensure free and appropriate education to students whose severe behavioral and/or emotional problems require a more intensive level of service than can be provided within the existing special education program.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$1,775,415	\$2,239,925	\$2,239,925
Virginia CSA Funding	\$1,795,411	\$1,985,075	\$1,985,075
TOTAL	\$3,570,826	\$4,225,000	\$4,225,000
EXPENDITURES			
Purchased Services	\$2,911,522	\$3,650,000	\$3,650,000
Other Charges	\$659,304	\$575,000	\$575,000
TOTAL	\$3,570,826	\$4,225,000	\$4,225,000



Food and Nutrition Services Fund

DESCRIPTION

The Food and Nutrition Services Office is a self-supporting \$10.7 million business. Over 150 food service professionals take pride in serving 12,500 customers daily at 36 schools and satellite centers. Lunch, breakfast and a la carte items are available at all locations.

The food service program, as an extension of the educational programs in the schools, is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the food service program are administered by the United States Department of Agriculture through the regional office and implemented within the Commonwealth of Virginia by the State Department of Education.

The program's objective is to improve the health of students by providing a variety of palatable, high-quality, safe, nutritious foods that students will enjoy eating at a price affordable to them. Students are provided the opportunity to make educated, healthy food choices that will have positive long-term health, academic and physical outcomes.

The program supports the educational mission of the schools through:

- ◆ Providing a variety of nutritious choices that meet the Dietary Guidelines for Americans.
- ◆ Offering a high level of customer service.
- ◆ Valuing the cultural diversity of our students.
- ◆ Hiring and training the best staff possible.

MAJOR SERVICES PROVIDED

- ◆ The major services provided by Food and Nutrition Services can be found at the following link on the APS web site: <http://apsva.us/food-and-nutrition-services>.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Revenue

- ◆ Local revenue is increased \$555,000 to reflect increased participation, the opening of two new schools, and a five cent increase in elementary, secondary, and adult full price meal prices.
- ◆ Federal revenue is increased \$240,069 to reflect increased reimbursement as a result of increased participation.
- ◆ Food and Nutrition Services is estimating to use \$180,000 from prior year carry forward to purchase new equipment.

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.



Food and Nutrition Services Fund

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Carry Forward from Prior Year	\$0	\$0	\$180,000
Local Revenue	\$4,744,633	\$4,255,000	\$4,810,000
State Revenue	\$129,552	\$188,000	\$188,000
Federal Revenue	\$5,681,988	\$5,309,931	\$5,550,000
TOTAL	\$10,556,173	\$9,752,931	\$10,728,000
EXPENDITURES			
Salaries (includes hourly)	\$3,307,593	\$3,182,733	\$3,636,042
Employee Benefits	\$869,492	\$1,007,676	\$1,004,735
Purchased Services	\$17,462	\$12,650	\$12,500
Other Charges	\$10,375	\$288,872	\$268,723
Materials and Supplies	\$5,479,838	\$5,241,000	\$5,656,000
Capital Outlay	\$7,259	\$20,000	\$150,000
TOTAL	\$9,692,020	\$9,752,931	\$10,728,000

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Management Staff	4.00	4.00
Clerical	1.00	1.00
TOTAL	6.00	6.00



Capital Projects Fund

DESCRIPTION

The Capital Projects Fund provides funding to support the Minor Construction/Major Maintenance (MC/MM) program as well as Major Construction projects funded by current revenues as outlined in the Capital Improvement Plan. Staff costs for personnel who manage the MC/MM are included in this fund. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

MAJOR SERVICES PROVIDED

- ◆ Project planning
- ◆ Major scheduled maintenance
- ◆ Systems replacements
- ◆ Minor capital projects
- ◆ Major capital projects at the School Board's discretion

FISCAL/ORGANIZATIONAL CHANGES FY 2020

In the FY 2020 budget, all MC/MM accounts, excluding salaries and benefits, are funded with one-time funds from the County transfer and Future Budget Years reserve.

Salaries and Benefits

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.
- ◆ Fringe benefits are adjusted based on rate changes, staffing changes, and historical trends.

One-Time Funding

- ◆ One-time funds of \$750,000 for relocatables added in FY 2019 are eliminated in FY 2020. (110000-48600)
- ◆ One-time funds of \$772,500 are added to redistribute existing relocatables as necessary. (110000-48600)

Baseline Decreases/Net Zero Adjustments

- ◆ Each year a committee is assembled to determine which MC/MM projects will be undertaken for the upcoming budget year. As a result, funding in all MC/MM accounts are adjusted and realigned accordingly to reflect the estimated costs of the projects the committee agrees to complete. These changes net to a zero.



FINANCIAL:
OTHER FUNDS

Capital Projects Fund

FY 2020 MC/MM PROJECTS BY LOCATION

LOCATION	PROJECT	FUNDS
Hamm	SB Directive—Reconfigure Entrance	\$250,000
Abingdon	HVAC	\$90,000
Arlington Traditional	Flooring Painting	\$253,094
		\$118,450
		\$371,544
Barrett	Safety	\$80,000
Campbell	Flooring Signage	\$50,000
		\$50,000
		\$100,000
Career Center	HVAC	\$55,000
Carlin Springs	HVAC	\$100,000
Claremont	Safety	\$75,000
Drew	Fields/Grounds	\$300,000
Gunston	Fields and Grounds	\$279,175
Jefferson	HVAC Theater Safety	\$35,000
		\$25,000
		\$60,000
Kenmore	Flooring	\$35,000
Key	Flooring Safety/Security	\$25,000
		\$15,000
		\$40,000
Langston	HVAC	\$30,000
Long Branch	HVAC	\$100,000
McKinley	Safety/Security	\$15,000
Oakridge	Safety/Security	\$15,000
Swanson	HVAC Safety	\$25,000
		\$50,000
		\$75,000
Tuckahoe	Playground	\$250,000
Washington-Liberty	HVAC	\$75,000
Subtotal Projects by Location		\$2,395,719

FY 2020 MC/MM SYSTEM-WIDE PROJECTS

PROJECT	FUNDS
ADA	\$79,568
Annual Gym Safety	\$90,177
Concrete/Paving	\$106,090
Consulting Fees	\$148,526
Fields/Grounds	\$106,090
Flooring	\$53,045
General Reserve	\$983,667
HVAC	\$636,540
Indoor Air Quality	\$58,350
Kitchen Equipment	\$103,000
Painting	\$79,568
Plumbing	\$106,090
Relocatables	\$772,500
Roofing	\$132,613
Salary/Administrative Costs	\$131,952
Security	\$400,000
Theater Safety	\$75,000
Subtotal MC/MM System-Wide	\$4,062,776
GRAND TOTAL MC/MM	\$6,458,495

Capital Projects Fund



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer	\$11,589,645	\$127,048	\$131,952
County Transfer - One-Time	\$0	\$0	\$1,710,181
Use of Reserves	\$3,200,000	\$6,331,447	\$4,616,362
Bond Premium	\$15,442,463	\$0	\$0
State	\$713,467	\$0	\$0
TOTAL	\$30,945,576	\$6,458,495	\$6,458,495
EXPENDITURES			
Salaries (includes hourly)	\$84,448	\$108,805	\$98,862
Employee Benefits	\$21,892	\$36,073	\$33,090
Purchased Services	\$1,070,073	\$430,000	\$400,053
Other Charges	\$132,783	\$390,956	\$983,667
Materials and Supplies	\$819,487	\$1,085,000	\$1,095,463
Capital Outlay	\$15,421,463	\$4,407,662	\$3,847,360
TOTAL	\$17,550,146	\$6,458,495	\$6,458,495

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Project Manager	1.00	1.00
TOTAL	1.00	1.00



Bond Fund

DESCRIPTION

While Major Construction projects may be partially funded by current revenues in the Capital Projects Fund, these types of projects are generally financed through debt instruments and accounted for in the Bond Fund. It is the school system's practice to fund the design of a large project in one bond and to fund the construction two years later in the next bond. Generally, the construction cost estimates are based on architectural plans that have been approved by the School Board. This ensures that estimates take into account the full scope of the approved projects, as well as construction market conditions. Once a project budget is approved, the School Board must be notified if the costs of a project are expected to vary from that budget. In FY 2016, the School Board elected to move the staff costs for personnel who manage bond-funded construction projects to the Bond Fund.

Funding for the projects in the Bond Fund comes from bond financing generated through the sale of municipal bonds. Arlington County issues general obligation bonds which must be approved by the County's voters. Arlington County's practice is to schedule bond referenda for even-numbered calendar years (which correspond to odd-numbered fiscal years). Arlington County first began issuing bonds for the school system in 1988. Since then, each referendum has been approved by no less than 73 percent of the voters.

On June 21, 2018, the School Board adopted the FY 2019 – FY 2028 Capital Improvement Plan which outlines the major capital projects for the next ten years as well as funding needs for those projects, including any bond referenda. In November of 2018, voters approved the 2018 bond referendum of \$103.0 million. This funding will be used for the new elementary school at the Reed site, renovations at the Career Center for Arlington Tech, planning and design of the Career Center project to include field and parking garage with planning and design of the 800-seat addition and performing arts facility coming in later years, renovations at the Education Center to add 600 new high school seats, and other infrastructure projects such as HVAC and roofing.

In the spring of 2019, the County sold an additional \$12.0 million of APS bonds from the 2016 bond referendum. These funds will be used to cover a portion of the construction costs for the new middle school at the Stratford site, construction costs of the new school at the Wilson site, the addition of 300 seats at the Career Center/Arlington Tech, a portion of planning for secondary seats, and infrastructure projects including HVAC and roofing. The County also sold \$51.1 million of APS bonds from the 2018 bond referendum. These funds will be used for the new elementary school at the Reed site, renovations at the Career Center for Arlington Tech, planning and design of the Career Center project to include field and parking garage with planning and design of the 800-seat addition and performing arts facility coming in later years, renovations at the Education Center to add 600 new high school seats, and other infrastructure projects such as HVAC and roofing.

MAJOR SERVICES PROVIDED

- ◆ Project planning
- ◆ Oversight of budget schedule, quality, and program compliance
- ◆ Coordination of stakeholder input through all phases
- ◆ Coordination of design team and construction team
- ◆ Collecting community input and communicating with community
- ◆ Resolution of special problems associated with major capital projects

Bond Fund



FINANCIAL:
OTHER FUNDS

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits Adjustments

- ◆ Salaries are adjusted for a step increase for eligible employees and for changes resulting from retirement, separation, or reclassification.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$0	\$0	\$0
County Transfer Re-Estimate	\$0	\$0	\$0
Carry Forward from Prior Year	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0
EXPENDITURES			
Salaries (includes hourly)	\$875,147	\$930,093	\$938,704
Employee Benefits	\$314,339	\$342,061	\$344,356
Purchased Services	\$0	\$0	\$0
Other Charges	\$0	\$0	\$0
Materials and Supplies	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0
TOTAL	\$1,189,486	\$1,272,154	\$1,283,060

POSITION SUMMARY

	FY 2019	FY 2020
STAFFING	ADOPTED	ADOPTED
Director	1.00	1.00
Project Manager	6.00	6.00
Clerical	1.25	1.25
TOTAL	8.25	8.25

The costs and positions listed in the tables above are not included in the overall budget totals.



Debt Service Fund

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local governing body, the Arlington County Board. The Virginia Constitution requires that long-term debt be approved only by voter referendum, and there is no statutory limit on the amount of debt the voters can approve. Arlington Public Schools is responsible for paying Arlington County for all debt incurred for school purposes.

The School Board manages its debt service to ensure compliance with the County’s fiscal policies regarding the prudent use of bond financing which, coupled with expanded policies regarding County reserves and planning and budgeting, help ensure maintenance of the County’s triple-A ratings. The policies include the following ratios:

- ◆ Ratio of Tax supported Debt Service to General Expenditures (10%)
- ◆ Ratio of Tax supported General Obligation Debt and Subject to Appropriation Financing to Market Value of County Taxable Real and Personal Property (3%)
- ◆ Ratio of Tax supported General Obligation Debt to Resident Per Capita Income (6%)
- ◆ Ratio of growth in debt service should be consistent with the projected growth of revenues and not exceed the average ten-year historical revenue growth. Average annual growth in debt service is estimated at 3.5%.

The chart below demonstrates the County’s planned adherence to these debt management policies. This analysis is based on the Adopted FY 2019-FY 2028 Capital Improvement Program (CIP) with updates for revised project cashflows where appropriate.

DEBT RATIO FORECAST

DEBT RATIO	FY 2020 PROJECTED	FY 2021 PROJECTED	FY 2022 PROJECTED	FY 2023 PROJECTED	FY 2024 PROJECTED	FY 2025 PROJECTED	FY 2026 PROJECTED	FY 2027 PROJECTED	FY 2028 PROJECTED
Debt Service as % of Expenditures (not to exceed 10%)	8.90%	9.22%	9.46%	9.58%	9.67%	9.69%	9.68%	9.68%	9.66%
Net Tax Supported Debt as % of Market Valuation	1.5%	1.5%	1.5%	1.5%	1.5%	1.4%	1.4%	1.4%	1.4%
Net Tax-Supported General Obligation Debt to Income (not to exceed 6%)	5.5%	5.4%	5.3%	5.1%	5.1%	4.9%	4.7%	4.6%	4.6%
% Growth in Tax-Support Debt Service - County/ Schools	4.0%	3.7%	5.0%	3.8%	3.6%	3.0%	2.8%	3.0%	2.7%



Debt Service Fund

DESCRIPTION

The Debt Service Fund was established as a separate fund in 1991. It reflects the budget for obligated debts of the School Board incurred for renewal of and major additions to Arlington schools. The Debt Service Fund supports the construction and major renovations funded by bond issues approved by Arlington voters. Referenda, held every other year since 1988, have received overwhelming support from the voters of Arlington.

In November 2018, voters approved a school bond referendum granting Arlington County the authority to issue and sell General Obligation Bonds in the amount of not more than \$103.0 million to fund school construction projects. Since 1988, when Arlington Public Schools first published a Capital Improvement Plan, and including the bonds sold in 2019, bonds totaling \$952.2 million have been sold. The FY 2020 Budget includes funds to pay the debt on all bonds previously sold as well as \$63.1 million in bonds issued in Spring 2019.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Other Uses of Funds

- ◆ Debt service for FY 2020 will increase by an estimated \$606,175 as a result of bonds to be issued in Spring 2019 for the construction of the projects outlined in the School Board's Adopted FY 2019 – FY 2028 Capital Improvement Plan.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
County Transfer Funds	\$49,011,876	\$53,888,008	\$58,857,475
Use of Reserves	\$1,300,000	\$4,666,379	\$303,088
TOTAL	\$50,311,876	\$58,554,387	\$59,160,562
EXPENDITURES			
Other Uses of Funds	\$50,311,876	\$58,554,387	\$59,160,562
TOTAL	\$50,311,876	\$58,554,387	\$59,160,562



Debt Service Fund

The chart below outlines the principal and interest payments through maturity for all existing debt and the projected debt issuance outlined in the FY 2019 – FY 2028 CIP as adopted by the School Board on June 21, 2018.

BOND AMORTIZATION

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2020	\$45,748,214	\$28,730,491	\$74,478,705
2021	\$46,487,751	\$28,892,383	\$75,380,133
2022	\$46,942,992	\$28,742,273	\$75,685,266
2023	\$47,521,999	\$28,029,978	\$75,551,978
2024	\$49,346,500	\$27,989,403	\$77,335,903
2025	\$53,051,500	\$29,070,445	\$82,121,945
2026	\$51,986,500	\$27,532,828	\$79,519,328
2027	\$55,631,500	\$25,847,419	\$81,478,919
2028	\$52,756,500	\$25,292,582	\$78,049,082
2029	\$52,421,500	\$25,644,724	\$78,066,224
2030	\$52,291,500	\$23,319,330	\$75,610,830
2031	\$50,961,500	\$21,002,285	\$71,963,785
2032	\$49,301,500	\$18,760,588	\$68,062,088
2033	\$46,871,500	\$16,577,431	\$63,448,931
2034	\$42,196,500	\$14,502,025	\$56,698,525
2035	\$40,371,500	\$12,503,125	\$52,874,625
2036	\$38,871,500	\$10,600,725	\$49,472,225
2037	\$37,246,500	\$8,767,075	\$46,013,575
2038	\$33,486,500	\$7,049,250	\$40,535,750
2039	\$23,751,500	\$5,534,500	\$29,286,000
2040	\$17,425,000	\$4,378,625	\$21,803,625
2041	\$15,307,500	\$3,507,375	\$18,814,875
2042	\$13,455,000	\$2,742,000	\$16,197,000
2043	\$12,015,000	\$2,069,250	\$14,084,250
2044	\$9,915,000	\$1,468,500	\$11,383,500
2045	\$6,485,000	\$972,750	\$7,457,750
2046	\$5,550,000	\$648,500	\$6,198,500
2047	\$4,720,000	\$371,000	\$5,091,000
2048	\$2,700,000	\$135,000	\$2,835,000
TOTAL	\$1,004,817,456	\$430,681,860	\$1,435,499,316

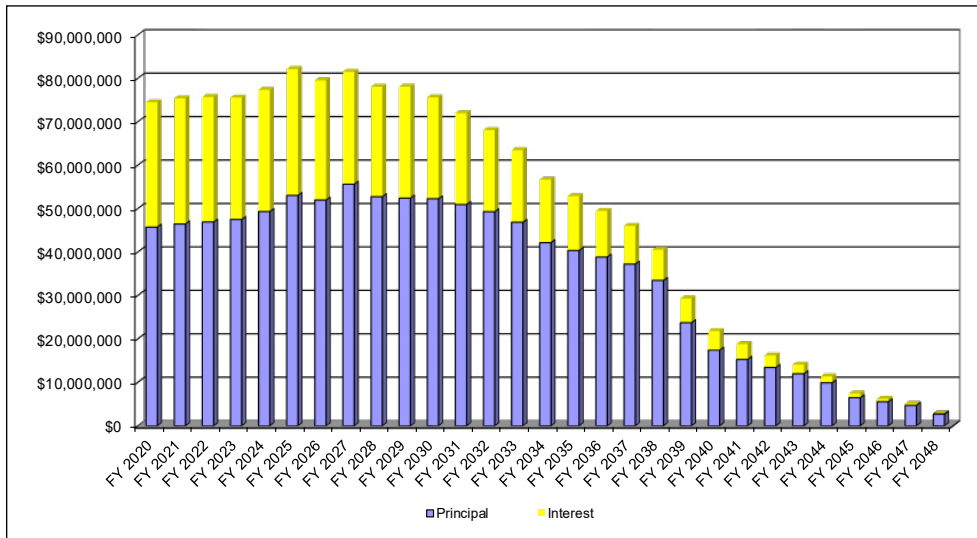


Debt Service Fund

Since FY 2002, Arlington County voters have authorized \$783.4 million in bonds of which \$665.9 million has been issued. The sale of bonds results in increasing debt service for APS. Assuming voter approval of upcoming bond referenda, APS is expected to sell \$411.6 million in bonds for FY 2019-2028. This is based on the FY 2019-2028 Capital Improvement Plan adopted on June 21, 2018.

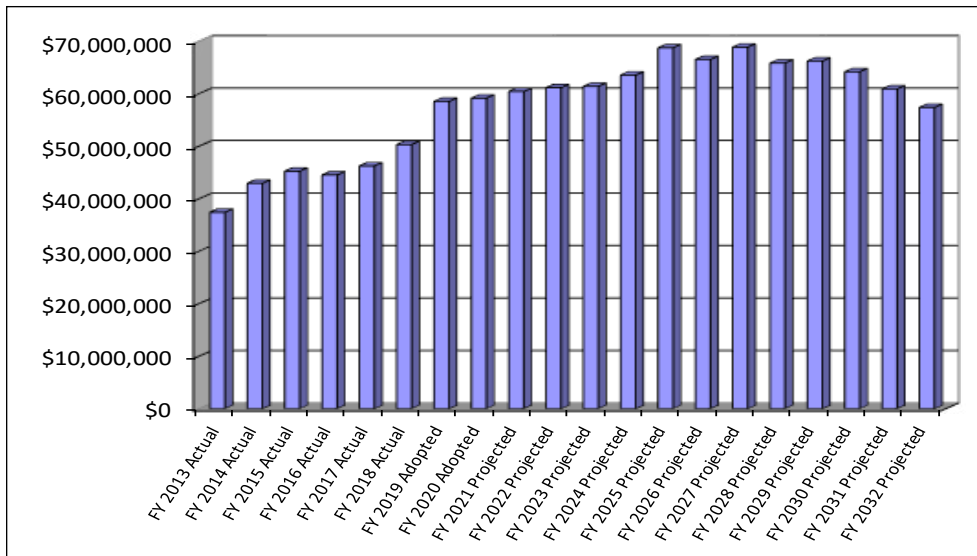
The chart below illustrates graphically bond amortization through maturity as outlined in the previous chart.

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 2019 Adopted Budget, debt service increases 1.0 percent in FY 2020.

DEBT SERVICE TRENDS





Grants and Restricted Programs Fund

DESCRIPTION

The Grants and Restricted Programs Fund represents funding received by Arlington Public Schools through fees, grants and awards over and above those funds appropriated through the regular budget process. The Grants and Restricted Programs Fund is further broken down by source of funds. The sources are Federal, State, Local/County and Combined. Within each of these sources there could be three categories; Entitlement, Discretionary, and Adult Education Grants. Entitlement funds are monies that Arlington Public Schools is entitled to receive for various reasons. The entitlement funds are included in per pupil costs. Discretionary funds are monies Arlington Public Schools applies for and are awarded on a discretionary basis by the grantor.

Grants and Restricted Programs funds are centrally managed by the Department of Teaching and Learning to ensure the requirements of the grant are met and the funds are allocated to the schools with the greatest needs.

FISCAL/ORGANIZATIONAL CHANGES FY 2020

Salaries and Benefits

- ◆ Funding for a 1.00 FTE federal program coordinator is moved to the School Operating Fund. This coordinator is responsible for Title I, Title II and Title III federal grants management. Due to grants regulations, this combined position cannot be covered through the federal grants as it was previously adopted in the FY 2019 budget.
- ◆ Funding for a 0.20 administrative assistant position is added to the Office of English Learners' School Operating Fund. Funding for clerical functions are no longer allowed under Title III.
- ◆ The Grants and Restricted Programs position total is based on FY 2019 actual positions. The FY 2019 actual positions total 143.20. Based on this, the total expected positions for FY 2020 is 143.20 which includes the reallocation of 1.20 FTEs to the School Operating Fund.

Grants and Restricted Programs Fund



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
REVENUE			
Local Revenue	\$2,386,205	\$1,872,339	\$1,551,384
State Revenue	\$3,590,683	\$3,655,979	\$4,373,583
Federal Revenue	\$10,078,552	\$9,094,187	\$9,538,400
TOTAL	\$16,055,440	\$14,622,505	\$15,463,367
EXPENDITURES			
Salaries (includes hourly)	\$9,326,222	\$8,946,368	\$9,460,826
Employee Benefits	\$2,862,903	\$2,662,184	\$2,815,272
Purchased Services	\$867,484	\$566,741	\$599,332
Other Charges	\$321,732	\$274,357	\$290,134
Materials and Supplies	\$915,850	\$592,693	\$626,776
Capital Outlay	\$1,378,761	\$1,580,162	\$1,671,029
TOTAL	\$15,672,952	\$14,622,505	\$15,463,367

POSITION SUMMARY

	FY 2019
	ACTUALS
Analyst	1.00
Clerical	14.00
Coordinator	8.75
Instructional Assistant	68.40
Specialist	5.15
Supervisor	1.00
Teacher	44.90
TOTAL	143.20



Grants and Restricted Programs Fund

FEDERAL FUNDS

Federal funds are awarded directly to APS from federal agencies such as the Department of Education or appropriated to the State of Virginia and then reallocated to various jurisdictions. Examples include the Air Force Jr. ROTC funds that are sent directly to APS and Every Student Succeeds Act (ESSA) funds that the State receives and then makes the award or passes the funding through to the local school districts.

Federal Entitlement Grants

IDEA, Part B – Preschool Allocation requires schools to serve the educational needs of eligible students with disabilities. Section 619, specifically targets kids with delays or disabilities between ages of 3 and 5 and provides APS with funding to serve preschoolers with special education needs and disabilities.

The Individuals with Disabilities Education Act (IDEA) is a federal law that requires schools to serve the educational needs of eligible students with disabilities. IDEA provides APS additional resources that help the school district to provide a free appropriate public education (FAPE) to children with disabilities. IDEA requires APS to find and evaluate students suspected of having disabilities, at no cost to parents. Once kids are identified as having a disability, APS provides them with special education and related services to meet their unique needs.

Title I, Part A funds are allocated by the United States Department of Education to each state as determined by regulatory formula. Funds allocated through this process to the Commonwealth of Virginia are then allocated by the Virginia Department of Education to each Virginia school division as determined by state formula. APS identifies eligible Title I schools within the division per Title I regulations, of which a primary factor is the percent of free and reduced meal recipients at each school in the division. APS applies an early intervention model, focusing the funds for impact at the elementary level. Participating schools share the total APS allocation and each school's share of the funds is calculated by a state-supplied tool. The primary factor in this calculation is the number of students at each Title I school as reported in the preceding year's March 31 Student Record Collection. Each Title I school follows the process set forth in the grant regulations and guidance to determine how its share of the funds will be spent to meet the needs of the school and program requirements and guidelines.

Title II, Part A funds are allocated by the United States Department of Education to each state as determined by regulatory formula. Funds allocated through this process to the Commonwealth of Virginia are then allocated by the Virginia Department of Education to each Virginia school division as determined by formula. Title II, Part A regulations include an opportunity to fund certain positions that effectively reduce class sizes (beyond that which is determined by the Virginia Standards of Quality, APS Planning Factors, and any Commonwealth grant and/or matching programs in which APS participates). Arlington Public Schools has historically elected to spend the majority of its Title II, Part A allocation for this purpose. Positions are currently allocated, to the extent that funding is available, to schools actively or recently participating in the Executive Leadership Cohort for schools identified for improvement by the Virginia Department of Education.

Title III, Part A provides additional funding to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III also ensures all English learners meet the same challenging State academic standards that all children are expected to meet. Title III, Part A provides school-based supplemental positions and central level support.

Grants and Restricted Programs Fund



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Preschool Allocation	\$112,959	\$106,696	\$111,110
Special Education - IDEA	\$5,146,398	\$4,872,742	\$5,121,861
Title I, Part A	\$2,312,702	\$2,285,022	\$2,433,997
Title II, Part A	\$596,318	\$467,773	\$498,522
Title III, Part A-Limited English	\$855,002	\$579,796	\$580,791
TOTAL ENTITLEMENT GRANTS	\$9,023,379	\$8,312,029	\$8,746,281

POSITION SUMMARY BY SCHOOL (FY 2019 ACTUALS)

LOCATION	SPECIAL EDUCATION-IDEA			TITLE I, PART A	TITLE II, PART A	TITLE III, PART A	TOTAL POSITIONS
	CLERICAL	INSTRUCTIONAL ASSISTANTS	TEACHER	TEACHER	TEACHER	INSTRUCTIONAL ASSISTANTS	
ELEMENTARY							
Abingdon		2.00		1.50			3.50
Arlington Traditional		2.00					2.00
Ashlawn		4.00					4.00
Barcroft		1.00		1.40	1.00	0.50	3.90
Barrett		3.50		2.00	1.00		6.50
Campbell				1.40		0.50	1.90
Carlin Springs		3.00		2.70	1.00		6.70
Discovery		2.00					2.00
Drew Model		2.00		2.00			4.00
Glebe		1.00					1.00
Hoffman-Boston		1.00		2.00			3.00
Integration Station	1.00		1.00				2.00
Jamestown		2.00					2.00
Key		2.00					2.00
McKinley		2.00					2.00
Nottingham		2.00					2.00
Oakridge		1.00					1.00
Randolph		1.00		2.00	1.00		4.00
Tuckahoe		3.00					3.00
Elementary Total	1.00	34.50	1.00	15.00	4.00	1.00	56.50



FINANCIAL:
OTHER FUNDS

Grants and Restricted Programs Fund

LOCATION	SPECIAL EDUCATION—IDEA			TITLE I, PART A	TITLE II, PART A	TITLE III, PART A	TOTAL POSITIONS
	CLERICAL	INSTRUCTIONAL ASSISTANTS	TEACHER	TEACHER	TEACHER	INSTRUCTIONAL ASSISTANTS	
SECONDARY							
Gunston		1.00					1.00
Kenmore		1.00				0.50	1.50
Swanson		1.00					1.00
Wakefield		1.00				1.40	2.40
Washington-Liberty		3.00					3.00
Williamsburg		1.00					1.00
Yorktown		3.00					3.00
Secondary Total	0.00	11.00	0.00	0.00	0.00	1.90	12.90
OTHER SCHOOLS/PROGRAMS							
Career Center		1.00					1.00
Shriver Program		5.00					5.00
Other Schools/Programs Total	0.00	6.00	0.00	0.00	0.00	0.00	6.00
TOTAL	1.00	51.50	1.00	15.00	4.00	2.90	75.40

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	SPECIAL EDUCATION—IDEA	TITLE I, PART A	TITLE III, PART A	TOTAL POSITIONS
Analyst		1.00		1.00
Clerical	5.00	1.00		6.00
Coordinator	1.00	1.00	1.00	3.00
Instructional Assistants	1.00			1.00
Specialist	1.80	0.50		2.30
Teacher	16.90			16.90
Total	25.70	3.50	1.00	30.20



Grants and Restricted Programs Fund

Federal Discretionary Grants

The **21st Century Community Learning Centers grant** (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local after school, before school and summer learning programs. Each state receives funds based on its share of Title I funding for low-income students and pass them to its school divisions. APS uses these funds to run an after-school program at Carlin Springs and provide instructional and developmental opportunities to vulnerable children and families in South Arlington.

Air Force Junior ROTC grant was established to promote aerospace education throughout classrooms. Funds may be used for any aerospace education related activity from instruction, purchasing textbooks or videotapes, to going on a field trip to an aerospace museum, Air Force base or other aerospace facility. APS uses this funding to educate and train high school students in citizenship, promote community service, instill responsibility, character and self-discipline, and provide instruction in air and space fundamentals.

The **Starttalk Chinese and Arabic Program** is a federal grant provided by the National Security Agency to APS with the intent to support the learning of foreign languages. It is a three-week summer program, planned for middle school students to provide an initial exploratory language experience in Arabic and Chinese for students who have had no background or previous instruction in these languages and to offer a maintenance and enrichment experience to those who have previously enrolled in the APS programs or other Arabic and Chinese language classes.

The **NOAA Bay Watershed Education and Training grant** are provided by the United States Department of Commerce through the National Oceanic and Atmospheric Administration Office to support locally relevant, authentic experiential learning for K-12 audiences through meaningful watershed educational experiences. APS uses this funding for professional development of science and biology teachers to engage their students in meaningful project-based learning that contributes to a greater understanding of and stewardship towards the Chesapeake Bay watershed. Teachers provide students with a comprehensive understanding of how stormwater runoff affects the local watershed and assists students in developing solutions through project-based learning.

The **IDEA Parent Resource Center grant** provides special education-training and information for parents of children with disabilities.

The **IDEA Special Olympics grant** provides opportunities for individuals with intellectual disabilities to engage in sports training and competitive activities, leading to improvements in the quality of life.

Project Extra Step supported helps APS provide programs to assist in the creation of successful academic experiences for students experiencing homelessness. Arlington Public Schools is committed to providing support to these students and ensuring that they are identified, enrolled and have access to academic programs offered by the school district.



Grants and Restricted Programs Fund

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
21st Century Grant	\$29,148	\$33,727	\$37,650
Air Force Jr ROTC	\$65,070	\$68,248	\$69,046
Americorps	\$8,465	\$0	\$0
Chinese & Arabic	\$72,179	\$85,413	\$85,042
NOAA Bay Watershed Education and Training	\$54,348	\$125,000	\$100,000
IDEA Parent Resource Center	\$7,575	\$0	\$5,000
IDEA Special Olympics	\$654	\$0	\$2,000
Project Extra Step	\$29,889	\$30,000	\$35,000
TOTAL DISCRETIONARY GRANTS	\$267,327	\$342,388	\$333,738

POSITION SUMMARY BY SCHOOL (FY 2019 ACTUALS)

	AIR FORCE JR ROTC	TOTAL POSITIONS
LOCATION	TEACHER	
OTHER SCHOOLS/PROGRAMS		
Career Center	1.00	1.00
Other Schools/Programs Total	1.00	1.00
TOTAL	1.00	1.00



Grants and Restricted Programs Fund

Federal Adult Education Grants

The **Adult Education and Family Literacy Act (AEFLA)** funds are provided in the context of the Workforce Innovation and Opportunity Act to support innovative strategies to keep pace with changing economic conditions, seeks to improve coordination between the primary federal programs that support employment services, workforce development, adult education and vocational rehabilitation activities.

The **Integrated English Literacy and Civics Education (IELCE)** funds are provided to assist and provide services to adult English learners to enable them to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. These funds are used to provide instruction with concurrent integrated education and training to adult English language learners to improve their language skills and increase their employability along two career pathways; hospitality and information technology services.

The **Carl D. Perkins Career and Technical Education Improvement Act** of 2006, supports the development of academic and career and technical skills among secondary education students and postsecondary education students who elect to enroll in career and technical education (CTE) programs, sometimes referred to as vocational education programs. APS uses these funds to provide career-technical instruction and support students who are disabled, economically disadvantaged, single parents, displaced homemakers and/or English learners.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Adult Education & Family Literacy Act (AEFLA)	\$8,769	\$8,770	\$8,770
Integrated English Literacy & Civics Education (IELCE)	\$190,632	\$150,000	\$150,000
Perkins Reserve Fund	\$0	\$0	\$3,000
Vocational Disadvantaged-Perkins	\$217,172	\$259,000	\$280,000
TOTAL ADULT EDUCATION GRANTS	\$416,573	\$417,770	\$441,770

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	AEFLA	IELCE	TOTAL POSITIONS
Clerical	0.25	0.10	0.35
Specialist	0.62	0.43	1.05
TOTAL	0.87	0.53	1.40



Grants and Restricted Programs Fund

STATE FUNDS

State funds represent grants made by the State to local school districts for a specific purpose such as technology, at-risk youth, adult education, etc. Various factors such as enrollment, free and reduced lunch applications and the local composite index are used to determine the funding amount.

State Entitlement Grants

The **Career and Technical Education Equipment grant** is provided for the acquisition and upgrade of equipment for their Career and Technical Education programs to meet standards in high-demand, high-skill and fast-growth industry sectors.

The **Early Intervention Reading Initiative (EIRI)** provides funding to serve students from kindergarten to third grade in order to reduce the number of children with reading problems through early diagnosis and immediate intervention. APS is obligated to match these funds and must administer a diagnostic assessment to students identified as needing reading intervention, through a contract with the University of Virginia (UVA), the Phonological Awareness Literacy Screening (PALS) is provided to school divisions at no charge. Based on assessments, APS provides additional reading instruction to identified students which includes the use of special reading teachers and computer-based reading programs.

The **Mentor Teacher Program** provides funding aimed at supporting educator productivity and accountability. The elements of the legislation include the evaluation and training of teachers, salary supplements for teachers receiving National Board Certification, and the mentoring of new teachers. APS with a combination of state and local funds has established a New Teachers Mentor Program that meets state guidelines.

The **Virginia Preschool Initiative** distributes state funds to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds. The purpose of the grant is to reduce disparities among young children upon formal school entry and to reduce or eliminate those risk factors that lead to early academic failure.

The **State Standards of Learning Algebra Readiness** initiative provides funding for mathematics intervention resources and services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. The school division is required to match these funds. APS offers an intervention program to targeted students at risk which provides additional instructional hours and monitors students' progress to demonstrate improvement.

The **Virginia Public School Authority (VPSA) School Educational Technology grant** provides funding to establish/improve a computer-based instructional and testing system for the Standards of Learning (SOL) and to develop the capability for high speed internet connectivity at the school division. In addition, APS can use these grant funds to purchase handheld multifunctional computing devices that support a broad range of applications and that are controlled by operating systems providing full multimedia support and mobile Internet connectivity. APS is required to match 20 percent of the total grant.

Grants and Restricted Programs Fund



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Career Tech Ed Equipment	\$36,794	\$33,000	\$39,747
Early Reading Intervention	\$43,232	\$121,146	\$142,439
Mentor Teacher Program	\$1,110	\$15,512	\$17,747
Preschool Initiative	\$1,046,586	\$1,625,782	\$1,682,716
SOL Algebra	\$366,987	\$70,700	\$71,565
Technology Grants	\$1,130,791	\$882,000	\$882,000
TOTAL ENTITLEMENT GRANTS	\$2,625,500	\$2,748,140	\$2,836,214

POSITION SUMMARY BY SCHOOL (FY 2019 ACTUALS)

LOCATION	PRESCHOOL INITIATIVE		TOTAL POSITIONS
	INSTRUCTIONAL ASSISTANTS	TEACHERS	
ELEMENTARY			
Abingdon	1.00		1.00
Ashlawn	1.00		1.00
Barrett	1.00		1.00
Campbell	1.00		1.00
Carlin Springs	1.00		1.00
Claremont	1.00	1.00	2.00
Hoffman-Boston	4.00	2.00	6.00
Key	1.00	1.00	2.00
Randolph	1.00	1.00	2.00
Elementary Total	12.00	5.00	17.00
TOTAL	12.00	5.00	17.00

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	PRESCHOOL INITIATIVE	TOTAL POSITIONS
Clerical	1.00	1.00
Coordinator	1.00	1.00
Total	2.00	2.00



Grants and Restricted Programs Fund

State Discretionary Grants

The **Adult Education and Family Literacy Act (AEFLA)** of the Workforce Innovation and Opportunity Act is the principal source of funding for States for adult educational programs. The purpose of AEFLA's basic state grant program is to assist adults in: becoming literate; obtaining the knowledge and skills necessary for employment and self-sufficiency; obtaining the necessary education and skills to become full partners in the educational development of their children; and completing secondary education or its equivalent.

The **General Adult Education grant** provides funds under the Workforce Innovation and Opportunity Act (WIOA) to develop, implement, and improve adult education and literacy in Virginia. These funds are used to provide English language instruction for limited English proficient adults with the Arlington Adult ESOL program.

The **Individual Student Alternative Education Plan (ISAEP)** provides funding for individualized educational services for students 16 years of age and older to help them prepare to earn a high school equivalency credential while also developing career and technical skills. The ISAEP program provides an alternative pathway for qualifying secondary students to earn a high school equivalency (HSE) credential.

The **Race to GED** funding is provided to contribute to the strengthening of Virginia's workforce by increasing the number of adults completing a HSE credential. The grant funds are to be used to increase students testing capacity of the GED test, provide additional or remedial instruction and/or implement Outreach activities.

The **Safe Routes to School (SRTS) grant** provides funding to enable and encourage children, including those with disabilities, to walk and bike to school; make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age and to facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools. These funds are used to partially fund a SRTS coordinator position along with other safe routes activities addressing education, engagement, enforcement, and evaluation.

The **Special Education Jail Program** mandates that special education and related services be provided to all eligible students including those who are incarcerated. The Virginia Department of Education provides funds to APS to serve eligible students, who are incarcerated in the Arlington County Detention Facility.

The **Virginia's Special Education Regional Tuition Reimbursement Program** provides a mechanism for school divisions to cooperate and share resources to serve children with low incidence disabilities. This program enables divisions to receive reimbursement from VDOE for up to 5% of the identified special education population for services provided to students with autism, hearing impairment, traumatic brain injury, emotional disability or multiple disability identifications who receive special education services for 85 percent or more of the school day.

The **STEM PreK and Kindergarten Initiative** funding is used to enhance learning in science, technology, engineering and mathematics (STEM) through its arts integration program for APS kindergarten and preschool students.

The **VDOE School Security Equipment grant** provides funding to help school divisions to offset related local costs associated with the purchasing of qualifying security equipment to improve and help ensure the safety of students attending public schools in Virginia.

Grants and Restricted Programs Fund



FINANCIAL:
OTHER FUNDS

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Adult Education and Family Literacy	\$210,179	\$260,000	\$214,000
General Adult Education (GAE)	\$22,761	\$22,799	\$22,799
Individual Student Alternative Education Plan (ISAEP)	\$33,570	\$31,434	\$33,420
Making a Healthy Virginia the Priority	(\$228)	\$0	\$0
Race to GED	\$17,557	\$19,000	\$19,561
Safe Routes to School	\$72,643	\$50,000	\$67,600
STEM Team Grant	\$2,424	\$0	\$0
Special Education Jail Program	\$115,014	\$108,936	\$112,842
Special Education - Regional Tuition	\$0	\$0	\$672,000
STEM PreK & Kindergarten	\$42,035	\$0	\$42,000
VDOE School Security Equipment Grant	\$0	\$40,000	\$44,480
Virginia Tiered System of Support	\$10,414	\$0	\$0
TOTAL DISCRETIONARY GRANTS	\$526,370	\$532,169	\$1,228,702

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	ISAEP	SAFE ROUTES TO SCHOOL	SPECIAL EDUCATION JAIL PROGRAM	TOTAL POSITIONS
Coordinator		1.00		1.00
Specialist	0.07			0.07
Teacher			1.00	1.00
TOTAL	0.07			2.07



Grants and Restricted Programs Fund

LOCAL/COUNTY FUNDS

Local funds represent awards from the County to the schools, and grants from organizations and community groups. Some of the contributors have been awarding funds to the schools for many years.

Local Discretionary Grants

The **Arlington Educations and Employment Program (REEP) English Learners (EL)** program is funded by the Arlington County to provide intensive competency-based English learners and literacy instruction for adults. Services are provided at the Syphax Education Center and Arlington Mill Community Center. Non-intensive classes are also provided at the Arlington County Detention Facility.

The **General Education Development (GED) at the Jail program** is funded by Arlington County to provide educational and instructional services to incarcerated individuals at the Arlington County Detention Center in order to prepare them for successful completion of the GED test. The agreement with the county is renewed annually and provides funding to cover the annual salary and benefits of a twelve-month educational coordinator and GED instructor that is located at the detention facility.

The **I-Net Equipment** funds are provided by Arlington County for network infrastructure and equipment that supports voice, video signals and data applications across the APS network.

The **Summer Outdoor Lab Program** is partially funded by the Rock Spring Garden Club, the Arlington Outdoor Education Association (AOEA), and Delta Kappa Gamma. The summer program at the Outdoor Lab provides students with an opportunity to gain hands-on experience in ecology, geology, aquatics, meteorology and natural history.

The **Washington Forrest Foundation** provides funding to support instructional programs at the Career Center. Funds are awarded annually based on APS projects and program proposals. Previously, funds were provided to assist in the development and expansion of the engineering, construction, electricity and sustainable technologies programs and other after school STEM and interdisciplinary physical education activities at the Career Center.

Grants and Restricted Programs Fund

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Education Access on Cable TV Arlington	\$218,457	\$303,174	\$0
EL REEP	\$1,322,048	\$817,583	\$645,682
GED at the Jail	\$88,989	\$85,000	\$95,000
Gunston Cohort Program	(\$30)	\$0	\$0
I-Net Equipment	\$56,317	\$147,000	\$125,000
Project Lead the Way (Elementary)	\$2,250	\$23,000	\$0
Summer Outdoor Lab	\$53,205	\$65,042	\$54,702
Taking Charge Project	\$10,632	\$0	\$0
Traveling Trolley	\$6,326	\$0	\$0
Vanguard Services	\$1,187	\$0	\$0
Washington Forrest Foundation	\$4,466	\$30,000	\$19,000
TOTAL DISCRETIONARY GRANTS	\$1,763,847	\$1,470,799	\$939,384

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	EL REEP	GED AT THE JAIL	TOTAL POSITIONS
Clerical	4.65		4.65
Coordinator	1.75	1.00	2.75
Specialist	1.30		1.30
Supervisor	1.00		1.00
TOTAL	8.70	1.00	9.70



Grants and Restricted Programs Fund

COMBINED FUNDS

Combined funds represent grants funded with a combination of federal, state and local/county funds.

Combined Discretionary Grants

The Parent/Teen Infant Program is funded through a combination of federal, state and local funds to support the Arlington Alternatives for Parenting Teens and Infant Care Center.

Combined Adult Education Grants

The Adult Personal and Professional Development Program is funded through a combination of state and local funds to provide Arlington residents age 18 and above a broad array of educational opportunities. Arlington Public Schools provides courses and instruction on vocational, technical and occupational subjects. Courses are offered to individuals on a tuition basis and to companies and agencies for their employees under contractual agreements.

FINANCIAL SUMMARY

	FY 2018	FY 2019	FY 2020
CATEGORY	ACTUAL	ADOPTED	ADOPTED
Discretionary Grants			
Parent/Teen Infant	\$292,879	\$329,210	\$288,125
Total Discretionary Grants	\$292,879	\$329,210	\$288,125
Adult Education Grants			
Adult Personal and Prof. Dev Program	\$750,903	\$470,000	\$649,153
The Caring Equation	\$6,174	\$0	\$0
Total Adult Education Grants	\$757,077	\$470,000	\$649,153
TOTAL COMBINED GRANTS	\$1,049,956	\$799,210	\$937,278

POSITION SUMMARY BY SCHOOL (FY 2019 ACTUALS)

LOCATION	PARENT/TEENS INFANT CARE		TOTAL POSITIONS
	INSTRUCTIONAL ASSISTANTS	TEACHER	
OTHER SCHOOLS/PROGRAMS			
Career Center	1.00	1.00	2.00
Other Schools/Programs Total	1.00	1.00	2.00
TOTAL	1.00	1.00	2.00

SYSTEM-WIDE SUPPORT (FY 2019 ACTUALS)

POSITION	ADULT PERSONAL AND PROFESSIONAL PROGRAM	TOTAL POSITIONS
Clerical	1.00	1.00
Coordinator	1.00	1.00
Specialist	0.44	0.44
Total	2.44	2.44



Arlington County at a Glance

Arlington Public Schools Profile

Achievement Measures

Enrollment

Enrollment Projections

Personnel Resources

Outstanding Debt and
Bond Amortization

SUPPLEMENTAL

INFORMATIONAL



Arlington County at a Glance

OVERVIEW OF ARLINGTON

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.

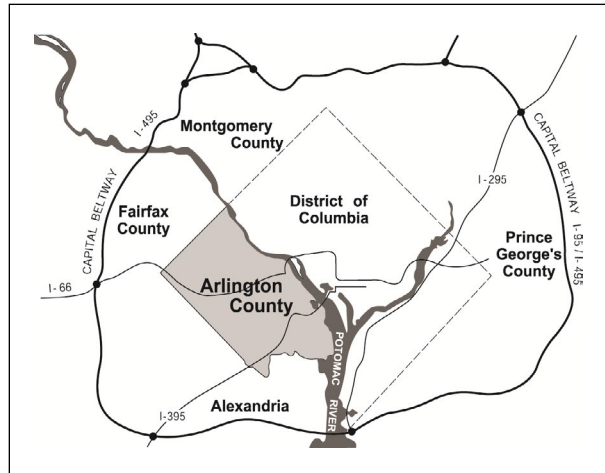
Annexation of any part of Arlington County by neighboring jurisdictions is prohibited by present law unless the entire County is annexed with the approval of County voters. There are no jurisdictions with overlapping debt or taxing powers. The water and sewage systems are operated on a self-supporting 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 2019 population of 226,400, an increase of 9 percent over the 2010 population. Additionally, Arlington is home to an estimated 227,000 jobs, as of January 1, 2019.

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 2019 about 21.2 percent (or about 48,100) 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 2019 estimates show that sectors of the professional and technical services (23.9 percent and 54,200 jobs) and other services (22.7 percent and 50,800 jobs) have become the top industries for employment in Arlington County.



Arlington County at a Glance

DEMOGRAPHICS

The Department of Community Planning, Housing and Development (CPHD) estimates Arlington County's 2019 population to be 226,400. The Planning Division estimates that 19.2 percent (43,500 persons) of the population are under the age 20. Those between the ages of 25-34 make up the largest share of the population at 24.6 percent or 55,700 persons.

RACIAL/ETHNIC COMPOSITION

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.)

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

EDUCATION

Arlington's population is among the most highly educated in the country. According to the U.S. Census Bureau 2017 American Community Survey, 93.9 percent of all household residents age 25 and older were high school graduates, 74.1 percent were college graduates, and 39.4 percent had graduate or professional degrees. Of the Arlington Public School (APS) class of 2018-2019, 91 percent planned to pursue higher education, and the average expenditure per pupil was expected to be \$19,348 in the 2019 fiscal year.



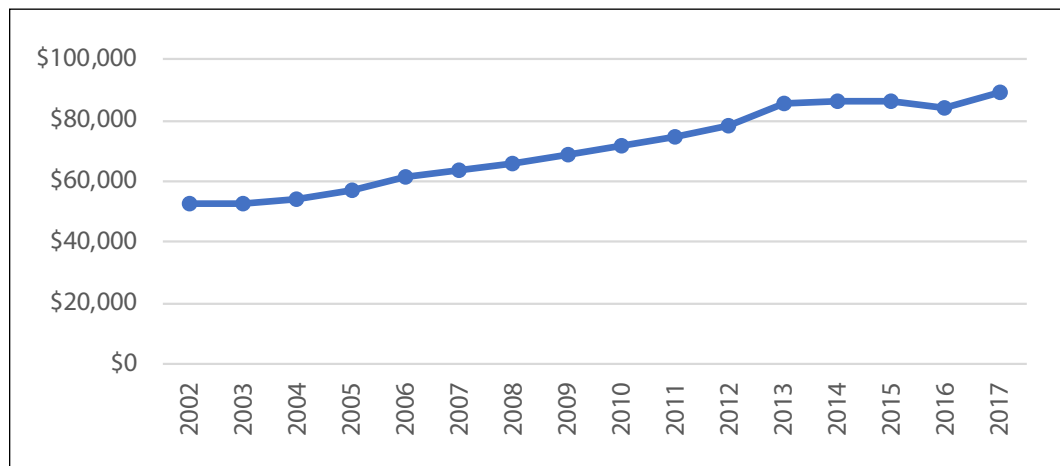
Arlington County at a Glance

PERSONAL INCOME

The educational achievements of Arlington’s population are reflected in the County’s income statistics as well. In 2017, the Bureau of Economic Analysis reported that Arlington’s per capita personal income was \$89,487. According to the U.S. Census American Community Survey, the median household income in Arlington County in 2017 was \$112,138.

The Per Capita Income graph below shows the growth in per capita personal income since 2002. Income figures for 2003 through 2017 are from the U.S. Bureau of Economic Analysis.

PER CAPITA INCOME



HOUSING

According to Planning Division estimates, there are 115,400 total housing units in Arlington as of January 2019. A housing unit is a multi-family dwelling or a single family dwelling attached to other dwellings or a single-family detached dwelling. The majority (65.5 percent or 75,600) of housing units in Arlington are multi-family. There are an estimated 28,500 single family detached (24.7 percent), 11,200 single-family attached housing units (9.7 percent) and 100 other types of housing units in Arlington. Since 2000, growth in housing units has been largely due to multi-family development. Between 2000 and January 2019, 23,227 new multi-family units have been completed (an increase of 44.3 percent), compared to 916 single family attached units. There has been a net gain of 832 single family detached units during the same time span. In 2019, the Housing Division estimated that owners occupied 40.6 percent and renters occupied 59.4 percent of occupied housing units.

Arlington County at a Glance

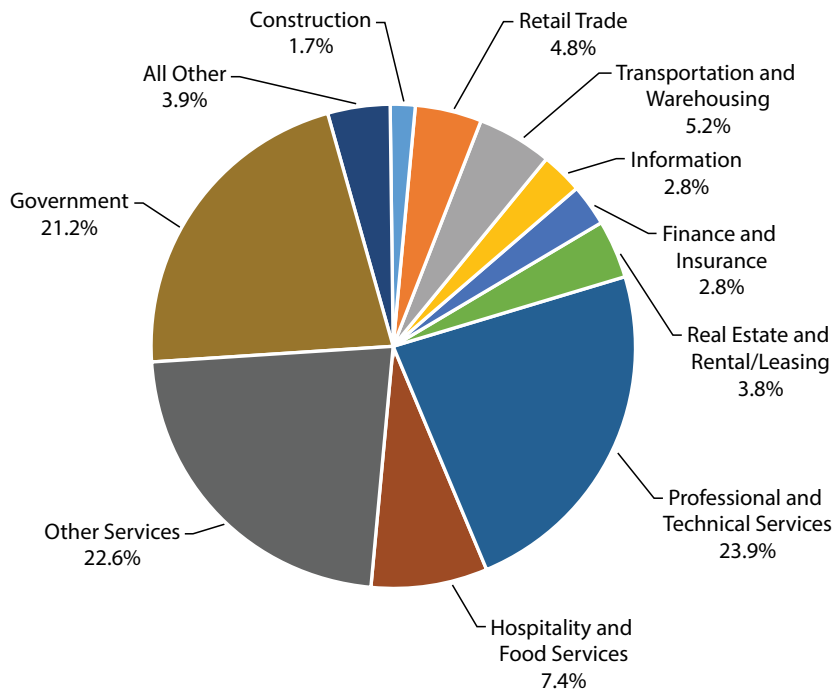
COMMUNITY FACILITIES IN ARLINGTON

◆ Acres of County Owned Parkland	925	◆ Libraries	8
◆ Acres of NOVA Parks	136	◆ Synthetic Fields	15
◆ Multi-Use Trails (Off-Street)	52	◆ Nature Centers	3
◆ County Owned Parks	148	◆ Senior Centers	5
◆ Tennis and Basketball Courts	180	◆ Community Centers	13
◆ Natural Grass Fields	82	◆ Fire Stations	10

AT-PLACE EMPLOYMENT

According to Arlington County estimates, the total number of jobs in the County increased by about 12.8 percent between 2000 and 2019. The service sector comprises a significant share of jobs in Arlington. About 23.9 percent of all jobs are in the professional and technical services sector. Another 22.6 percent of jobs are in other service sectors, including administrative, education, and health. The government sector also continues to comprise a large share of Arlington jobs. About 21.2 percent (48,100 jobs) of the County's January 2019 employment is estimated to be in government. The 2018 unemployment rate in Arlington was 2.0 percent.

EMPLOYMENT BY INDUSTRY





Arlington County at a Glance

SECTOR	JOB
Construction	3,800
Retail Trade	10,800
Transportation	11,800
Information	6,400
Finance and insurance	6,400
Real estate and Rental/Leasing	8,600
Professional and technical services	54,200
Hospitality and Food Services	16,800
Other Services	51,200
Government	48,100
All other	8,900
TOTAL	227,000

Source: Sector employment are Arlington County CHPD estimates based on data from the U.S. Bureau of Economic Analysis for the year 2015 (most current available). Unemployment data is from the U.S. Bureau of Labor Statistics Local Area Unemployment Statistics (LAUS).

* Note: Jobs by sector may not add due to rounding

Arlington County has a solid economic base as evidenced by the presence of numerous major employers and the County’s sophisticated blend of traditional commerce, such as health services and retail sales, and technological industries, such as telecommunications and software.

TOP 10 PRINCIPAL PRIVATE EMPLOYERS

COMPANY	NATURE OF BUSINESS	ARLINGTON EMPLOYEES
1 Accenture	Consulting Services	5,000-9,999
2 Deloitte	Consulting Services	5,000-9,999
3 Virginia Hospital Center	Healthcare	2,500-4,999
4 Booz Allen Hamilton	Consulting Services	1,500-1,999
5 Gartner	Consulting Services	1,500-2,499
6 Bloomberg Bureau of National Affairs (BNA)	Information Services	1,000-1,499
7 LIDL	Supermarket	750-999
8 PAE Government Services	Services	750-999
9 Marymount University	Education	500-999
10 Marriott International, Inc.	Hotel	500-999
TOTAL		19,000-34,490

Source: Arlington Economic Development

Arlington County at a Glance



SELECTED SERVICE INDICATORS

	FY 2018 ACTUAL	FY 2019 ESTIMATE	FY 2020 ESTIMATE
General Obligation Bond Rating	Aaa/AAA/AAA	Aaa/AAA/AAA	Aaa/AAA/AAA
New Voters Registered by Electoral Board (Calendar Year)	10,307	11,000	11,000
Inspections Conducted for Fire Code Enforcement, fire protection system, and hazardous materials inspections	3,283	3,200	3,200
Percentage of Fire Emergencies Reached Within Four Minutes of Dispatch	61%	60%	60%
Fire/EMS/Public Service Responses	55,159	58,000	58,000
Refuse Collected on County and Contracted Routes (Tons)	27,027	27,000	25,000
Total Curbside Recycling Tonnage Collected	13,733	13,800	13,800
Licensed Child Care Facilities (Family Day Care Homes)	150	135	135
Number of registrations in Parks and Recreation programs	61,882	62,000	62,000
Number of individuals registered with the Office for Senior Adult Programs (OSAP)	6,442	6,500	6,500
Police response time for Priority 1 calls (minutes from dispatch to arrival)	4:46	4:50	4:50



INFORMATIONAL

Arlington Public Schools Profile

LEGEND

School Level:

- Elementary
- Middle
- High
- Secondary (Middle and High)



Source: Arlington Public Schools, Planning and Evaluation Department, July 2018.

Arlington Public Schools Profile

Arlington Public Schools represent one of the nation’s most diverse and sophisticated student populations. Our 27,436 students come from around the world and speak more than 105 languages. We operate nearly 40 schools and programs designed to meet individual student needs. Several of our programs are unique.

These include:

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

Students consistently score above state and national averages on standardized tests, including the SAT and ACT. Among 2018 APS graduates, 79 percent took the ACT and/or the SAT. The average combined score on the SAT was 1191² for Arlington graduates, APS scores are 81 points higher than the average score for Virginia students and 142 points higher than the national SAT average. Compared to the previous year, APS had a 2 percent decrease in the number of ACT test takers in 2018. Arlington’s average ACT composite score was 26.6, compared to 23.9 for VA graduates and a national composite of 20.4.

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

As of fall 2019, the school system will operate twenty-four elementary schools, six 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, and the Thurgood Marshall building, house a variety of administrative offices and specialized programs.

TYPE OF SCHOOL OR PROGRAM	NUMBER
Elementary Schools	24
Middle Schools	6
High Schools	4
Secondary Alternative School (6-12)	1
High School Continuation Program	1
Vocational-Technical (9-12)	1
Special Education Programs	2

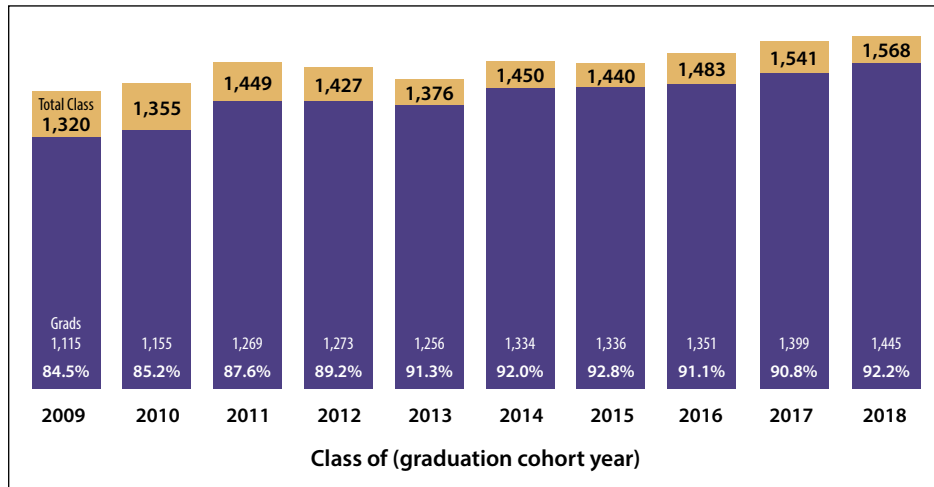
2. Because of the changes in the design of the SAT, the performance of 2018 graduates can't be compared with the previous years. For comparison purposes, the 2018 scores can be converted using the College Board SAT score converter. The converted score for 2018 is 1675.



Achievement Measures

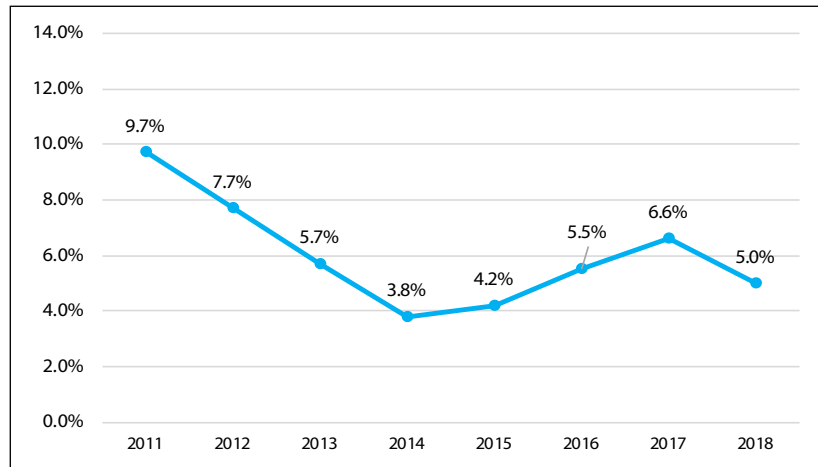
The On-Time Graduation Rate is the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. The On-Time Graduation rate is 92.2%.

APS ON-TIME GRADUATION RATE



The Cohort Dropout Rate is the percentage of students who have not earned a Board of Education-approved diploma, GED or Certificate of Completion and are no longer in school, within four years of entering high school for the first time. The dropout rate for FY 2018 is 5.0%.

APS COHORT DROPOUT RATE



Achievement Measures



While overall student achievement is a division-wide responsibility, other metrics in the Strategic Plan are the responsibility of specific departments and are presented here rather than on the individual department pages.

This scorecard below is based on the 2018-2024 Strategic Plan Goals which was adopted on June 7th, 2019.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS												
KINDERGARTEN STUDENTS												
PreK Enrollment	2.0.a. Percentage of kindergarten students previously enrolled in PreK program by identified subgroups	All			87.5	86.2	89.1	82.5	86.3	89.3	90.3	91.3
		Asian	85.1	81.1	78.7	78.6	83.4	76.8	88.1	83.9	85.1	87.4
		Black	82.4	77.6	86.2	86.3	85.6	76.1	85.9	88.3	89.6	89.9
		Hispanic	83.5	79.1	86.3	83.9	84.9	82.0	81.3	83.8	84.7	84.5
		White	89.1	88.2	90.1	89.1	92.5	84.5	93.0	92.7	94.0	96.3
		LEP	83.6	78.7	85.1	81.3	83.0	80.1	81.5	82.2	83.1	82.3
		SWD	88.8	90.4	91.0	93.4	93.1	90.0	95.1	95.7	94.4	95.3
ALL APS STUDENTS—KINDERGARTEN THROUGH GRADE 12												
Gifted Services	2.0.b. Percentage of students identified for gifted services by identified subgroups <i>(Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services (Economically Disadvantaged, LEP, SWD).)</i>	All			18.9	19.6	19.8	20.6	22.3	22.8	23.7	24.7
		Asian	20.5	20.0	18.6	19.1	21.2	22.1	23.9	23.5	24.1	26.3
		Black	12.4	12.1	11.4	11.9	12.9	13.4	14.3	12.9	13.9	14.8
		Hispanic	10.5	10.7	11.9	11.9	12.0	12.1	12.8	11.4	11.6	11.7
		White	27.2	27.4	27.7	28.1	28.6	29.2	31.0	31.0	32.3	33.5
		LEP	7.2	6.9	7.2	8.4	7.0	5.4	6.5	5.7	6.1	8.8
		SWD	6.6	7.5	7.7	8.4	8.0	8.7	10.0	9.3	9.4	9.4
WRITING SOLS—GRADES 5, 8 & 11												
SOL – Writing (Grades 5,8,11)	2.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL by identified subgroups	All	92.9	94.2	93.1	93.0	85.5	84.4	84.5	85.1	86.7	86.3
		Asian	96.9	95.9	95.4	95.1	88.7	86.9	87.7	88.6	91.3	90.5
		Black	85.0	87.9	87.8	83.4	69.8	69.5	71.2	68.8	72.0	73.1
		Hispanic	85.5	89.5	87.2	86.2	72.7	70.5	69.9	70.2	76.5	72.8
		White	97.9	98.0	97.2	98.0	95.3	94.7	95.5	95.4	94.3	94.4
		LEP	84.7	86.9	84.3	83.6	64.9	60.0	53.1	51.6	64.1	64.1
		SWD	70.1	76.3	72.9	73.2	57.3	53.5	51.9	49.2	54.3	52.4

Note: Data in red font indicates that new tests were administered that year.



Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)												
ELEMENTARY SCHOOL SOLS—GRADES 3, 4 & 5												
English/Reading	Percentage of students grades 3-5 scoring proficient or above by identified subgroups	All	89.7	90.4	89.8	89.5	79.0	80.9	86.5	87.8	87.1	83.0
		Asian	93.4	93.6	90.8	92.0	80.1	86.2	90.9	92.1	91.3	87.4
		Black	76.5	77.5	81.3	77.8	59.7	64.1	75.2	77.4	79.3	73.4
		Hispanic	81.9	83.0	79.0	79.5	61.0	61.9	71.0	75.1	73.7	64.3
		White	96.0	96.1	96.9	96.4	91.7	92.4	95.2	94.9	94.4	93.4
		LEP	84.4	85.1	80.4	80.1	57.6	60.8	69.6	74.0	74.1	63.7
		SWD	73.3	75.6	71.6	68.9	55.1	54.6	60.9	64.5	64.8	53.8
Mathematics	Percentage of students grades 3-5 scoring proficient or above by identified subgroups	All	88.7	91.6	93.1	80.9	81.5	83.3	87.0	87.4	85.7	82.9
		Asian	92.8	95.0	95.1	83.1	83.3	89.3	92.1	90.7	91.2	90.2
		Black	77.2	85.0	84.8	61.9	63.3	69.9	75.5	78.6	75.5	69.3
		Hispanic	77.4	82.7	86.8	65.4	68.1	69.1	75.0	74.4	70.9	65.3
		White	95.9	96.6	97.5	91.7	91.4	91.7	93.9	94.5	94.0	93.1
		LEP	80.2	85.5	87.1	67.2	65.6	69.5	74.2	74.1	72.4	68.6
		SWD	65.6	68.4	73.2	50.5	51.6	51.6	56.8	60.9	56.0	51.6
Science	Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	All	90.1	91.0	91.3	91.5	83.9	82.6	80.9	85.6	82.5	81.7
		Asian	93.0	91.9	91.2	91.7	84.0	87.4	82.8	85.2	84.0	84.9
		Black	77.7	79.5	81.3	77.0	66.7	60.5	66.7	76.1	71.2	72.8
		Hispanic	79.2	78.3	82.5	81.5	65.2	61.6	60.3	69.1	64.5	61.6
		White	97.2	98.1	97.7	98.3	95.5	94.1	93.3	94.4	93.5	93.0
		LEP	81.3	80.3	82.0	82.0	63.4	58.4	53.2	63.0	63.1	60.7
		SWD	71.2	72.5	74.6	68.8	61.1	51.8	46.6	58.0	49.3	50.0
History/Social Science	Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	All	86.7	89.3	89.4	90.0	90.0	90.3	89.8	89.3	90.3	88.4
		Asian	88.6	92.3	91.9	92.2	92.6	93.9	90.0	94.7	92.2	94.0
		Black	71.3	77.2	75.5	73.0	77.6	79.1	76.0	76.8	78.3	73.8
		Hispanic	74.6	76.4	75.5	80.9	80.0	78.0	76.1	78.7	76.0	76.2
		White	94.5	96.6	97.3	96.9	96.2	96.4	96.5	94.7	96.7	93.4
		LEP	76.3	78.8	77.0	81.4	78.8	77.9	75.5	78.5	80.3	78.0
		SWD	68.1	67.9	71.3	70.6	69.3	68.2	68.8	69.8	73.2	69.9

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)												
MIDDLE SCHOOL SOLS—GRADES 6, 7 & 8												
English/Reading	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	88.4	88.6	89.2	87.9	78.1	80.7	84.5	84.5	85.3	85.2
		Asian	89.3	91.1	91.3	90.0	78.1	81.9	88.3	88.0	88.6	87.0
		Black	78.6	78.6	76.1	78.1	61.4	66.1	69.2	71.6	72.0	72.6
		Hispanic	76.3	75.2	78.5	74.9	56.6	59.1	67.7	68.2	69.1	69.0
		White	96.9	97.2	97.8	97.0	93.5	94.8	95.3	94.8	94.7	95.1
		LEP	72.8	73.4	75.3	73.4	43.6	44.1	50.9	48.7	61.9	60.9
		SWD	58.6	60.6	64.8	61.1	43.2	47.3	53.5	52.7	51.6	55.0
Mathematics	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	80.3	80.1	80.6	75.8	80.4	83.8	88.3	87.2	87.6	84.0
		Asian	86.7	87.4	84.4	83.3	83.3	86.2	93.8	90.8	90.2	88.7
		Black	65.9	64.5	58.2	52.3	63.4	68.3	77.2	72.7	77.5	72.0
		Hispanic	61.6	59.1	65.5	56.6	63.5	69.6	76.8	77.0	75.3	69.4
		White	92.4	92.7	93.3	91.2	92.8	94.2	95.5	94.7	94.7	92.8
		LEP	60.5	60.2	61.4	57.6	57.8	62.3	69.4	66.0	72.8	66.9
		SWD	42.4	41.8	48.6	43.0	43.9	51.3	60.2	58.9	56.7	51.0
Science	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	89.0	90.8	91.7	93.6	79.5	78.8	82.9	85.9	85.4	83.4
		Asian	92.6	88.5	94.8	95.4	73.2	82.4	85.6	87.9	83.2	87.2
		Black	78.7	86.0	84.8	87.0	60.4	59.3	66.3	72.5	72.3	69.8
		Hispanic	76.1	80.4	82.5	86.9	61.8	58.5	59.5	70.5	69.7	67.1
		White	98.8	97.7	97.6	98.7	94.9	95.4	96.9	96.4	96.7	93.5
		LEP	71.1	75.5	77.2	84.3	45.5	37.6	37.3	40.3	57.1	54.3
		SWD	65.7	72.2	74.4	79.3	50.2	50.6	53.9	64.6	60.0	55.0
History/Social Science	Percentage of students grades 6-8 scoring proficient or above by identified subgroups	All	81.3	84.7	86.4	85.1	85.8	85.6	89.9	88.8	88.2	87.0
		Asian	83.0	88.6	88.5	89.9	87.5	89.4	95.0	94.1	88.8	93.4
		Black	68.8	73.3	72.3	69.5	74.4	72.6	78.7	75.7	76.2	72.1
		Hispanic	66.0	66.3	71.8	70.5	69.4	67.3	74.3	75.9	75.4	70.7
		White	91.6	95.3	96.7	96.1	96.6	97.1	98.0	97.1	96.3	95.7
		LEP	62.7	64.0	68.5	69.6	60.8	55.8	59.2	54.2	66.6	63.6
		SWD	55.5	59.5	63.6	61.5	58.5	61.7	61.4	63.5	58.9	59.5

Note: Data in red font indicates that new tests were administered that year.



INFORMATIONAL

Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)												
HIGH SCHOOL SOLS—END OF COURSE (EOC)												
English/Reading	Percentage of students grades 9-12 scoring proficient or above on EOC English test by identified subgroups	All	95.5	92.6	94.3	94.1	89.3	89.1	91.5	89.1	88.8	86.1
		Asian	98.7	95.2	95.6	92.9	89.2	86.7	93.1	89.9	88.2	85.4
		Black	91.2	84.8	89.8	87.8	77.7	74.7	82.8	73.1	79.5	75.8
		Hispanic	91.0	88.4	89.8	90.3	82.2	82.7	85.0	80.4	81.8	70.0
		White	98.9	98.2	98.4	99.1	97.9	96.9	98.1	98.5	95.6	97.1
		LEP	90.5	81.4	83.8	85.1	67.5	66.6	73.7	64.8	68.4	51.4
		SWD	82.1	72.6	82.0	80.9	72.1	68.7	77.3	67.4	72.7	59.6
Mathematics	Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	All	87.9	88.3	89.1	82.1	80.8	82.4	86.6	84.3	85.1	84.0
		Asian	92.2	92.3	93.9	87.8	86.1	87.8	92.8	91.8	90.6	88.9
		Black	78.5	80.7	82.5	66.6	67.4	71.7	76.9	73.3	74.5	73.4
		Hispanic	81.7	82.7	82.8	73.1	70.8	72.4	78.9	74.5	75.2	74.2
		White	95.4	94.7	95.8	92.0	91.5	91.4	95.0	93.3	94.3	94.1
		LEP	85.3	85.8	85.9	74.6	71.7	70.6	77.1	71.6	72.9	71.8
		SWD	71.3	71.9	75.2	62.6	55.9	59.1	66.5	67.7	71.7	66.5
Science	Percentage of students grades 9-12 scoring proficient or above on EOC science tests by identified subgroups	All	85.5	86.1	87.1	90.7	84.9	87.2	87.6	86.9	87.6	85.8
		Asian	85.7	86.3	87.1	91.3	85.5	86.8	89.0	88.6	90.5	87.0
		Black	74.7	76.0	78.6	82.1	72.7	75.6	78.3	71.2	78.2	73.7
		Hispanic	74.4	76.3	77.0	82.3	72.7	77.7	78.0	77.3	75.6	74.1
		White	97.3	97.1	97.4	98.4	96.1	95.9	96.2	96.9	96.7	96.6
		LEP	69.5	70.4	72.2	79.9	64.3	68.4	71.4	62.6	65.4	63.0
		SWD	69.0	70.1	70.3	75.7	63.1	67.6	68.0	70.1	70.0	66.3
History/Social Science	Percentage of students grades 9-12 scoring proficient or above on EOC history tests by identified subgroups	All	89.8	90.3	80.1	81.7	85.9	87.4	86.8	86.1	85.8	83.3
		Asian	92.2	92.6	77.9	80.9	87.3	87.5	87.4	90.3	89.9	87.5
		Black	82.0	80.7	62.3	64.1	71.7	78.6	75.8	75.8	76.7	71.7
		Hispanic	80.7	82.4	67.7	69.9	74.9	76.0	77.9	71.8	72.8	66.8
		White	98.3	98.9	96.3	96.3	96.3	96.6	96.4	97.0	95.7	96.4
		LEP	79.1	80.5	59.0	64.8	67.5	66.4	68.7	61.7	63.1	57.2
		SWD	73.5	72.2	59.6	62.0	67.1	72.4	68.1	67.7	67.0	61.7

Note: Data in red font indicates that new tests were administered that year.

Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)												
ON-TIME GRADUATES												
AP/IB Enrollment	Percentage of graduating seniors completing at least one AP/IB course during high school career by identified subgroups	All	61.6	66.8	68.3	71.1	73.6	76.0	78.8	78.7	77.8	78.6
		Asian	62.3	65.2	69.4	81.3	70.7	72.3	80.6	82.4	80.3	86.9
		Black	38.0	41.3	42.0	52.3	48.6	64.0	56.4	60.1	61.4	63.2
		Hispanic	46.0	48.1	52.5	53.3	62.0	66.7	67.1	68.1	63.2	67.5
		White	78.9	84.9	87.3	87.0	89.7	85.7	91.2	90.5	90.0	89.0
		LEP	47.3	41.9	44.6	46.9	43.3	37.1	46.2	37.7	41.3	55.3
		SWD	12.8	28.0	28.5	30.5	22.6	34.0	41.5	48.6	40.8	41.9
AP/IB Exam Performance	Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	All	47.4	51.9	50.6	51.4	54.2	53.9	58.3	58.8	58.6	59.0
		Asian	43.0	46.8	48.4	50.0	47.3	42.2	57.3	60.8	55.3	58.8
		Black	20.7	17.4	14.6	20.0	20.7	24.2	23.0	24.9	21.2	31.0
		Hispanic	33.3	35.6	37.7	36.4	40.0	41.2	42.2	44.6	42.2	42.3
		White	65.7	72.7	72.2	72.5	76.2	73.0	77.5	77.2	80.5	78.7
		LEP	32.0	29.0	29.1	22.9	26.1	15.9	22.4	17.8	20.3	28.9
		SWD	10.1	16.5	15.5	18.8	11.6	12.1	17.4	21.7	19.9	17.6
On-time Graduation	Percentage of students graduating on-time with any diploma (as defined by state) by identified subgroups	All	84.5	85.2	87.6	89.2	91.4	92.0	92.9	91.1	90.8	92.2
		Asian	90.8	91.9	89.4	91.9	93.6	89.1	94.0	96.2	94.7	95.9
		Black	80.4	85.1	88.5	87.7	87.9	90.4	91.8	94.4	91.8	93.6
		Hispanic	69.1	68.3	73.7	78.6	82.1	83.3	84.3	77.1	78.1	81.7
		White	96.6	96.3	97.4	97.4	98.3	98.7	98.4	99.1	98.3	99.1
		LEP	54.8	58.3	62.7	66.1	68.1	58.6	67.3	56.1	74.4	75.4
		SWD	82.6	88.6	90.5	91.4	92.5	94.8	94.7	93.6	93.3	95.3
Diploma Types	Percentage of students graduating on-time who earn an advanced studies diploma (includes IB) by identified subgroups	All	61.2	60.4	63.7	63.9	65.4	64.3	68.5	67.9	66.8	66.2
		Asian	61.5	58.4	65.8	76.6	63.9	61.3	67.2	73.4	64.8	70.9
		Black	35.9	32.7	38.5	33.5	42.3	44.7	46.2	44.1	43.0	45.7
		Hispanic	44.7	37.6	46.7	48.8	51.9	49.9	50.5	53.5	49.1	50.1
		White	77.6	81.7	81.4	80.3	81.4	78.9	83.8	82.3	83.7	81.5
		LEP	38.2	24.0	32.5	31.9	24.6	11.9	18.9	25.0	30.1	35.8
		SWD	18.5	19.6	19.9	17.1	16.5	16.0	22.3	26.5	20.9	24.2



Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT SUCCESS: MULTIPLE PATHWAYS TO STUDENT SUCCESS (CONTINUED)												
ON-TIME GRADUATES												
SAT/ACT Participation	Percentage of graduating seniors taking SAT or ACT during high school career by identified subgroups	All	66.9	69.4	71.6	73.2	74.0	75.8	75.1	76.9	74.3	75.8
		Asian	68.4	75.2	70.7	78.9	74.0	72.3	79.8	80.8	74.2	85.0
		Black	58.2	64.1	66.0	65.1	61.5	73.0	66.1	65.3	69.0	73.7
		Hispanic	45.7	39.7	48.6	49.2	53.4	55.0	52.9	57.0	49.6	51.2
		White	82.3	86.2	88.2	90.6	91.0	89.6	90.0	91.8	91.0	90.5
		LEP	52.0	41.3	40.6	45.1	40.3	33.8	35.9	38.4	31.4	42.5
		SWD	30.4	40.1	37.2	43.7	32.3	42.2	37.9	52.6	48.2	49.5
SAT Performance	Mean total score (critical reading + mathematics + writing) by identified subgroups.	All	1623	1660	1627	1641	1631	1649	1636	1674*	1677*	1675*
		Asian	1553	1593	1598	1522	1514	1522	1626	1597*	1637*	1629*
		Black	1352	1310	1316	1330	1373	1365	1341	1431*	1402*	1456*
		Hispanic	1405	1438	1450	1483	1480	1467	1510	1465*	1514*	1508*
		White	1778	1815	1790	1804	1766	1813	1741	1831*	1818*	1798*
		LEP	1330	1272	1300	1263	1275	1190	1317	1244*	1319*	1344*
		SWD	1387	1486	1488	1510	1375	1396	1427	1471*	1463*	1440*
ACT Performance	Mean composite score by identified subgroups	All	23.2	24.7	23.0	24.7	25.5	25.2	25.8	25.5	26.7	26.7
		Asian	23.7	26.0	23.3	22.2	24.0	24.1	23.5	25.5	25.8	24.6
		Black	18.4	18.2	18.5	19.0	20.7	19.1	19.7	20.0	20.5	21.4
		Hispanic	18.8	22.0	20.0	22.6	22.6	22.0	23.5	21.9	23.2	23.1
		White	25.5	26.2	25.4	26.4	27.2	27.6	27.6	27.4	28.4	28.4
		LEP	17.3	18.0	17.6	20.8	20.0	15.9	19.6	16.8	17.1	17.5
		SWD	21.0	19.9	18.6	18.9	20.5	19.3	22.6	21.1	22.3	22.2
Dual Enrollment	Percentage of grade 9-12 students completing at least one dual enrollment course by identified subgroups	All	2.1	4.1	4.9	5.9	5.0	4.8	4.8	5.6	7.3	7.4
		Asian	1.6	4.1	6.5	6.1	5.3	3.5	4.5	7.0	10.3	9.3
		Black	2.8	3.8	4.6	5.9	3.9	3.7	3.0	4.7	6.3	7.5
		Hispanic	2.7	3.0	4.7	5.3	4.3	5.7	5.9	7.3	7.9	8.3
		White	1.5	5.0	4.9	6.3	5.7	4.6	4.7	4.8	6.5	6.5
		LEP	1.3	2.3	2.5	3.9	2.5	2.9	3.1	4.8	5.5	5.8
		SWD	1.8	3.1	3.8	5.5	3.5	4.3	4.1	3.8	5.0	4.9

*Score has been adjusted to account for students taking the new SAT test and translated using the College Board SAT score converter.

Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
STUDENT WELL-BEING: HEALTHY, SAFE, AND SUPPORTED STUDENTS												
Student Developmental Assets	Average number of developmental assets reported by students in grades 6, 8, 10 and 12 (Assets Survey)	Grade 6	26	n/a	n/a	27			25			
		Grade 8	20	n/a	n/a	21			21			
		Grade 10	19	n/a	n/a	20			19			
		Grade 12	18	n/a	n/a	20			19			
Student Safety	Percentage of students and parents who report that student feels safe at school (CSS, SBS, and "Your Voice Matters" surveys)	Students	88	n/a	n/a	80	82	81	81	79	80	70
		Parents	96	n/a	n/a	95	93	94	92	98	94	78
Culturally Competent Practices	Percentage of students who report that APS demonstrates culturally competent practices (CSS, SBS, and "Your Voice Matters" survey items)	73-82*	n/a	n/a	75	79	76	77	75	81	**	
Positive Student Relationships	Percentage of students who report positive relationships with staff (CSS, SBS, and "Your Voice Matters" survey items)	55-77*	n/a	n/a	70	74	68	71	67.7	74.4	66	
ENGAGED WORKFORCE												
Teacher Qualifications (IPAL)	Percentage of teaching staff who are highly qualified as defined by U.S. Dept. of Education	98	99	99	98	99	98	98	98	98	98	
	Percentage of teaching staff with a master's or doctoral degree	72	73	73	71	80	81	81	81.4	82	84.3	
Staff Diversity Profile	Staff diversity, that is the percentage of all staff who are Asian, Black, Hispanic, and White	Asian	6.5	6.5	6.5	6.4	6.0	6.0	6.0	6.5	6.7	5.8
		Black	19.3	18.7	18.6	18.4	18.6	19.0	19.0	19.9	20.1	21.4
		Hispanic	17.4	17.5	17.7	17.6	17.5	18.0	18.0	16.5	16.9	18.9
		White	56.0	56.6	56.6	56.8	57.0	56.0	56.0	56.0	54.8	52.9
		Other	0.8	0.7	0.7	0.8	0.9	1.0	1.0	1.1	1.5	1
Staff Satisfaction	Percentage of professional and support staff who report job satisfaction (CSS, SBS, and "Your Voice Matters" survey items)	n/a	n/a	n/a	84	86	84	83	84	86	76	

*For information purposes only

**Question not asked on the new "Your Voice Matters" survey.



Achievement Measures

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
OPERATIONAL EXCELLENCE												
Project Management	Percentage of major construction projects tracking on schedule	100	100	100	100	100	100	100	100	100	100	100
	Percentage of major construction projects tracking within budget	100	100	100	100	100	100	100	100	100	100	100
Energy Efficiency	Energy usage per square foot (site energy intensity=kBtu/ft ²) at the elementary, middle and high school levels (includes joint-use middle schools; excludes Washington-Liberty which is metered with Ed Center)	Elem.	64	63	69	61	68	69	68	56	58	62
		Middle	72	73	81	71	77	78	79	72	71	81
		High	65	62	69	63	68	69	72	65	62	70
School-based Positions	Percentage of school-based vs. non-school based positions	88.3	89.4	90.0	90.4	90.6	90.7	90.9	91.8	91.4	91.6	
Fiscal Responsibility	Percentage of parents who report that tax dollars are being well spent on schools (CSS and SBS surveys)	85	n/a	n/a	82	81	85	80	86	82	**	
Technology Infrastructure that Supports Learning	Student-to-computer ratio	2.6:1	2.7:1*	2.8:1	2.8:1	2.6:1	2:1	2:1	1:1	1:1	1:1	
	Percent uptime for identified core services— <i>Network infrastructure services</i>	99.0	99.0	99.0	99.4	99.3	99.8	99.8	99.9	99.9	99.9	
	Percent uptime for identified core services— <i>Instructional applications</i>	99.2	96.6	99.7	99.9	99.8	99.9	99.9	99.9	99.9	99.9	
	Percent uptime for identified core services— <i>Communication services</i>	99.8	99.5	99.4	99.8	99.8	99.9	99.9	99.8	99.9	99.9	
	Percent uptime for identified core services— <i>Enterprise applications</i>	99.6	99.6	99.6	99.9	99.9	99.9	99.9	99.9	99.9	99.9	

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

** Question not asked on the new "Your Voice Matters" survey.

Achievement Measures



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
PARTNERSHIPS												
Family Involvement and Communication	Percentage of parents satisfied with family involvement and communication efforts (CSS, SBS, and "Your Voice Matters" survey items)	85-95*	n/a	n/a	89	80	90	77	85	81	65	
Partnerships	Number of strategic partnerships (defined by signed agreement)	123	146	146	159	176	182	203	207	226	238	

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



Enrollment

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
ELEMENTARY SCHOOLS						
Abingdon	606	632	662	685	679	-6
Arlington Science Focus	662	666	684	683	682	-1
Arlington Traditional	502	534	540	562	596	34
Ashlawn	659	668	696	779	797	18
Barcroft	490	453	434	438	480	42
Barrett	534	546	543	560	582	22
Campbell	419	431	428	443	454	11
Carlin Springs	589	605	618	624	643	19
Claremont	727	762	745	750	745	-5
Discovery	534	595	622	594	596	2
Drew ¹	659	680	697	679	502	-177
Fleet					620	620
Glebe	594	578	629	595	605	10
Henry	561	620	665	642	0	-642
Hoffman Boston	511	513	527	541	574	33
Jamestown	568	586	610	602	631	29
Key	723	705	745	726	726	0
Long Branch	570	561	592	592	539	-53
McKinley	610	729	804	798	807	9
Montessori Public School of Arlington ¹					502	502
Nottingham	443	472	527	503	513	10
Oakridge	781	814	806	797	640	-157
Randolph	466	454	470	458	470	12
Integration Station	39	44	51	47	78	31
Taylor	731	692	682	671	670	-1
Tuckahoe	679	582	538	536	536	0
Dual Enrolled ²					112	112
Elementary Total	13,657	13,922	14,315	14,305	14,779	474

Enrollment



	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	CHANGE
SCHOOL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	PROJECTED	
SECONDARY SCHOOLS						
Gunston	939	949	987	1,025	1,200	175
Hamm					670	670
Jefferson	865	959	1,047	1,138	1,043	-95
Kenmore	885	894	913	957	1,001	44
Swanson	1,065	1,179	1,223	1,251	971	-280
Williamsburg	1,130	1,215	1,252	1,322	1,063	-259
H-B Woodlawn	639	679	688	698	723	25
Wakefield	1,787	1,915	2,010	2,059	2,213	154
Washington-Liberty	2,258	2,330	2,207	2,226	2,155	-71
Yorktown	1,781	1,880	1,930	1,998	2,085	87
Arlington Community	108	95	100	91	91	0
Arlington Tech ³	n/a	n/a	113	196	346	150
Secondary Total	11,457	12,095	12,470	12,961	13,561	600
OTHER SCHOOLS/PROGRAMS						
Shriver Program	55	59	52	49	49	0
Langston	69	76	104	121	121	0
Other Schools/Programs Total	124	135	156	170	170	0
GRAND TOTAL	25,238	26,152	26,941	27,436	28,510	1,074

1. FY 2016-FY 2019 data shown above for Drew includes Drew Model School and the Montessori Program at Drew. In FY 2020, Drew Model School is renamed Dr. Charles R. Drew and opened as a neighborhood school and the Montessori Public School of Arlington (previously named Montessori Program at Drew) is moved to the Patrick Henry building.
2. Enrollment for dual-enrolled is included in the home school for FY 2016 (99 students), FY 2017 (79 students), FY 2018 (88 students) and FY 2019 (114 students).
3. Enrollment for Arlington Tech is included in the home school for FY 2017.

FY 2020 Projection Notes:

- ◆ Five-year-old Montessori students are reported in Kindergarten.
- ◆ Langston and Arlington Community membership does not include students over 20 years old. The above projections do not include the adult students at Arlington Community and at Langston.
- ◆ Career Center FTE are not included in the total as the students are already counted in their home school.
- ◆ PreK projections are prepared by the Department of Teaching and Learning. APS provides specialized services (i.e., Speech) to "dual-enrolled" students on a limited basis and invites PreK students to serve as "peer models" in PreK classrooms that are under-enrolled. Although both dual-enrolled and peer model students are counted towards total enrollment, they are not counted toward capacity utilization since they are in attendance in school only intermittently.
- ◆ Note: All Special Education students, including those in self-contained classes, all English Learners students, and all Transition Program students are included within the grade totals at each school.



Enrollment

The enrollment for elementary schools includes all PreK enrollment in Montessori, Virginia Preschool Initiative (VPI) classes, or special education programs. The actual total enrollment on September 30, 2018 was 27,436. The total number of students projected for September 2019 is 28,510.

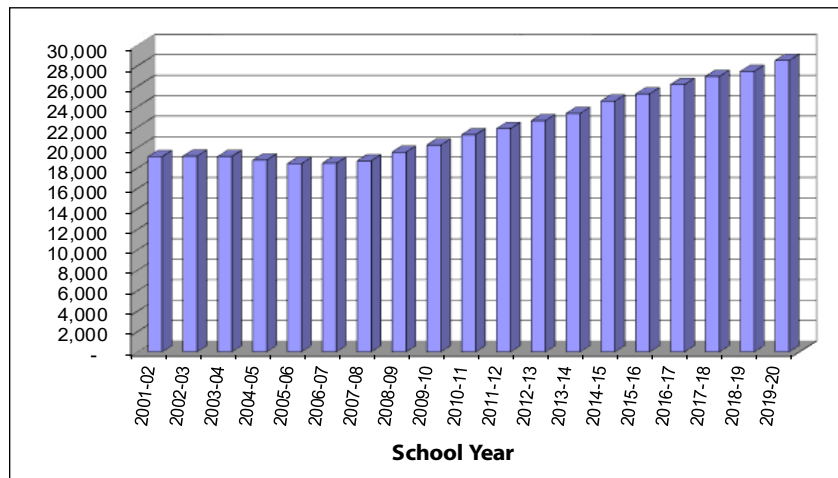
The chart to the left includes all enrollment reported as of September 30, including pre-school, Montessori and PreK special education students.

Enrollment has grown from 20,233 in FY 2010 to a projected 28,510 in FY 2020 representing a 41 percent increase during that period. For FY 2020, an increase of 1,074 students is expected over the previous (September 30, 2018) membership count. The average annual increase over the past ten years is approximately 3.49 percent.

SCHOOL YEAR*	STUDENTS	CHANGE	PERCENT CHANGE
2001-02	19,097		
2002-03	19,140	43	0.2%
2003-04	19,120	-20	-0.1%
2004-05	18,744	-376	-2.0%
2005-06	18,411	-333	-1.8%
2006-07	18,451	40	0.2%
2007-08	18,684	233	1.3%
2008-09	19,534	850	4.5%
2009-10	20,233	699	3.6%
2010-11	21,241	1008	5.0%
2011-12	21,841	600	2.8%
2012-13	22,613	772	3.5%
2013-14	23,316	703	3.1%
2014-15	24,529	1213	5.2%
2015-16	25,238	709	2.9%
2016-17	26,152	914	3.6%
2017-18	26,941	789	3.0%
2018-19	27,436	495	1.8%
2019-20 Projection	28,510	1074	3.9%

*As of September 30

ENROLLMENT TRENDS



Enrollment



STUDENT ENROLLMENT BY SPECIAL POPULATIONS

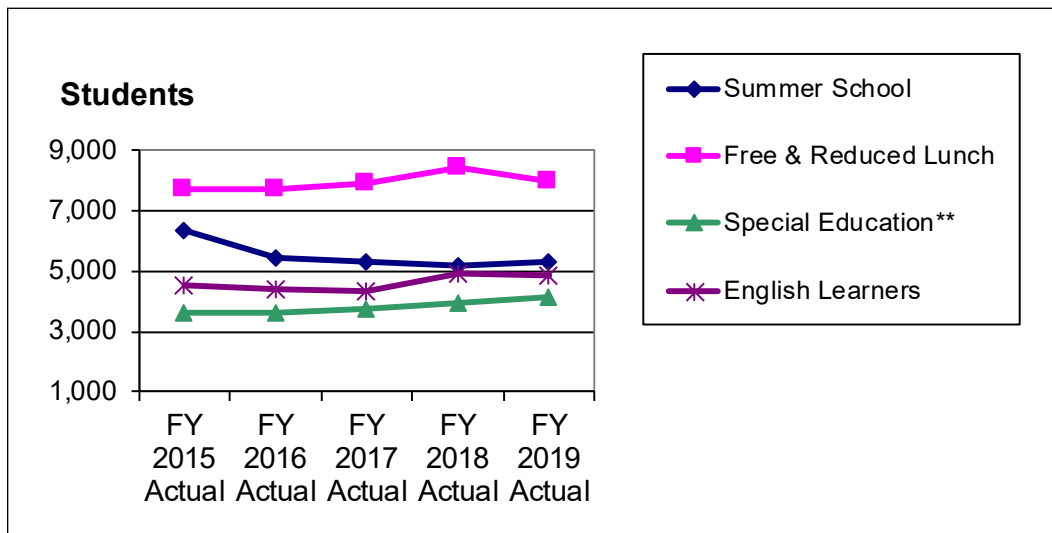
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	5 YEAR	5 YEAR %	FY 2020
STUDENTS	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	INCREASE	INCREASE	PROJECTED
Elementary Preschool ¹	1,108	1,086	1,129	1,141	1,047	-61	-5.5%	1,348
Elementary (K-5)	12,337	12,571	12,793	13,174	13,258	921	7.5%	13,431
Middle	4,910	5,115	5,442	5,671	5,937	1,027	20.9%	6,191
High	5,952	6,234	6,558	6,699	6,933	981	16.5%	7,279
Shriver	48	55	59	52	49	1	2.1%	49
Arlington Comm/Langston ²	174	177	171	204	212	38	21.8%	212
TOTAL	24,529	25,238	26,152	26,941	27,436	2,907	11.9%	28,510
Summer School	6,381	5,479	5,328	5,187	5,342	-1,039	-16.3%	5,551
Free and Reduced Lunch	7,749	7,712	7,936	8,419	7,987	238	3.1%	n/a
Special Education ³	3,605	3,637	3,762	3,978	4,163	558	15.5%	4,465
English Learners	4,524	4,394	4,368	4,945	4,835	311	6.9%	5,171

1. Includes Montessori 3-4-year olds, Virginia Preschool Initiative 4-year olds, and PreK special education students (including dual enrolled students).

2. Excludes students over age 20.

3. Actual special education enrollment reflects December 1 count (as reported to the Virginia Department of Education).

DEMOGRAPHIC TRENDS OF SPECIAL POPULATIONS





Enrollment Projections

It is important to project the number of students who are expected to enroll in the future because it helps APS:

- ◆ Anticipate the need for new or expanded schools.
- ◆ Determine annually how many teachers are needed in each school and grade.
- ◆ Generate budget estimates based on the expected number of students.

Method of Projecting Enrollments

The Department of Planning and Evaluation produces yearly enrollment projections for Grades K to 12. In addition, an estimate of PreK enrollment for each upcoming school year is provided by the Department of Teaching and Learning.

Recent changes in the options and transfers policy, in addition to boundary adjustments compelled by the opening of Alice West Fleet Elementary School and Dorothy Hamm Middle School, have disrupted historical enrollment trends used to project Grade K to 12 enrollment. As a result, APS staff updated methods for preparing the 10-year enrollment projections. A detailed explanation of these methodological updates can be found in the Annual APS Enrollment Projections Report (January 2019), available at <https://www.apsva.us/statistics/enrollment-projections/>. Below is an overview of some fundamental data used in enrollment projections.

To estimate future enrollment, APS uses three sets of statistics: the number of resident births for Arlington County (for Kindergarten projections only); the history of enrollment change (i.e., cohort transition rate); and the anticipated student yield from future housing units.

Resident Births

APS obtains Arlington County resident birth data from the Virginia Center for Health Statistics (actual births) and Arlington County Government (forecasted births). Historical birth data is used to project the kindergarten students from school years 2019 to 2021. Meanwhile, the Arlington County Government's birth projections are used to estimate the number of kindergarten students from 2022 to 2028. With both sets of birth data, APS applies a birth-to-kindergarten factor to project the size of future kindergarten cohorts.

Cohort Transition Ratio

Most districts across the United States use the cohort transition ratio method to project enrollment. This method captures the enrollment patterns of a cohort of students as they transition from grade to grade. It is calculated by dividing the number of students in a particular cohort (i.e., grade) by the number of students from the previous cohort in the previous school year. A cohort transition ratio greater than one means there are more students entering school than enrolled in the previous grade. A cohort transition ratio less than one means there are fewer students returning to school than in the previous grade. Because grade-specific transition ratios may vary considerably from one year to the next, APS uses averaging techniques in its projection methodology. The most recent cohort transition ratio is applied to current and future school enrollments to produce the ten-year projections by grade for each school. Depending on the school, cohort transition rates were calculated by using the school that students attend or their resident attendance boundary zone.

Enrollment Projections

Current Enrollment at APS

On September 30, 2018, total Grade K to 12 enrollment was 26,389, and PreK enrollment was 1,047 for a combined PreK-12 enrollment of 27,436 students. This total includes students from preschool age to those students enrolled in high school continuation programs. The number of students in the PreK cohort is fixed, due to seat availability for School Year 2018.

For the past five years, the entering Kindergarten cohort averaged about 2,200 students, while the exiting Grade 12 cohort averaged approximately 1,500 students. This suggests natural growth will occur for as long as smaller Grade 12 cohorts leaving the system continue being replaced by larger Kindergarten cohorts (which are projected for 2,200+ students) entering the system each year.

Student Yield from Future Housing

The Arlington County Department of Community Planning, Housing and Development (CPHD) provides APS with a forecast of residential development with the expected completion dates, number of units, residential housing unit type, and affordable unit characteristics. With this information, APS calculates the expected number of students residing in future residential development using the Student Generation Factor for the relevant housing unit type. Students that come from new residential developments are phased into the projections over the course of a two-year period.

The benefit of coordinating with Arlington County Government on the assumptions about future housing units is that the enrollment projections and the county's population forecasts are aligned with the same underlying residential development assumptions.

PreK Estimates

PreKindergarten enrollment capacity was provided by the Department of Teaching and Learning for the 2019-20 school year and is appended to each 2019-28 projection year to develop the system-wide PreK-12 enrollment totals. The PreK projections for 2019-20 is 1,348 students.

Accuracy of Projections

Individual school and grade-level projections of students are subject to more variation than the overall school system numbers. Student enrollment estimates have greater accuracy one year ahead than estimates that project five years ahead. Over the past five years, one-year enrollment projections for APS have varied from the actual enrollment by an average of about one percent. The spring updated projection for the 2018-2019 school year was 26,712 (K-12 students) and the actual enrollment as of September 30, 2018, totaled 26,389 (K-12 students); this represents a difference of -323 students (-1.2%) distributed across 33 schools.

For detailed information on the projections methodology, refer to the Annual APS Enrollment Projections Report (January 2019) at <https://www.apsva.us/statistics/enrollment-projections/>.



Enrollment Projections

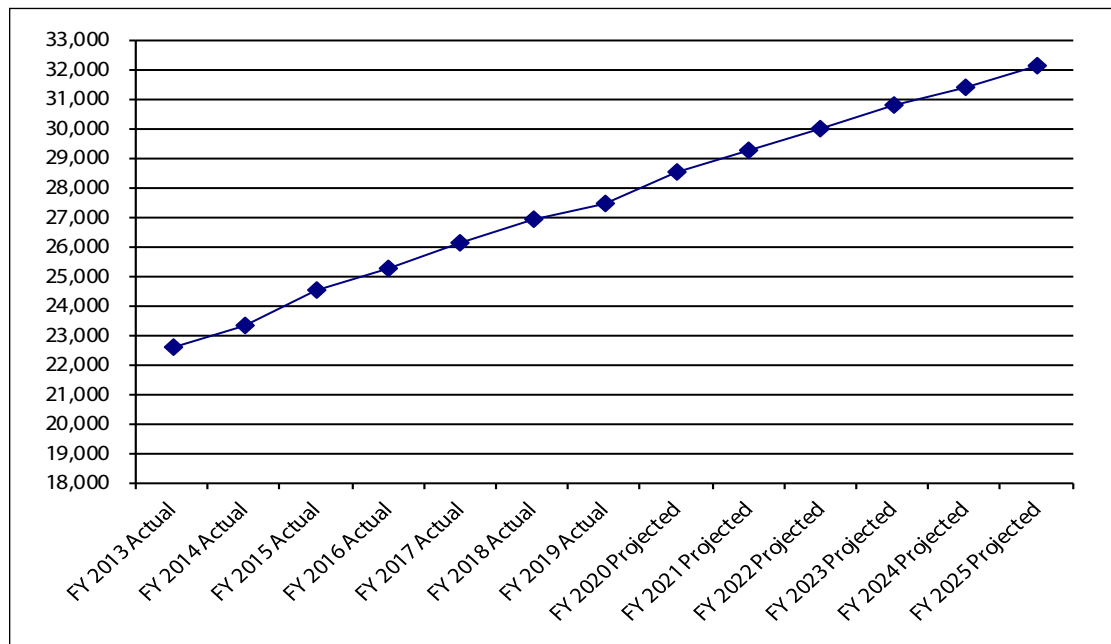
The following table shows the enrollment projections for FY 2020 through FY 2025. The enrollment for elementary schools includes all PreK students in the Virginia Preschool Initiative (VPI) classes, Montessori and PreK Special Education programs.

FY 2020 – FY 2025 ENROLLMENT PROJECTIONS

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED
Elementary Schools	14,779	14,912	15,093	15,419	15,701	15,947
Secondary Schools	13,561	14,180	14,755	15,180	15,523	15,994
Langston/Shriver	170	170	170	170	170	170
TOTAL	28,510	29,262	30,018	30,769	31,394	32,111

The following graph shows actual enrollment as of September 30 of each year for FY 2013 through FY 2019. The enrollment numbers for FY 2020 through FY 2025 are projected.

ENROLLMENT



Personnel Resources

Salaries and benefits make up for 78% of the total budget. The School Board's Adopted FY 2020 budget includes 4,897.36 positions. Below is a summary of the positions added and reduced. Details can be found on pages 36-128.

For FY 2020 an additional 68.00 positions were added due to the projected increase in enrollment:

- ◆ An increase of 3.40 positions at the elementary schools
 - ✦ 7.00 teachers
 - ✦ 0.50 assistants
 - ✦ -1.60 counselors
 - ✦ -2.50 clerical
- ◆ An increase of 49.70 positions at the secondary schools and other school programs
 - ✦ 27.10 teachers
 - ✦ 21.30 assistant
 - ✦ 0.80 guidance counselor
 - ✦ 0.50 assistant principal
- ◆ An increase of 14.90 positions in central support departments

Baseline adjustments result in an increase of 16.52 positions:

- ✦ 3.00 positions in Extended Day program
- ✦ 1.20 positions no longer supported by grants
- ✦ 10.82 positions in the Grants and Restricted Programs Fund
- ✦ 1.00 information services data specialist (removed erroneously in the FY 2019 budget)
- ✦ 1.00 facilities manager (Syphax building)
- ✦ 1.00 reading teacher (grandfather for one year at elementary schools)
- ✦ 1.00 exemplary project teacher (elementary schools)
- ✦ -2.50 custodians

Funded with one-time funds in FY 2019 and eliminated in FY 2020 results in a decrease of 5.25 positions:

- ✦ -3.25 psychologists and social workers (reinstated below in new investments)
- ✦ -2.00 Montessori assistants (reinstated below in new investments)

New investments add 112.05 positions:

- ✦ 72.40 new schools and program moves
- ✦ 27.65 continuing growth initiatives
- ✦ 12.00 investments to support growth

Reductions decrease 31.70 positions:

- ✦ -22.20 class size reductions
- ✦ -6.00 reduction from central support departments
- ✦ -3.50 reductions from schools

The additions and reductions listed above, when added to the FY 2019 Adopted Budget position total, result in the FY 2020 School Board's Adopted budget figure of 4,897.36 positions, a net increase of 159.62 positions.



Personnel Resources

EMPLOYEE GROUP POSITION SUMMARY

FUND	EMPLOYEE GROUP	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
		ACTUAL	ACTUAL	ACTUAL	ADOPTED	ADOPTED
School Operating	Administrators	229.00	228.50	236.50	232.00	240.50
	Assistants	595.04	613.24	621.53	602.00	627.50
	Bus Drivers and Attendants	196.50	222.50	231.00	241.50	263.50
	Custodial and Maintenance	225.00	225.50	222.50	232.00	243.50
	Support	386.45	401.20	410.35	434.60	446.00
	Teachers	2,639.68	2,723.86	2,756.59	2,731.01	2,796.91
School Operating Total		4,271.67	4,414.80	4,478.47	4,473.11	4,617.91
Community Activities*	Administrators***	76.00	73.00	71.00	75.00	77.00
	Assistants	2.00	2.00	1.00	2.00	3.00
	Custodial and Maintenance	23.50	24.50	24.00	25.50	26.50
	Support	16.00	19.00	20.00	21.75	21.75
	Teachers	1.00	1.00	1.00	1.00	1.00
Community Activities Total		118.50	119.50	117.00	125.25	129.25
Capital Projects	Administrator	8.00	8.00	8.00	1.00	1.00
	Support	1.00	1.00	1.00	0.00	0.00
Capital Projects Total		9.00	9.00	9.00	1.00	1.00
Food and Nutrition Services*	Administrator	2.00	2.00	2.00	2.00	2.00
	Support	4.00	4.00	4.00	4.00	4.00
Food and Nutrition Services Total		6.00	6.00	6.00	6.00	6.00
Grants and Restricted Programs**						
Grants and Restricted Programs Total		119.46	125.09	142.50	132.38	143.20
GRAND TOTAL		4,524.63	4,674.39	4,752.97	4,737.74	4,897.36

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

** Grant adopted FTEs are not budgeted by employee group.

*** This includes 31 supervisors and 24 assistant supervisors in the Extended Day program.

Outstanding Debt and Bond Amortization



BOND AMORTIZATION SCHEDULE

FISCAL YEAR	PRINCIPAL	INTEREST	TOTAL
2020	\$45,748,214	\$28,730,491	\$74,478,705
2021	\$46,487,751	\$28,892,383	\$75,380,133
2022	\$46,942,992	\$28,742,273	\$75,685,266
2023	\$47,521,999	\$28,029,978	\$75,551,978
2024	\$49,346,500	\$27,989,403	\$77,335,903
2025	\$53,051,500	\$29,070,445	\$82,121,945
2026	\$51,986,500	\$27,532,828	\$79,519,328
2027	\$55,631,500	\$25,847,419	\$81,478,919
2028	\$52,756,500	\$25,292,582	\$78,049,082
2029	\$52,421,500	\$25,644,724	\$78,066,224
2030	\$52,291,500	\$23,319,330	\$75,610,830
2031	\$50,961,500	\$21,002,285	\$71,963,785
2032	\$49,301,500	\$18,760,588	\$68,062,088
2033	\$46,871,500	\$16,577,431	\$63,448,931
2034	\$42,196,500	\$14,502,025	\$56,698,525
2035	\$40,371,500	\$12,503,125	\$52,874,625
2036	\$38,871,500	\$10,600,725	\$49,472,225
2037	\$37,246,500	\$8,767,075	\$46,013,575
2038	\$33,486,500	\$7,049,250	\$40,535,750
2039	\$23,751,500	\$5,534,500	\$29,286,000
2040	\$17,425,000	\$4,378,625	\$21,803,625
2041	\$15,307,500	\$3,507,375	\$18,814,875
2042	\$13,455,000	\$2,742,000	\$16,197,000
2043	\$12,015,000	\$2,069,250	\$14,084,250
2044	\$9,915,000	\$1,468,500	\$11,383,500
2045	\$6,485,000	\$972,750	\$7,457,750
2046	\$5,550,000	\$648,500	\$6,198,500
2047	\$4,720,000	\$371,000	\$5,091,000
2048	\$2,700,000	\$135,000	\$2,835,000
TOTAL	\$1,004,817,456	\$430,681,860	\$1,435,499,316



Outstanding Debt and Bond Amortization

Below is a description of the projects funded by bonds since 1996. Outstanding bond issues still being paid date from 2006 and after but many of the previous bond issues were refunded. As a result, it is difficult to know exactly which projects are funded by outstanding bond issues and which have been paid off so we have elected to show them all.

SCHOOL BOARD REFERENDA SINCE 1996

1996	
Arlington Science Focus	\$300,000
Claremont	\$2,640,000
Drew Model School	\$300,000
Hoffman-Boston	\$3,660,000
Jamestown	\$320,000
Key	\$6,400,000
Oakridge	\$6,200,000
Tuckahoe	\$5,385,000
Yorktown	\$1,300,000
Cabling	\$2,015,000
Salaries	\$600,000
TOTAL 1996	\$29,120,000

1998	
Arlington Science Focus	\$7,884,400
Ashlawn (Planning)	\$73,000
Barrett (Planning)	\$226,700
Claremont	\$3,167,100
Drew Model School	\$11,450,320
Hoffman-Boston	\$8,925,000
Key Elementary Gym	\$400,000
New Elementary School	\$11,000,000
Elementary Cabling	\$3,922,000
Gunston - Phase II Planning	\$102,000
Gunston - Aux. Gym/Lockers	\$1,713,000
Middle School Crowding	\$408,000
Washington - Lee Track	\$686,800
Salaries	\$746,680
TOTAL 1998	\$50,705,000

2000	
Abingdon	\$664,000
Arlington Traditional	\$268,000
Ashlawn	\$946,000
Barrett	\$3,389,300
Claremont	\$2,920,000
Glebe	\$566,000
Glencarlyn	\$2,902,000
Jamestown	\$243,000
Nottingham	\$525,000
New Elementary	\$4,743,000
Gunston (Phase III)	\$12,891,000
Kenmore Expansion and Renewal	\$983,000
Swanson	\$270,000
Williamsburg - Addition and Media Expansion	\$1,623,000
Wakefield Roof	\$1,112,000
Washington-Lee Track	\$295,000
Yorktown - Addition	\$561,000
Langston	\$4,610,000
Education Center	\$1,818,000
Salaries	\$1,283,200
TOTAL 2000	\$42,612,500

2002	
Arlington Traditional	\$4,981,500
Glebe	\$9,977,600
Jamestown	\$5,179,200
Nottingham	\$8,160,300
Kenmore Expansion and Renewal	\$29,951,100
Swanson	\$5,085,900
Williamsburg - Addition and Media Expansion	\$1,276,000
Washington-Lee	\$1,581,000
Yorktown - Addition	\$9,487,500
Reed	\$1,944,000
Salaries	\$1,371,900
TOTAL 2002	\$78,996,000

Outstanding Debt and Bond Amortization

SCHOOL BOARD REFERENDA SINCE 1996 (CONT.)

2004	
Kenmore Expansion and Renewal	\$1,355,000
Washington-Lee	\$64,599,000
Yorktown - Phase II design	\$2,200,000
Arlington Mill - design	\$925,000
Reed - Phase II design	\$8,141,000
Salaries	\$908,000
TOTAL 2004	\$78,128,000

2006	
Career Center	\$2,000,000
Jefferson - design	\$2,435,000
Wakefield - design	\$4,477,000
Yorktown - Phase II partial construction	\$24,800,000
TOTAL 2006	\$33,712,000

2008	
Career Center	\$5,350,000
Jefferson	\$4,184,000
Wakefield	\$31,428,000
Yorktown	\$56,400,000
	\$2,063,000
TOTAL 2008	\$99,425,000

2010	
Connect Arlington	\$2,303,000
HVAC	\$11,602,000
Roofing	\$4,700,000
Wakefield	\$84,285,000
	(\$2,000)
TOTAL 2010	\$102,888,000

2012	
Discovery	\$25,765,169
McKinley	\$10,134,831
HVAC	\$4,360,000
Roofing	\$2,359,000
TOTAL 2012	\$42,619,000

2014	
Abingdon	\$28,245,959
McKinley	\$7,500,000
New Elementary	\$25,200,000
Stratford	\$5,250,000
Washington-Lee Space Conversion	\$5,000,000
Wilson Site	\$7,500,000
HVAC	\$1,730,000
Infrastructure	\$3,920,000
Roofing	\$3,900,000
TOTAL 2014	\$88,245,959

2016	
Career Center	\$2,000,000
Secondary Seats	\$5,000,000
Wilson Site	\$36,000,000
HVAC	\$2,500,000
Infrastructure	\$1,000,000
Roofing	\$3,000,000
TOTAL 2016	\$49,500,000

2018	
Career Center	\$11,900,000
Elementary School at the Reed Site	\$44,250,000
Education Center Renovation	\$32,250,000
HVAC, Infrastructure, and Roofing	\$14,600,000
TOTAL 2018	\$103,000,000



Outstanding Debt and Bond Amortization

The chart below lists the outstanding bond issues that are still being paid.

OUTSTANDING BOND ISSUES

OUTSTANDING AMOUNT			
ISSUE	INTEREST	PRINCIPAL	TOTAL
2009D	\$255,834	\$5,085,313	\$5,341,147
2010QSCB	\$105,125	\$1,600,000	\$1,705,125
2010N	\$3,720,704	\$18,420,000	\$22,140,704
2010R	\$1,319,629	\$16,902,594	\$18,222,223
2011AB	\$55,625	\$2,225,000	\$2,280,625
2012A	\$8,956,675	\$39,255,000	\$48,211,675
2012C	\$325,728	\$6,514,550	\$6,840,278
2013A	\$2,426,100	\$9,595,000	\$12,021,100
2013B	\$3,464,800	\$11,590,000	\$15,054,800
2013C	\$750,884	\$14,725,000	\$15,475,884
2014A	\$6,953,250	\$23,695,000	\$30,648,250
2014B	\$5,157,125	\$19,725,000	\$24,882,125
2015	\$7,018,125	\$24,000,000	\$31,018,125
2016A	\$11,732,325	\$27,665,000	\$39,397,325
2016B	\$18,989,256	\$67,525,000	\$86,514,256
2017	\$26,677,200	\$67,680,000	\$94,357,200
2018	\$44,113,875	\$86,075,000	\$130,188,875
2019	\$28,663,849	\$63,130,000	\$91,793,849
TOTAL	\$170,686,110	\$505,407,456	\$676,093,566

INFORMATIONAL: SUPPLEMENTAL

Fee Schedules

Budgeted Expenditures by
Line Item

Acronym Index

Glossary

FY 2020 Adopted Budget
Planning Factors



Fee Schedules

APS charges tuition or fees for various types of services or products provided. The fee schedules on the next pages are for the 2019-2020 school year.

COMMUNITY USE OF SCHOOL FACILITIES

The Arlington School Board encourages and allows the use of school buildings and grounds by the community for educational, recreational, civic, and cultural activities to the extent possible under the law. The Board believes that school facilities are an important resource in developing and sustaining lifelong learning, in promoting intergovernmental cooperation, and in encouraging citizen participation in community activities.

When space is available at times that do not interfere with Arlington Public Schools' (APS) instructional programs, student activity programs, or ancillary programs sponsored, administered, or supported by APS, including APS Parent Teacher Associations and Arlington County Department of Parks and Recreation (DPR), members of the public may reserve school facilities on a scheduled basis.

The groupings below provide detail on the different users in each group. The calculation of rental, personnel and special fees is based upon the group into which the user is placed, and in some cases, on the type of use of the facility.

Use of space will be allocated in the following priority order:

1. APS instructional use
2. APS student organizations
3. Arlington County government programs and designated program partnerships
4. Non-profit groups that enter into program partnerships with APS in support of the mission of APS
5. Other Group One users on a first come, first served basis
6. All other users on a first come, first served basis

GROUP ONE

- ◆ APS student organizations.
- ◆ Non-profit groups that enter into program partnerships with APS in support of the mission of APS.
- ◆ Arlington County Government programs and designated program partnerships.
- ◆ Student groups composed of Arlington County residents with an adult sponsor, sponsored by non-profit groups where the primary purpose of the group is to foster student interest in political, community service, social, recreational, or educational activities as described in the policy implementation manual. If the primary purpose of the function for which the building is being used is to raise funds or produce revenue, then Group Two rental fees apply.
- ◆ Arlington County Civic Federation member organizations unless the primary purpose of the function for which the building is being used is to raise funds or produce revenue, in which case Group Two rental fees would apply.

GROUP TWO

- ◆ Arlington non-profit groups, to include political events held by such groups. For rental group purposes, an "Arlington" non-profit group is defined as a group whose members include more than 50 percent Arlington residents, or more than 50 percent of the participants being served are Arlington residents.
- ◆ Non-profit colleges and universities and other non-profit educational groups.



Fee Schedules

GROUP THREE

- ◆ Non-Arlington, non-profit groups, to include political events held by such groups.
- ◆ Commercial groups serving the youth of Arlington.

GROUP FOUR

- ◆ All other groups and organizations. This group includes, but is not limited to, commercial and private individual or group events.

The charts below are fees and charges for the use of school facilities for FY 2020.

RENTAL FEES – HOURLY RATES (GROUP 2)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$39	\$51	\$76
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$64	\$76	\$128
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$41	\$52	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$45	\$57
	<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	\$293	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$165
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$32	\$32
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$39	\$76	\$76
	Kenmore and Thomas Jefferson	N/A	\$128	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$128
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$57
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$13	\$13	\$13
	<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	\$19	\$19	\$19
	<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	\$32
	<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 changed in 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	\$77	\$102	\$153
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$128	\$152	\$254
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$90	\$114	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$90	\$114
	<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	\$585	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$330
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$64	\$64
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman-Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$77	\$152	\$152
	Kenmore and Thomas Jefferson	N/A	\$254	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$254
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$114
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$25	\$25	\$25
	<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	\$39	\$39	\$39
	<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	\$64
	<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 changed in hourly increments only except for Cleaning Supply/Cleanup Fee, which are per use of the space.

Fee Schedules



INFORMATIONAL:
SUPPLEMENTAL

RENTAL FEES – HOURLY RATES (GROUP 4)

		ELEMENTARY	MIDDLE	HIGH
Cafeteria/ Multipurpose Room	Without Kitchen	\$153	\$204	\$305
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
	With Kitchen	\$254	\$305	\$508
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$70	\$104	\$139
Gymnasium (excludes Thomas Jefferson and Washington-Liberty)		\$178	\$229	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$35	\$70	\$104
Aux Gym		N/A	\$178	\$229
	<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	\$1,169	N/A
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$208	N/A
W-L Gymnasium		N/A	N/A	\$661
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$139
Black Box Theaters		N/A	\$127	\$127
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	\$21	\$21
Auditorium	Hoffman Boston Elementary, Gunston, Swanson, Williamsburg and H-B Woodlawn	\$153	\$305	\$305
	Kenmore and Thomas Jefferson	N/A	\$508	N/A
	Washington-Liberty, Yorktown, Wakefield	N/A	N/A	\$508
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	\$52	\$104	\$104
Town Hall (Wakefield)		N/A	N/A	\$229
	<i>Cleaning Supply/Cleanup Fee (per use)</i>	N/A	N/A	\$70
Classroom, Conference Room	General Use Classroom/Conference Room	\$51	\$51	\$51
	<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	\$76	\$76	\$76
	<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	\$127
	<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 changed in 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**	\$39
Police Security	\$60
Facility Event Coordinator (large events)	\$41
House Manager (for Theater use only)	\$41
Maintenance technician (electrical set up)	\$44
Audio/visual equipment technician	\$44
Assistant audio/visual equipment technician	\$36
Planetarium operator	\$32
ITC/Teacher	\$32
Student technician	\$ 9

* Payment for custodial support occurs whenever an event occurs outside of the normal building hours. Regular custodial hours are between the hours of 6:30 a.m. and 10:30 p.m., Monday through Friday except holidays. Custodial support that occurs outside of the above listed hours will be charged a four hour minimum for services. If an event requires additional custodial support than can be provided with existing staff on duty, then users will be charged for the additional custodial support at this custodial rate.

**For any kitchen rental, an APS cafeteria staff manager must be present.

SPECIAL FEES/EQUIPMENT CHARGES

CATEGORY	FEES CHARGED PER HOUR
Self-contained Sound system – indoor (one microphone)*	\$10 per hour
Portable sound system*	\$10 per hour
Additional microphones*	\$10 per hour
Spotlights*	\$22 per hour
Stage lights*	\$10 per hour
Audio/visual equipment (TV/DVD, overhead, slide projector)*	\$15 per use
Projector (ceiling mounted or portable)*	\$50 per use
Timing/Scoring System*	\$50 per use
Piano	
Upright	\$50 per use
Grand	\$75 per use
Risers	\$20 per section/use
Acoustical Shell**	\$25 per shell/use
Portable stage	\$30 per 4'x8' section

Only APS personnel can move and setup APS equipment. Fees will be charged at the rates listed above for these services.

* Users requesting this equipment will be required to use APS trained individuals to operate the equipment.

** Only APS personnel can move and setup acoustical shells.



Fee Schedules

ARLINGTON AQUATICS CENTERS FEES

The goal of the Aquatics Program is to provide instructional and recreational aquatic opportunities to residents of all ages by supporting a variety of activities that promote healthy water-friendly lifestyles, confidence, and comfort. Arlington Public Schools (APS) is responsible for the school's instructional program and for the management and operations of the three facilities. The Department of Parks and Recreation (DPR) provides community-based instructional, fitness and competitive programs. DPR is responsible for community programs including pre-school, youth and adult learn to swim programs, water exercise classes, the Arlington Aquatic Club (AAC), the county sponsored USA Swim Team, and the Arlington Master Swim Team. The school swimming instructional program uses the pools during the school days. The pools are open to the community year-round during early morning, mid-day, evening and weekends.

Aquatic fees for FY 2020 are shown below.

COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2019

ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES	MEMBERSHIPS		
	Single Swim	10 Swims	3-Mos	6-Mos	12-Mos
Children (Infant – 17)	\$2.40	\$20.00	\$49.00	\$94.00	\$150.00
Adult (18-59)	6.00	51.00	122.00	234.00	374.00
Senior (60+)	3.90	33.00	80.00	152.00	243.00
Student w/ College ID	4.80	41.00	98.00	187.00	300.00
Shower (No Pool Access)	3.50	30.00			
Drop-In Aerobics (Adult)	7.00				
Drop-In Aerobics (Senior)	4.90				
			MEMBERSHIPS PACKAGES		
			3-Mos	6-Mos	12-Mos
Adults (2)			\$220.00	\$421.00	\$673.00
Adult and Senior			182.00	347.00	555.00
Senior (2)			144.00	274.00	437.00
NON ARLINGTON RESIDENTS	ADMISSION	SWIM PASSES	MEMBERSHIPS		
	Single Swim	10 Swims	3-Mos	6-Mos	12-Mos
Children (Infant – 17)	\$5.00	\$45.00	\$108.00	\$234.00	\$468.00
Adult (18-59)	8.00	72.00	173.00	374.00	749.00
Senior (60+)	8.00	72.00	173.00	374.00	749.00
Student w/ College ID	6.40	58.00	138.00	300.00	599.00
Drop-In Aerobics (Adult)	9.00				
Drop-In Aerobics (Senior)	9.00				
BIRTHDAY PARTIES AND GROUP ADMISSION FEES	ARLINGTON RESIDENT		NON-ARLINGTON RESIDENT		
Party Room-Two Hour Minimum	\$200.00		\$250.00		
Group Admission (1-10)	36.00		75.00		
Group Admission (11-15)	54.00		112.50		
Group Admission (16-20)	72.00		150.00		
Group Admission (21-25)	90.00		187.50		



INFORMATIONAL:
SUPPLEMENTAL

Fee Schedules

COMMUNITY SWIM FEE—SCHEDULE EFFECTIVE JULY 1, 2019

RENTAL FEES		
RENTAL POOL SPACE AREA	NON-PROFIT	FOR-PROFIT
Full Facility (all lanes, diving well, and instructional pool)	\$300.00	\$315.00
Competition Pool B (8-Lanes)	220.00	230.00
Competition Pool X (10-Lanes – W-L Only)	250.00	262.50
Competition Pool A (6-Lanes)	165.00	173.25
Competition Pool D (3-Lanes) (Public Swim ONLY)	85.00	95.00
Competition Pool E (4-Lanes) (Public Swim ONLY)	105.00	110.00
Instructional Pool – IPool (Only)	165.00	173.25
8-Lanes w/ IPool	250.00	262.50
6-Lanes w/ IPool	200.00	215.00
4-Lanes w/ IPool	200.00	215.00
Diving Well (2 Boards)	80.00	84.00
Single Lane (Community Swim ONLY)	30.00	32.00
Partial Instructional Pool (Community Swim ONLY)	30.00	32.00
Wet Classroom (No A/V Equipment)	125.00	131.25
Wet Classroom (With A/V Equipment)	200.00	206.25
SWIM / DIVE MEET AND TOURNAMENT RENTAL		
POOL SPACE AREA (FEES / HOUR UNLESS OTHERWISE NOTED)	NON-PROFIT	FOR-PROFIT
Facility Rental (without Wet Classroom)/ Hour	\$300.00	\$315.00
Facility Rental (with Wet Classroom)	350.00	365.00
Set-up Fee (per day)	100.00	100.00
Clean-up Fee (per sessions)	100.00	100.00
Colorado Timing System (per session)	100.00	100.00
Colorado Timing System Operator	45.00	45.00
Seating Capacity	Wakefield	215
	Washington-Liberty	166
	Yorktown	252



Fee Schedules

SCHOOL BREAKFAST AND LUNCH PRICES

The Office of Food and Nutrition Services provides a variety of nutritious choices for breakfast and lunch every day. Our menus are planned by a registered Dietitian in accordance with the Dietary Guidelines for Americans. The school lunch program is operated under the federally funded National School Lunch program and administered by the USDA and the Virginia Department of Education.

School breakfast and lunch prices for FY 2019 and FY 2020 are listed below.

CATEGORY	FY 2019 ADOPTED		FY 2020 ADOPTED	
	BREAKFAST	LUNCH	BREAKFAST	LUNCH
Elementary	\$1.70	\$2.90	\$1.75	\$3.00
Secondary	\$1.70	\$3.00	\$1.75	\$3.10
Reduced	\$0.00	\$0.00	\$0.00	\$0.00
Adult	\$2.65	\$3.65	\$2.75	\$3.75
Milk	\$0.75	\$0.75	\$0.75	\$0.75



Fee Schedules

MONTESSORI TUITION

Arlington Public Schools offers a Montessori program in order to provide students with choices in their instructional programs to meet their academic goals. Two-thirds of the positions in each Montessori class are reserved for children who meet the following criteria:

- ◆ The adjusted family income is at or less than the amount specified in the Appendix to Policy Implementation Procedure 20-3 Program Differentiation.
- ◆ Speak little or no English.

Tuition for the Montessori classes is on a sliding scale as outlined below. There is no charge for preschool classes for four-year-olds whose parents' income qualifies them for the Free/Reduced Lunch program.

Montessori fees for FY 2020 are listed below.

ADJUSTED INCOME	FY 2019 FEES	FY 2020 ADOPTED FEES	% INCREASE
Income to \$24,000	\$833	\$867	4.0%
\$24,001 - \$27,000	\$1,136	\$1,181	4.0%
\$27,001 - \$30,000	\$1,474	\$1,533	4.0%
\$30,001 - \$33,000	\$1,954	\$2,032	4.0%
\$33,001 - \$37,000	\$2,494	\$2,593	4.0%
\$37,001 - \$41,000	\$3,202	\$3,331	4.0%
\$41,001 - \$46,000	\$4,000	\$4,160	4.0%
\$46,001 - \$51,000	\$4,887	\$5,083	4.0%
\$51,001 - \$57,000	\$5,863	\$6,097	4.0%
\$57,001 - \$62,000	\$7,076	\$7,359	4.0%
\$62,001 - \$67,000	\$8,395	\$8,731	4.0%
\$67,001 - \$72,000	\$9,825	\$10,218	4.0%
\$72,001 - \$77,000	\$10,522	\$10,942	4.0%
\$77,001 - \$82,000	\$11,269	\$11,720	4.0%
\$82,001 - \$90,000	\$11,322	\$11,775	4.0%
\$90,001 - \$96,000	\$11,376	\$11,831	4.0%
\$96,001 - \$97,040	\$11,430	\$11,887	4.0%
\$97,041 - \$110,000	\$11,430	\$11,887	4.0%
\$110,001 - \$125,000	\$11,877	\$12,412	4.5%
\$125,001 - \$150,000	\$12,340	\$12,957	5.0%
\$150,001 - \$175,000	\$12,818	\$13,523	5.5%
\$175,000 - \$200,000	\$13,312	\$14,111	6.0%
\$200,001 and up	\$13,823	\$14,721	6.5%

Note: \$97,040 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



INFORMATIONAL:
SUPPLEMENTAL

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 2020 outlined below were approved by the School Board.

	FY 2020 FEES	
	FULL COST*	REDUCED COST*
ELEMENTARY ENRICHMENT		
Global Village Summit	\$630	\$102
Math Academy	\$315	\$56
Fun with Coding STEM	\$315	\$56
Summer Laureate	\$315	\$56
SECONDARY ENRICHMENT		
Middle School Enrichment	\$380	\$77
New Work for Credit	\$300	\$87
OUTDOOR LAB	\$684	\$113
W-L INTRO TO ADVANCED COURSES	\$175	\$56
WAKEFIELD AP SUMMER BRIDGE PROGRAM	\$175	\$56
Registration Fee for Strengthening	\$100	\$56

* Includes registration fee



Fee Schedules

EXTENDED DAY FEES

The Extended Day Program provides a safe, enriching and fun environment before and after school each day for about 4,100 children. Offering age appropriate and Developmental Asset-building activities, over 400 child care professionals work in 24 elementary schools, six middle schools and the Shriver Program to meet the individual needs of each child and the expectations of every family. Refer to the Extended Day section on page 493 for more information.

Upon request to the Director of Extended Day, additional financial assistance may be available. Please contact the Extended Day Central Office (703-228-6069) for more information.

In addition to the participation fees listed below and on the following pages, there is a non-refundable registration fee of \$40 for the first child and \$30 for each additional sibling.

2019–2020 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

Abingdon, Campbell, Carlin Springs, Claremont

8:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$2.00	\$2.00	\$10.00	\$8.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$20.00	\$15.00
\$12,001 - \$16,000	\$10.00	\$8.00	\$41.00	\$31.00
\$16,001 - \$20,000	\$20.00	\$15.00	\$82.00	\$62.00
\$20,001 - \$26,000	\$30.00	\$23.00	\$122.00	\$92.00
\$26,001 - \$32,000	\$40.00	\$30.00	\$163.00	\$122.00
\$32,001 - \$38,000	\$49.00	\$37.00	\$204.00	\$153.00
\$38,001 - \$46,000	\$59.00	\$44.00	\$245.00	\$184.00
\$46,001 - \$55,000	\$79.00	\$59.00	\$326.00	\$245.00
\$55,001 - \$65,000	\$94.00	\$71.00	\$387.00	\$290.00
\$65,001 - \$88,240	\$99.00	\$99.00	\$408.00	\$408.00
\$88,241 and Above	\$102.00	\$102.00	\$420.00	\$420.00

Fee Schedules



INFORMATIONAL:
SUPPLEMENTAL

2019–2020 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

Arlington Traditional School, Barrett, Long Branch, Randolph

8:25 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$4.00	\$3.00	\$9.00	\$7.00
\$8,001 - \$12,000	\$8.00	\$6.00	\$18.00	\$14.00
\$12,001 - \$16,000	\$15.00	\$11.00	\$36.00	\$27.00
\$16,001 - \$20,000	\$30.00	\$23.00	\$71.00	\$53.00
\$20,001 - \$26,000	\$45.00	\$34.00	\$107.00	\$80.00
\$26,001 - \$32,000	\$60.00	\$45.00	\$143.00	\$107.00
\$32,001 - \$38,000	\$75.00	\$56.00	\$179.00	\$134.00
\$38,001 - \$46,000	\$90.00	\$68.00	\$214.00	\$161.00
\$46,001 - \$55,000	\$120.00	\$90.00	\$286.00	\$215.00
\$55,001 - \$65,000	\$143.00	\$107.00	\$340.00	\$255.00
\$65,001 - \$88,240	\$150.00	\$150.00	\$357.00	\$357.00
\$88,241 and Above	\$155.00	\$155.00	\$368.00	\$368.00

Arlington Science Focus, Ashlawn, Barcroft, Discovery, Drew, Fleet, Glebe, Hoffman-Boston, Jamestown, Key, McKinley, Montessori Public School of Arlington, Nottingham, Oakridge, Taylor, Tuckahoe

9:00 AM START TIME

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$10.00	\$8.00	\$15.00	\$11.00
\$12,001 - \$16,000	\$20.00	\$15.00	\$30.00	\$23.00
\$16,001 - \$20,000	\$41.00	\$31.00	\$61.00	\$46.00
\$20,001 - \$26,000	\$61.00	\$46.00	\$91.00	\$68.00
\$26,001 - \$32,000	\$82.00	\$62.00	\$122.00	\$92.00
\$32,001 - \$38,000	\$102.00	\$77.00	\$152.00	\$114.00
\$38,001 - \$46,000	\$123.00	\$92.00	\$182.00	\$137.00
\$46,001 - \$55,000	\$164.00	\$123.00	\$243.00	\$182.00
\$55,001 - \$65,000	\$195.00	\$146.00	\$289.00	\$217.00
\$65,001 - \$88,240	\$205.00	\$205.00	\$304.00	\$304.00
\$88,241 and Above	\$211.00	\$211.00	\$313.00	\$313.00



INFORMATIONAL:
SUPPLEMENTAL

Fee Schedules

2019–2020 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

MIDDLE SCHOOL CHECK-IN

ANNUAL INCOME BRACKET	AFTER SCHOOL CHECK-IN	
	1ST CHILD	ADD'L CHILD
less than \$8,000	\$10.00	\$8.00
\$8,001 - \$12,000	\$20.00	\$15.00
\$12,001 - \$16,000	\$40.00	\$30.00
\$16,001 - \$20,000	\$80.00	\$60.00
\$20,001 - \$26,000	\$120.00	\$90.00
\$26,001 - \$32,000	\$160.00	\$120.00
\$32,001 - \$38,000	\$200.00	\$150.00
\$38,001 - \$46,000	\$240.00	\$180.00
\$46,001 - \$55,000	\$320.00	\$240.00
\$55,001 - \$65,000	\$380.00	\$285.00
\$65,001 - \$88,240	\$400.00	\$400.00
\$88,241 and Above	\$412.00	\$412.00

2019–2020 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

SHRIVER

ANNUAL INCOME BRACKET	BEFORE SCHOOL		AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$5.00	\$4.00	\$8.00	\$6.00
\$8,001 - \$12,000	\$10.00	\$8.00	\$15.00	\$11.00
\$12,001 - \$16,000	\$20.00	\$15.00	\$30.00	\$23.00
\$16,001 - \$20,000	\$41.00	\$31.00	\$61.00	\$46.00
\$20,001 - \$26,000	\$61.00	\$46.00	\$91.00	\$68.00
\$26,001 - \$32,000	\$82.00	\$62.00	\$122.00	\$92.00
\$32,001 - \$38,000	\$102.00	\$77.00	\$152.00	\$114.00
\$38,001 - \$46,000	\$123.00	\$92.00	\$182.00	\$137.00
\$46,001 - \$55,000	\$164.00	\$123.00	\$243.00	\$182.00
\$55,001 - \$65,000	\$195.00	\$146.00	\$289.00	\$217.00
\$65,001 - \$88,240	\$205.00	\$205.00	\$304.00	\$304.00
\$88,241 and Above	\$211.00	\$211.00	\$313.00	\$313.00

Fee Schedules



INFORMATIONAL:
SUPPLEMENTAL

2019–2020 SCHOOL YEAR—SPECIAL SESSIONS—10 DAY

BARCROFT

ANNUAL INCOME BRACKET	INTERSESSION BEFORE SCHOOL		INTERSESSION AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
Less than \$8,000	\$6.00	\$5.00	\$7.00	\$6.00
\$8,001 - \$12,000	\$8.00	\$7.00	\$10.00	\$8.00
\$12,001 - \$16,000	\$13.00	\$11.00	\$18.00	\$14.00
\$16,001 - \$20,000	\$24.00	\$19.00	\$34.00	\$26.00
\$20,001 - \$26,000	\$34.00	\$26.00	\$51.00	\$40.00
\$26,001 - \$32,000	\$46.00	\$34.00	\$68.00	\$53.00
\$32,001 - \$38,000	\$58.00	\$44.00	\$85.00	\$64.00
\$38,001 - \$46,000	\$68.00	\$53.00	\$101.00	\$78.00
\$46,001 - \$55,000	\$90.00	\$68.00	\$134.00	\$100.00
\$55,001 - \$65,000	\$109.00	\$82.00	\$160.00	\$121.00
\$65,001 - \$88,240	\$115.00	\$115.00	\$167.00	\$167.00
\$88,241 and Above	\$119.00	\$119.00	\$172.00	\$172.00

2019–2020 SCHOOL YEAR—SPECIAL SESSIONS—5 DAY

BARCROFT

ANNUAL INCOME BRACKET	INTERSESSION BEFORE SCHOOL		INTERSESSION AFTER SCHOOL	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
Less than \$8,000	\$3.00	\$3.00	\$4.00	\$3.00
\$8,001 - \$12,000	\$4.00	\$4.00	\$5.00	\$4.00
\$12,001 - \$16,000	\$7.00	\$6.00	\$9.00	\$7.00
\$16,001 - \$20,000	\$12.00	\$10.00	\$17.00	\$13.00
\$20,001 - \$26,000	\$17.00	\$13.00	\$26.00	\$20.00
\$26,001 - \$32,000	\$23.00	\$17.00	\$34.00	\$27.00
\$32,001 - \$38,000	\$29.00	\$22.00	\$43.00	\$32.00
\$38,001 - \$46,000	\$34.00	\$27.00	\$51.00	\$39.00
\$46,001 - \$55,000	\$45.00	\$34.00	\$67.00	\$50.00
\$55,001 - \$65,000	\$55.00	\$41.00	\$80.00	\$61.00
\$65,001 - \$88,240	\$58.00	\$58.00	\$84.00	\$84.00
\$88,241 and Above	\$60.00	\$60.00	\$86.00	\$86.00



INFORMATIONAL:
SUPPLEMENTAL

Fee Schedules

2019–2020 SCHOOL YEAR—EXTENDED DAY MONTHLY FEES

APS EMPLOYEE ONLY OPTIONS

ANNUAL INCOME BRACKET	ONE DAY A WEEK (MONTHLY FEE)		FLES ER (1 ANNUAL PAYMENT)	
	1ST CHILD	ADD'L CHILD	1ST CHILD	ADD'L CHILD
less than \$8,000	\$3.00	\$2.00	\$6.00	\$5.00
\$8,001 - \$12,000	\$5.00	\$4.00	\$12.00	\$9.00
\$12,001 - \$16,000	\$11.00	\$8.00	\$25.00	\$19.00
\$16,001 - \$20,000	\$24.00	\$18.00	\$48.00	\$36.00
\$20,001 - \$26,000	\$35.00	\$26.00	\$73.00	\$55.00
\$26,001 - \$32,000	\$46.00	\$35.00	\$97.00	\$73.00
\$32,001 - \$38,000	\$59.00	\$44.00	\$121.00	\$90.00
\$38,001 - \$46,000	\$69.00	\$52.00	\$145.00	\$109.00
\$46,001 - \$55,000	\$93.00	\$70.00	\$193.00	\$144.00
\$55,001 - \$65,000	\$110.00	\$83.00	\$229.00	\$171.00
\$65,001 - \$88,240	\$115.00	\$115.00	\$241.00	\$241.00
\$88,241 and Above	\$119.00	\$119.00	\$249.00	\$249.00

SUMMER 2019—EXTENDED DAY FEES

2019 SUMMER SITE:	MATH ACADEMY, STEM (CODING), AND SUMMER LAUREATE (AT MCKINLEY)			ALL SUMMER SCHOOL SITES		
	2 WEEKS			4 WEEKS		
INCOME BRACKET	SUMMER SCHOOL: 8:30 AM-12:30 PM			SUMMER SCHOOL: 8:30 AM-12:30 PM		
	BEFORE 7-8:30 AM	AFTER 12:30-6 PM	BOTH	BEFORE 7-8:30 AM	AFTER 12:30-6 PM	BOTH
Less than \$8,000	\$2.00	\$6.00	\$8.00	\$3.00	\$11.00	\$14.00
\$8,001 - \$12,000	\$3.00	\$11.00	\$14.00	\$6.00	\$22.00	\$28.00
\$12,001 - \$16,000	\$6.00	\$22.00	\$28.00	\$12.00	\$44.00	\$56.00
\$16,001 - \$20,000	\$12.00	\$44.00	\$56.00	\$24.00	\$89.00	\$113.00
\$20,001 - \$26,000	\$18.00	\$67.00	\$85.00	\$36.00	\$133.00	\$169.00
\$26,001 - \$32,000	\$24.00	\$89.00	\$113.00	\$49.00	\$178.00	\$227.00
\$32,001 - \$38,000	\$30.00	\$111.00	\$141.00	\$61.00	\$222.00	\$283.00
\$38,001 - \$46,000	\$36.00	\$133.00	\$169.00	\$73.00	\$267.00	\$340.00
\$46,001 - \$55,000	\$49.00	\$178.00	\$227.00	\$97.00	\$356.00	\$453.00
\$55,001 - \$65,000	\$58.00	\$211.00	\$269.00	\$115.00	\$423.00	\$538.00
\$65,001 - \$88,240	\$61.00	\$222.00	\$283.00	\$122.00	\$445.00	\$567.00
\$88,241 and Above	\$63.00	\$229.00	\$292.00	\$125.00	\$458.00	\$583.00

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Personnel Services	40414	Staff Contingency Fund	\$4,894,105
		40429	Compensation Contingency	\$2,084,000
		40508	Staff Contingency-Advanced Classes	\$723,613
		41200	School Board Members	\$127,001
		41201	Legislative Liaison	\$35,000
		41203	Superintendent	\$251,425
		41204	Academic Stipend	\$1,482,821
		41205	Professional Staff	\$1,214,816
		41206	Department Chairs Stipends	\$59,550
		41207	Coaching-Athletic	\$1,478,903
		41208	Coordinator	\$4,983,301
		41210	Curriculum Work	\$83,657
		41211	School/Family Counselor	\$40,910
		41215	Supt Travel Allotment	\$5,000
		41216	Assistant Superintendent	\$1,183,021
		41219	School Counselor	\$8,601,555
		41220	Inservice Professional	\$152,000
		41221	Teacher-Elective/Core Supplement	\$435,630
		41222	Itinerant Teacher	\$23,095,293
		41223	Teacher-ACT II After School Electives	\$424,662
		41227	Homebound Teacher Hourly	\$153,199
		41228	Librarian	\$3,785,655
		41229	Safety Patrol Sponsor	\$70,176
		41230	Teacher Hourly	\$1,202,455
		41231	Principal	\$5,602,293
		41232	Assistant Principal	\$6,622,220
		41234	In-school Alternative Program	\$221,352
		41235	Psychologist	\$4,702,797
		41236	Science Contact Teaching	\$10,000
		41237	School Resource Assistant	\$3,803,700
		41241	Extended Contract	\$109,596
		41243	Analyst	\$2,114,320
		41244	Specialist	\$4,125,302
		41246	Teacher-Vocational Assessment	\$95,936
		41247	Substitute Teacher-Personal Leave	\$2,997,798
		41250	Summer School T-Scale	\$2,014,850
		41254	Teacher	\$172,644,965
		41260	Career Education	\$2,085,331
		41265	Separation Pay	\$2,500,000
		41267	Visiting Tchr/Social Wrkr	\$3,370,845
41270	Student Activities Director	\$420,118		
41272	Team Leader	\$163,388		
41273	Athletic Trainer	\$166,175		
41281	Occupational Therapist	\$3,346,436		
41282	Pre-K Coordinator	\$111,045		
41283	Interpreter	\$117,582		



Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Personnel Services	41284	Asst Dir-Student Activities	\$130,599
		41288	Technology Coordinator	\$3,846,778
		41289	Resource Teacher	\$7,046,043
		41293	Teacher Mentor	\$288,797
		41295	Substitute-Professional Leave	\$112,900
		41296	Substitute-P & E Scale	\$29,988
		41297	Summer School Administrative	\$119,043
		41298	Staff Hourly	\$560,600
		41299	Lapse & Turnover	\$(3,612,500)
		41309	Clerical + Secretarial	\$3,395,473
		41310	Clerical School Substitute	\$32,975
		41311	Clerical & Secretarial-Part-Time	\$234,575
		41314	Bus Attendant	\$2,183,516
		41316	Custodian-Regular	\$10,314,810
		41317	Overtime	\$1,619,804
		41318	Director	\$4,410,146
		41319	Assistant Director	\$559,437
		41320	Driver-Lead	\$426,338
		41321	Clerical-Non-School Substitute	\$2,175
		41322	Driver-Regular	\$6,240,186
		41323	Driver-Swing	\$219,261
		41324	Educational Secretary	\$6,361,483
		41325	Management Staff	\$281,091
		41329	Temporary Employment	\$53,160
		41332	Career College Counselor	\$211,400
		41333	Translator Hourly	\$157,032
		41337	Instructional Secretary	\$2,344,524
		41346	Stipend	\$307,706
		41348	Lunchroom Attendant	\$571,290
		41349	Maintenance-Regular	\$5,009,329
		41351	Manager	\$430,352
		41356	Supervisor	\$3,611,482
		41360	School-based Testing	\$35,018
		41363	Part-time & Temporary Work	\$283,610
		41364	Principal's Aide	\$1,429,816
		41365	Program Specialist	\$571,064
		41368	Security Monitor	\$68,848
		41370	Staff-General	\$4,275,277
		41375	Aide	\$19,948,976
		41376	Tutor Hourly	\$3,572
41377	Aide Hourly	\$472,678		
41378	Technician	\$1,490,882		
41379	Technician Hourly	\$28,814		
41380	Training Program	\$212,460		
41383	Field Trip Differential	\$297		
41386	P/T Rep/Main Technicians	\$156,060		

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Personnel Services	41390	Substitute Instructional Aide-Personal Leave	\$20,595	
		41391	Early Retirement Cost	\$100,000	
		41392	Athletic Trainer Stipend	\$47,319	
		41396	Television Producer/Writer	\$382,491	
		41398	Dispatcher	\$148,283	
	Personnel Services Total				\$361,089,648
	Employee Benefits		42408	Superintendent Benefits	\$70,570
			42415	Employer FICA Costs	\$27,554,135
			42416	VRS-M Scale	\$726,692
			42417	County Retirement	\$312,562
			42419	VRS Retirement	\$37,796,976
			42420	Health Premiums	\$36,224,350
			42421	County Life Insurance	\$27,530
			42422	VRS Life Insurance	\$4,340,632
			42423	County Retirement DC Match	\$86,938
			42425	Dental Plan	\$1,171,080
			42426	Benefits Reserve	\$122,000
			42427	Wellness Program Costs	\$4,394
			42428	VRS-Retiree Health Care Credit	\$3,714,006
			42429	VRS Hybrid Plan	\$11,969,220
			42434	Workers Compensation	\$940,000
			42436	401(a) Matching	\$927,638
			42438	Unemployment Compensation Insurance	\$110,000
			42439	VLDP(VA Local Disability Program)	\$357,872
			42440	Income Protection Premiums	\$1,039,090
			42450	Scholarships-A Scale	\$30,300
			42469	Scholarships-M Scale	\$5,700
			42470	T Scale Scholarships	\$163,869
			42488	E Scale Scholarships	\$9,690
			42491	G Scale Scholarships	\$4,750
			42492	P Scale Scholarships	\$1,900
			42494	Flexible Benefits Plan	\$40,000
	Employee Benefits Total				\$127,751,895
	Purchased Services		43400	State Governor's School	\$25,000
			43401	Special Events	\$52,250
			43402	Agenda Notices	\$665
			43404	Legislative Expenses	\$3,000
			43406	Jefferson Sci/Technology Costs	\$1,164,705
			43407	Budget Document Preparation	\$1,110
			43409	Survey Costs	\$100,000
			43412	Commencement Costs	\$32,690
			43413	County Board Shared Costs	\$(465,233)
43430			Professional Inservice	\$510,041	
43433			Program Costs	\$1,449,791	
43435			Overhead Costs	\$(658,982)	
43437			Hearing Officer/Contract Services	\$350,000	



INFORMATIONAL:
SUPPLEMENTAL

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Purchased Services	43439	Insurance Premiums-Fire & Extended Coverage	\$407,100
		43442	Summer Laureate Program Costs	\$12,275
		43444	Liability Insurance	\$172,263
		43445	Tuition Deaf/Blind	\$21,264
		43446	Insurance Premiums-Vehicle Liability	\$90,000
		43447	School Initiative	\$45,000
		43449	Evaluation Costs	\$350,000
		43451	Legal Fees	\$293,750
		43453	Membership Fees	\$75,065
		43455	Arbitration Costs	\$5,850
		43456	Natl Board Certification	\$62,000
		43482	Tuition Expense	\$125,886
		43498	Contract Course	\$11,000
		43527	Credit Card Fee	\$250,000
		43544	Contract Services	\$9,574,279
		43550	Translation Services	\$44,000
		43564	Computer Equipment Maintenance	\$375,658
		43565	Consultant Fees	\$1,027,793
		43566	Software Licensing	\$1,217,537
		43567	Software Maintenance	\$516,944
		43568	County Computer Usage Charge	\$10,048
		43569	Data Warehouse	\$80,000
		43570	Educational Television Channels	\$18,650
		43586	Professional Services	\$554,762
		43587	Printing & Duplicating Costs	\$311,251
		43588	Publications	\$67,000
		43589	Forms	\$3,900
		43601	Air Quality Assessment	\$47,308
		43602	Air-conditioning Repairs-Materials	\$304,835
		43607	Asbestos Air Monitoring	\$45,000
		43634	Mowing Services	\$120,571
		43657	Pest Control	\$116,377
		43663	Refuse Service	\$375,015
		43667	Roof Repairs	\$15,500
		43682	Water Treatment	\$64,338
		43699	Copy Machines	\$1,025,307
		43769	Car, Truck, Bus Washes	\$1,000
		43792	Taxi Service	\$800
		43874	Equipment Repairs-Business/Marketing	\$500
		43875	Equipment Maintenance	\$630,756
		43878	Equipment Repairs-Elevators	\$117,425
43885	Equipment Repairs	\$106,954		
43887	Equipment Repairs-Public Address Systems	\$100,000		
43890	Building Security System	\$80,204		
43892	Equipment Repairs-Cafeteria	\$420,000		
Purchased Services Total			\$21,860,201	

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Other Charges	40404	OPEB Reserve	\$2,633,078
		40405	Enrollment Adjustment Reserve	\$33,000
		40463	Superintendent Reserve	\$49,534
		45430	Inservice Costs-Professional	\$194,489
		45431	Inservice Costs-Support	\$65,850
		45432	Inservice Costs-Administrative	\$103,600
		45454	Miscellaneous Expenses	\$188,800
		45465	Professional Meetings	\$10,504
		45466	Student Activities	\$80,050
		45467	Recruitment Costs	\$235,750
		45468	Registration Fees	\$89,110
		45471	Service Awards	\$13,659
		45472	Transportation	\$296,225
		45474	School-based Professional Staff Development	\$202,061
		45477	Travel Local	\$58,627
		45478	Travel Professional	\$255,245
		45485	Food/Catering	\$2,900
		45486	Northern Virginia Debate & Drama Fee	\$2,139
		45489	Virginia High School League Members	\$39,114
		45497	ADA Costs	\$50,150
		45535	Superintendent's Seminar	\$15,000
		45536	Fair Costs	\$23,070
		45540	Arts Education Festival	\$9,785
		45541	Gate Receipts/Athletic Expenses	\$90,517
		45557	Hazardous Materials Disposal	\$6,833
		45573	Equipment Rental-Postage Meter	\$6,000
		45581	Officials Fees-Athletic Events	\$129,044
		45582	Drug Testing	\$25,220
		45583	Medical Evaluations & Physical Exams	\$25,529
		45584	Police Record Transcripts	\$66,500
		45585	Postage	\$207,541
		45624	Electricity	\$4,915,965
		45630	Heating Fuel	\$927,200
45642	Recycling	\$225,481		
45643	Lease Agreement	\$5,855,247		
45653	Leased Space Building Costs	\$278,530		
45669	Cellular Phone Service	\$70,000		
45674	Telephone Service	\$805,280		
45675	Telephone Service-Security Monitor	\$36,795		
45680	Water	\$721,100		
45689	Phone Lines/Energy Conservation	\$7,674		
45696	NCLB Contingency	\$100,000		
Other Charges Total				\$19,152,197



Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT
School Operating	Materials and Supplies	46401	Supplies General	\$83,000
		46476	Transp Demand Mgmt Pilot	\$222,640
		46501	Books & Periodicals	\$29,059
		46505	Hand Tools-Industrial Arts	\$26,668
		46506	Instructional Materials	\$2,525,808
		46507	Library Books & Materials	\$1,125,029
		46509	Maps, Globes, & Charts	\$54,778
		46510	Summer School Supplies	\$20,000
		46513	Reference Materials	\$5,548
		46514	Supplies Arts Education	\$2,935
		46516	School Supplies	\$2,145,647
		46517	Computer Software	\$719,764
		46518	Student Information System	\$625,000
		46519	Supplies General Office	\$54,588
		46520	Supplies Work & Family Studies	\$29,134
		46521	Supplies Technology Educ	\$63,379
		46522	Supplies Library	\$25,644
		46524	College/Career Resource Materials	\$1,485
		46525	Supplies Office	\$103,036
		46526	Supplies Paper	\$49,922
		46528	Computer Equipment/Software	\$905,190
		46530	Supplies Science	\$4,820
		46532	Testing Materials	\$1,446,968
		46533	Supply & Textbook Reserve	\$1,060,772
		46534	Supplemental Supplies	\$108,046
		46537	Computer Forms & Accessories	\$79,112
		46538	On-line Services	\$680,256
		46603	Air Filters	\$105,128
		46612	Carpentry Materials	\$8,227
		46613	Cleaning Supplies	\$691,220
		46621	Electrical Materials & Repairs	\$60,000
		46633	Glazing Materials	\$40,000
		46635	Grounds Upkeep General	\$133,333
		46637	Hand Tools	\$5,000
		46638	Hardware	\$15,623
		46639	Heating Materials	\$149,879
		46647	Locks & Keys	\$21,026
		46651	Lumber	\$15,720
		46655	Painting Materials	\$10,000
		46658	Plumbing Materials	\$50,000
		46668	Shades & Blinds Maintenance	\$23,000
		46678	Uniform Costs	\$253,657
46690	General Maintenance	\$15,650		
46692	Generators	\$120,000		
46715	Grocery Items	\$250		
46724	Snack Items	\$2,482		

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
School Operating	Materials and Supplies	46725	Meals & Snacks	\$40,100	
		46766	Bus Repairs & Parts	\$75,409	
		46778	Gasoline & Motor Fuel	\$1,274,310	
		46790	Power Equipment Repairs + Parts	\$41,492	
		46797	Vehicle Repairs & Parts	\$37,615	
		46817	Assistive Technology	\$206,460	
		46894	Equipment Repairs-Transportation	\$2,103	
		46896	Equipment Repairs-Television	\$18,050	
	Materials and Supplies Total				\$15,613,962
			48608	Building Repairs & Maintenance	\$135,000
			48609	Carpentry/Casework	\$62,000
			48610	Electrical Upgrades	\$66,500
			48611	ADA Upgrades	\$61,538
			48626	Cabling	\$25,054
			48650	Locker Replacement	\$24,345
			48676	Telephone Equipment	\$8,000
			48800	Additional Equipment	\$686,081
			48801	Technical/Health/Ag Education Equip	\$22,200
			48808	Additional Classroom Equipment	\$1,700,346
			48814	Additional Furniture	\$274,466
			48821	E-Rate Technology Equipment	\$(150,000)
			48822	Additional Miscellaneous Equipment	\$711,742
			48835	Inst Techn/Hrdwr/Sftwr	\$718,276
			48836	Circuits & Internet	\$341,040
			48840	Replacement Equipment	\$427,259
			48842	Replacement Audio-Visual Equipment	\$269,358
			48843	Replacement Support Vehicles	\$332,011
			48844	Replacement Buses	\$1,235,315
			48846	Replacement Computer Equipment - Admin	\$132,790
			48847	Replacement Computer Equipment	\$6,496
			48848	Replacement Classroom Furniture	\$125,507
			48849	Replacement Network Equipment	\$924,980
			48852	Replacement Furniture	\$8,938
			48860	Replacement Miscellaneous Equipment	\$34,000
		48890	Security Systems	\$124,699	
		48860	Replacement Miscellaneous Equipment	\$10,000	
		48890	Security Systems	\$106,250	
Capital Outlay Total				\$8,307,940	
	Other Uses of Funds	49991	County Board Costs - Drew	\$(106,199)	
		49993	County Board Costs - Hoffman Boston	\$(206,275)	
		49995	County Board Costs - Langston	\$(188,961)	
Other Uses of Funds Total				\$(501,435)	
SCHOOL OPERATING TOTAL				\$553,274,408	



Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Community Activities	Personnel Services	41202	Supervision Hourly	\$27,429	
		41205	Professional Staff	\$117,104	
		41208	Coordinator	\$167,127	
		41220	Inservice Professional	\$268	
		41230	Teacher Hourly	\$7,140	
		41237	School Resource Assistant	\$117,876	
		41242	Staff Development Hourly	\$63,000	
		41244	Specialist	\$356,080	
		41247	Substitute Teacher-Personal Leave	\$1,714,749	
		41253	Instructor	\$436,301	
		41299	Lapse & Turnover	\$(217,849)	
		41309	Clerical + Secretarial	\$430,443	
		41315	Custodian-Reimbursable	\$2,825	
		41316	Custodian-Regular	\$1,511,052	
		41317	Overtime	\$12,546	
		41318	Director	\$251,139	
		41334	Asst Supervisor	\$884,876	
		41335	Extended Day Team Leaders	\$246,403	
		41349	Maintenance-Regular	\$219,818	
		41351	Manager	\$190,341	
	41356	Supervisor	\$1,681,715		
	41363	Part-time & Temporary Work	\$1,313		
	41365	Program Specialist	\$57,486		
	41372	Summer Work	\$515,000		
	41377	Aide Hourly	\$4,277,634		
	41390	Substitute Instructional Aide-Personal Leave	\$15,000		
	Personnel Services Total				\$13,086,816
	Employee Benefits		42415	Employer FICA Costs	\$1,027,160
			42416	VRS-M Scale	\$50,764
			42417	County Retirement	\$65,269
			42419	VRS Retirement	\$624,395
			42420	Health Premiums	\$973,500
			42421	County Life Insurance	\$5,530
			42422	VRS Life Insurance	\$82,085
			42423	County Retirement DC Match	\$15,920
			42425	Dental Plan	\$39,344
			42428	VRS-Retiree Health Care Credit	\$61,144
			42429	VRS Hybrid Plan	\$176,057
			42436	401(a) Matching	\$24,965
			42439	VLDP(VA Local Disability Program)	\$7,491
	42440	Income Protection Premiums	\$22,359		
	42470	T Scale Scholarships	\$5,000		
	Employee Benefits Total				\$3,180,982
Purchased Services		43413	County Board Shared Costs	\$(277,911)	
		43433	Program Costs	\$119,238	
		43435	Overhead Costs	\$294,675	
		43544	Contract Services	\$59,400	

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
		43586	Professional Services	\$2,000	
		43587	Printing & Duplicating Costs	\$6,250	
		43875	Equipment Maintenance	\$50,000	
		43885	Equipment Repairs	\$40,570	
	Purchased Services Total				\$294,222
	Other Charges	40403	Budget Reserve	\$217,400	
		45430	Inservice Costs-Professional	\$9,550	
		45466	Student Activities	\$96,300	
		45472	Transportation	\$22,500	
		45477	Travel Local	\$1,250	
		45478	Travel Professional	\$5,000	
		45585	Postage	\$13,575	
		45624	Electricity	\$1,086,000	
		45630	Heating Fuel	\$247,000	
		45674	Telephone Service	\$102,830	
	45680	Water	\$239,000		
	Other Charges Total				\$2,040,405
	Materials and Supplies	46401	Supplies General	\$3,500	
		46503	Films, Slides, Tapes, etc.	\$2,000	
		46516	School Supplies	\$2,898	
		46519	Supplies General Office	\$236,350	
		46525	Supplies Office	\$14,862	
		46533	Supply & Textbook Reserve	\$2,000	
		46613	Cleaning Supplies	\$65,689	
		46678	Uniform Costs	\$6,638	
		46725	Meals & Snacks	\$975,890	
	Materials and Supplies Total				\$1,309,827
Capital Outlay	48608	Building Repairs & Maintenance	\$232,140		
	48620	Swimming Pool Repairs	\$15,000		
	48673	Stage Drapes, Lights, etc.	\$4,951		
	48800	Additional Equipment	\$2,000		
	48822	Additional Miscellaneous Equipment	\$75,500		
	48855	Replacement Multi-Occupational Equip	\$1,380		
48860	Replacement Miscellaneous Equipment	\$1,650			
Capital Outlay Total				\$332,621	
COMMUNITY ACTIVITIES TOTAL				\$20,244,873	
Capital Projects	Personnel Services	41370	Staff-General	\$98,862	
	Personnel Services Total				\$98,862
	Employee Benefits	42415	Employer FICA Costs	\$7,563	
		42419	VRS Retirement	\$15,502	
		42420	Health Premiums	\$6,554	
		42422	VRS Life Insurance	\$1,295	
		42425	Dental Plan	\$190	
		42428	VRS-Retiree Health Care Credit	\$1,186	
		42436	401(a) Matching	\$395	
	42440	Income Protection Premiums	\$405		
Employee Benefits Total				\$33,090	



INFORMATIONAL:
SUPPLEMENTAL

Budgeted Expenditures by Line Item

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Capital Projects	Purchased Services	43544	Contract Services	\$90,177	
		43565	Consultant Fees	\$148,526	
		43601	Air Quality Assessment	\$58,350	
		43892	Equipment Repairs-Cafeteria	\$103,000	
	Purchased Services Total				\$400,053
	Other Charges	40403	Budget Reserve	\$983,667	
	Other Charges Total				\$983,667
	Materials and Supplies	46618	Concrete Repairs	\$106,090	
		46635	Grounds Upkeep General	\$685,265	
		46655	Painting Materials	\$198,018	
		46658	Plumbing Materials	\$106,090	
	Materials and Supplies Total				\$1,095,463
	Capital Outlay	48600	Relocatables	\$772,500	
		48608	Building Repairs & Maintenance	\$205,000	
		48611	ADA Upgrades	\$79,568	
		48659	Signage	\$50,000	
		48665	Roof Restoration	\$132,613	
		48673	Stage Drapes, Lights, etc.	\$100,000	
		48688	Building Systems Renewal	\$1,146,540	
		48863	Flooring	\$416,139	
		48890	Security Systems	\$695,000	
	48897	Playground Equipment & Repairs	\$250,000		
	Capital Outlay Total				\$3,847,360
	CAPITAL PROJECTS TOTAL				\$6,458,495
	Food and Nutrition Services	Personnel Services	41208	Coordinator	\$93,184
			41303	Cafeteria Substitute	\$950,000
			41304	Cafeteria Manager	\$1,112,500
41305			Cafeteria Cook	\$155,000	
41306			Cafeteria Helper	\$601,900	
41317			Overtime	\$190,000	
41318			Director	\$135,574	
41370			Staff-General	\$332,883	
41372			Summer Work	\$65,000	
Salaries Total				\$3,636,042	
Employee Benefits		42415	Employer FICA Costs	\$275,363	
		42416	VRS-M Scale	\$61,063	
		42417	County Retirement	\$72,149	
		42419	VRS Retirement	\$82,185	
		42420	Health Premiums	\$406,286	
		42421	County Life Insurance	\$5,868	
		42422	VRS Life Insurance	\$24,676	
		42423	County Retirement DC Match	\$17,445	
		42425	Dental Plan	\$14,660	
		42428	VRS-Retiree Health Care Credit	\$6,290	
		42429	VRS Hybrid Plan	\$17,623	
		42436	401(a) Matching	\$10,393	
	42439	VLDP(VA Local Disability Program)	\$2,195		
42440	Income Protection Premiums	\$8,540			
Employee Benefits Total				\$1,004,736	

Budgeted Expenditures by Line Item



INFORMATIONAL:
SUPPLEMENTAL

EXPENDITURE BY OBJECT-BY FUND

FUND	CATEGORY	OBJECT	OBJECT DESCRIPTION	AMOUNT	
Food and Nutrition Services	Purchased Services	43430	Professional Inservice	\$1,000	
		43453	Membership Fees	\$250	
		43587	Printing & Duplicating Costs	\$10,500	
		43885	Equipment Repairs	\$750	
	Purchased Services Total				\$12,500
	Other Charges	40403	Budget Reserve	\$255,923	
		45430	Inservice Costs-Professional	\$500	
		45465	Professional Meetings	\$250	
		45468	Registration Fees	\$250	
		45477	Travel Local	\$1,500	
		45478	Travel Professional	\$2,000	
		45484	Meals Professional Travel	\$100	
		45485	Food/Catering	\$1,200	
		45585	Postage	\$5,000	
	45669	Cellular Phone Service	\$2,000		
	Other Charges Total				\$268,723
	Materials and Supplies	46519	Supplies General Office	\$7,000	
		46525	Supplies Office	\$11,000	
		46526	Supplies Paper	\$5,000	
		46528	Computer Equipment/Software	\$100,000	
		46678	Uniform Costs	\$8,000	
		46705	Dairy Products (Milk-Cheese-Eggs-Juice)	\$450,000	
		46715	Grocery Items	\$4,000,000	
		46746	Produce Fresh	\$500,000	
		46749	USDA Govt-donated Commodities	\$575,000	
	Materials and Supplies Total				\$5,656,000
	Capital Outlay	48840	Replacement Equipment	\$145,000	
48860		Replacement Miscellaneous Equipment	\$5,000		
Capital Outlay Total				\$150,000	
FOOD AND NUTRITION SERVICES TOTAL				\$10,728,000	
Grants and Restricted Programs	Other Charges	45454	Miscellaneous Expenses	\$15,463,367	
	Other Charges Total				\$15,463,367
GRANTS AND RESTRICTED PROGRAMS TOTAL				\$15,463,367	
Children's Services	Purchased Services	43654	Children's Services Act Expenses	\$3,650,000	
	Purchased Services Total				\$3,650,000
	Other Charges	45472	Transportation	\$575,000	
Other Charges Total				\$575,000	
CHILDREN'S SERVICES TOTAL				\$4,225,000	
Debt Service	Other Uses of Funds	49459	Principal School Bonds	\$37,658,215	
		49460	Interest School Bonds	\$21,502,347	
	Other Uses of Funds Total				\$59,160,562
DEBT SERVICE TOTAL				\$59,160,562	
GRAND TOTAL				\$669,554,705	



Acronym Index

ACG	Arlington County Government
ACI	Advisory Council on Instruction
ACT	American College Test
ACTC	Advisory Committee on Transportation Choices
ADA	Americans with Disabilities Act
ADM	Average Daily Membership
AMAO	Annual Measurable Achievement Objective
AOEA	Arlington Outdoor Education Association
AP	Advanced Placement
APQC	American Productivity and Quality Council
APS	Arlington Public Schools
ASBO	Association of School Business Officials International
ASF	Arlington Science Focus School
ATS	Arlington Traditional School
ATSS	Arlington Tiered System of Support
AYP	Adequate Yearly Progress
CAP	Career Advancement Program
CIP	Capital Improvement Plan
CPI	Consumer Price Index
CSS	Community Satisfaction Survey
CTAE	Career, Technical and Adult Education
DOE	Department of Education
DRP	Degrees of Reading Power
DSSSE	Department of Student Services and Special Education
EL	English Learner
ELL	English Language Learner
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ESOL/HILT	English for Speakers of Other Languages/High Intensity Language Training
F&MS	Department of Finance and Management Services
F&O	Department of Facilities and Operations
FACS	Family and Consumer Sciences (formerly known as “Work and Family Studies”)
FAMIS	Financial Accounting Management Information System



Acronym Index

FAPE	Free and Appropriate Public Education
FLE	Family Life Education
FLES	Foreign Language Elementary School
FMLA	Family Medical Leave Act
FOIA	Freedom of Information Act
FTE	Full-time Equivalent
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GFOA	Government Finance Officers Association
GT	Gifted and Talented
HILT/HILTEX	High Intensity Language Training/HILT Extension
IAT	Intervention Assistance Team
IB	International Baccalaureate Program
IDEA	Individuals with Disabilities Education Improvement Act
IEP	Individualized Education Plan
ITC	Instructional Technology Coordinator
ITS	Information Technology Services
JCTC	Joint Committee on Transportation Choices
JFAC	Joint Facilities Advisory Committee
K-PALS	Kindergarten Phonemic Awareness Literacy Screening
LAN	Local Area Network
LCI	Local Composite Index
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LSRC	Language Services Registration Center
MC/MM	Minor Construction/Major Maintenance
MIRT	Math Instructional Resource Teacher
NCLB	“No Child Left Behind” Act
NSBA	National School Boards Association



Acronym Index

PALS	Phonemic Awareness Literacy Screening
PDP	Professional Development Plan
PE	Physical Education
PESA	Parent Expectations Support Achievement
PIE	Partners in Education
PIP	Policy Implementation Procedure
PM	Project Manager
PO	Purchase Order
POS	Program of Studies
PRC	Parent Resource Center
PTA	Parent Teacher Association

REEP	Arlington Education and Employment Program
RFP	Request for Proposal
RTG	Resource Teacher for the Gifted

SCR	Department of School and Community Relations
SACS	Southern Association of Colleges and Schools
SBP	School Board Policies
SES	Supplemental Educational Services
SLD	Specific Learning Disability
SOA	Standards of Accreditation
SOL	Standards of Learning
SOQ	Standards of Quality
SRO	School Resource Officer
SWD	Students with Disabilities

TAP	Test of Achievement and Proficiency
TCI	Teachers' Council on Instruction
TSA	Tax Sheltered Annuity
TJHSST	Thomas Jefferson High School for Science and Technology
TPP	Teenage Parenting Program
TSIP	Technology Standards for Instructional Personnel

Acronym Index



SUPPLEMENTAL

UBD	Understanding by Design
USDA	United States Department of Agriculture
VGLA	Virginia Grade Level Alternative
VPI	Virginia Preschool Initiative
VPSA	Virginia Public School Authority
VRS	Virginia Retirement System
WAN	Wide Area Network
WABE	Washington Area Boards of Education
YES	Youth Experiencing Success



Glossary

A

Adopted Budget — A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

Academic Performance Report — A compilation of countywide and individual school data about student performance on standardized tests; produced annually.

Academic Plan (4 — 6 year) — Every student in grades 6-12 will have an academic plan that reflects his or her talents, skills, abilities and challenges.

Accounting — Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

Accrual Basis of Accounting — Revenues are recognized when earned and expenses are recognized when incurred.

Adequate Yearly Progress (AYP) — As required by the No Child Left Behind Act of 2001, 95% of all students in all groups must be tested and all reporting groups (all students, white, black, Hispanic, free/reduced lunch, students with disabilities, and limited English proficient) must score at AYP targets for math and reading and meet targets for graduation and attendance as determined by the Virginia Department of Education.

Advanced Placement (AP) Program — An intensive program of college-level curricula and examinations that provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country. The AP program bridges the transition from secondary school to college by offering students an opportunity to develop their academic strengths through rigorous curricula and challenging national examinations and by exposing them to academic experiences usually reserved for college students.

Advanced Courses — Set of courses which include Advanced Placement, International Baccalaureate, intensified, and gifted level courses in high school, and algebra, geometry, and intensified math in middle school.

Advanced Placement Test (AP Test) — An AP course prepares a student to take the AP test in that subject at the end of the year. Depending on the grade attained, the student may get college credit or placement in higher level classes.

Advisory Committee on Transportation Choices (ACTC) — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington School Board for the purpose of advising the Joint Committee on Transportation Choices (JCTC). The Mission of the ACTC is to advise the JCTC on strategies and plans of action that will develop and promote transportation choice for APS students, families and staff.

Advisory Committee or Council — A citizen's advisory group which studies particular aspects of APS programs and makes recommendations for improvement to the School Board.

Advisory Council on Instruction (ACI) — The primary citizens' advisory group to the Arlington School Board on instructional issues.

Alternative Programs — A variety of alternative and support programs, such as New Directions, that provide students with academic, counseling, and vocational opportunities aside from the comprehensive high school program for students to successfully complete their high school education. The Alternative Programs differ from the comprehensive high schools in scheduling options and instructional delivery to allow a more individualized approach to completing high school diploma requirements.

Glossary

American College Test (ACT) — A test that may be taken by high school students as part of the college admission process.

Americans With Disabilities Act (ADA) — Prohibits discrimination against individuals with disabilities and requires employers to provide reasonable accommodations to help those with disabilities in performing their jobs. An individual with a disability is defined by the ADA as a person with a serious physical or mental impairment that substantially limits a major life activity. An employee who believes that he or she has a disability and needs special assistance to perform his or her job must contact the Office of Equity and Compliance.

Annual Measurable Achievement Objectives (AMAOs) — Required by No Child Left Behind (NCLB). There are three required AMAOs: (1) the percentage of LEP students who show progress in English language proficiency each year; (2) the percentage of LEP students who attain English language proficiency; and (3) the percentage of LEP students who show progress in academic achievement (reading and math).

Appropriation — An expenditure level granted by the Board of Supervisors to the School Board to make expenditures and to incur obligations for specific purposes. Appropriation authorizations expire at the end of the fiscal year.

Arlington Career Center — A facility that provides in-depth specialized career training and other career oriented classes for secondary students. It is also the site of early release enrichment programs for third to fifth graders and Saturday enrichment classes for secondary students.

Arlington Outdoor Education Association (AOEA) — Is the same as the Outdoor Lab, a K-12 program which focuses on students learning through nature. The Outdoor Lab is located in Fauquier County.

Arlington Tiered System of Support (ATSS) — A framework and philosophy that provides resources and supports to help every student reach success in academics and behavior. It begins with systemic change at the division, school and classroom level that utilizes evidence-based, system-wide practices to provide a quick response to academic and behavioral needs. These practices include frequent progress monitoring that enable educators to make sound, data-based instructional decisions for students.

Assets — Framework that focuses on using relationships and other strengths of the community to build the developmental foundation that all children and youth need; survey based on framework administered every three years (spring 2003, 2006, and 2009) by Arlington Partnership for Youth, Children, and Families.

Average Daily Membership (ADM) — The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

B

Baseline — The baseline budget includes funding to continue current educational and support programs.

Basis of Accounting — Term used to refer to when revenues, expenditures, expenses and transfers (and the related assets and liabilities) are recognized in the accounts and reported in the financial statements.

Bond — A written promise to pay a specified sum of money (called the principal) at a specified date in future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.



Glossary

Bond Fund — The Fund used to account for proceeds from bond sales and expenditures appropriate for scheduled bond projects. Bond projects generally cost in excess of \$500,000.

Budget — Financial plan for a given period, usually a fiscal year, containing an estimate of proposed expenditures and a proposed means of financing them.

Budget Advisory Council — An advisory committee charged with review of the budget process.

Budget Calendar — A schedule of activities, responsibilities, and deadlines related to budget development and adoption.

Budget Year — A year from July 1 to June 30, similar to a fiscal year.

C

Capital Improvement Plan (CIP) — A schedule of specific projects spanning a specific period of time according to which school facilities and grounds are to be improved, updated or constructed. Much of the funding for the CIP comes from bond issues earmarked for this purpose and approved by Arlington voters. A portion of capital improvement money comes from PAY-GO funds, appropriated annually.

Capital Projects Fund — The fund used to account for revenues and expenditures to be for capital projects generally costing between \$15,000 and \$500,000. Current revenues finance these projects.

Career Advancement Program (CAP) — An optional, knowledge and skills-based, differentiated compensation program that rewards outstanding teachers who demonstrate and document high quality professional practice and leadership excellence that cultivates student achievement.

Career, Technical, and Adult Education (CTAE) — a section of Arlington Public Schools that includes Business and Information Technology, Computer Sciences, Marketing Education, Family and Consumer Sciences, Technical Education, Trade and Industrial, and Adult Education Personal and Professional classes.

Carryover — The process by which certain funds for previously approved School Board commitments to pay for goods and services at the end of one fiscal year are re-appropriated in the next fiscal year.

Community Satisfaction Survey (CSS) — Administered to a sample of students, parents, teachers, and community members in Arlington every two years.

Compensation — Includes salaries and benefits paid to staff for services rendered.

Consumer Price Index (CPI) — Measure of the average change over time in the prices paid by urban consumers for a fixed market basket of consumer goods and services. The CPI provides a way for consumers to compare the current cost of a market basket of goods and services with what the same market basket previously (i.e. a month or a year ago).

Core — The academic disciplines of language arts, mathematics, social studies and science.

Cost of Living Adjustment (COLA) — A pay increase intended to fully or partially offset increases in the cost of goods and services.



Glossary

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 Equity and Excellence.

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 — PreKindergarten through grade 5.

Encumbrance — An obligation in the form of a purchase order or a salary commitment chargeable to an appropriation. An encumbrance reserves part of an appropriation in order to ensure funds are available for a particular obligation.

English as a Second Language (ESL) — general term for programs that provide English language instruction to English language learners; in Arlington Public Schools, this program is referred to as ESOL/HILT.

English Language Learner (ELL) — A student who is learning English and progresses through different stages of English language proficiency. NCLB and other federal legislation refer to these students as Limited English Proficient (LEP).



Glossary

English Language Proficiency Test — Under No Child Left Behind, the English language proficiency of Limited English Proficient (LEP) students in kindergarten through grade 12 must be assessed annually. Currently, Virginia uses the Stanford English Language Proficiency (SELP) Test to assess language proficiency. SELP results may be used in determining student proficiency levels for meeting AMAOs, or it may be included as a component in a local body of evidence that is used to determine proficiency for each student. In the 2006-2007 school year, APS successfully applied to use local ESOL/HILT assessments instead of the SELP for all students receiving services. The SELP is currently administered solely to monitored and opt-out students in APS.

Enterprise Resource Planning (ERP) — An integrated set of business practices involving both software and business process reengineering.

ESOL/HILT — English for Speakers of Other Languages/High Intensity Language Training; the English as a second language program in Arlington Public Schools.

Executive Leadership Team (ELT) — The superintendent's top administrators (assistant superintendents of administrative services, information services, instruction, facilities, finance, personnel, student services, and school and community relations).

Exemplary Program and Evaluation Model — A nationally developed rubric used by Career and Technical Education (CTE) staff to assess CTE program quality.

Exemplary Projects — An Arlington special project designed to improve student learning and promote academic achievement gains through innovative teaching, increased interest in the school, and strengthened instructional coherence. The Exemplary Schools Project requires an educational component geared to total school achievement, an annual evaluation of this educational component and parent involvement efforts.

F

Family Life Education (FLE) — A curriculum presented in kindergarten through 10th grade that includes personal relationships, human sexuality, stress management, peer pressure, substance abuse, child abuse and appreciation for racial and ethnic diversity.

Fine Arts — Visual and performing arts, such as music, dance, art, photography, theater.

Fiscal Year (FY) — The Arlington County Public Schools fiscal year encompasses the 12 months beginning July 1 and ending the following June 30.

Free and Reduced-Price Meals — This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced-price meals to children determined to be eligible under the program, and supports the belief of the Arlington County School Board that every school-age child should have an adequate lunch.

Free and Appropriate Public Education (FAPE) — special education and related services that are provided at public expense, under public supervision and direction and without charge; meet the standards of the Board of Education; include preschool, elementary school, middle school or secondary school education in the state are provided in conformity with an IEP.



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 Community and Langston. The program provides academic, counseling, career and technical opportunities for students to successfully complete their high school education and differs from a comprehensive high school in that it offers flexible scheduling options and an alternative approach to instructional delivery. This approach allows for a more personalized academic plan to complete the high school diploma requirements.

HILT/HILTEX — High Intensity Language Training/HILT Extension: the secondary ESOL/HILT program.

Homebound Instruction — Academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist.

Home Instruction — Instruction of a child or children by a parent or parents, guardian or other person having control or charge of such child or children as an alternative to attendance in a public or private school in accordance with the provisions of the Code of Virginia.

Home School — The school a student is supposed to attend based on the student's address within a boundary zone.



Glossary

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.

International Baccalaureate Programme (IB) — The IB Programme is an internationally recognized advanced academic program for 11th and 12th graders. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.

Intervention Assistance Team (IAT) — Process designed to provide intervention support to students exhibiting academic and/or behavioral concerns within the general education program.

Itinerant Teachers — Teachers who move between buildings. This situation is especially common for art and music (and sometimes physical education) teachers.

J

Joint Committee on Transportation Choices (JCTC) — A committee created by the County Board of Arlington County, Virginia and the Arlington County School Board to develop and implement programs that further transportation choice for APS students, families and staff.

Joint Facilities Advisory Committee (JFAC) — An advisory body jointly appointed by the County Board of Arlington County, Virginia and the Arlington County School Board to provide input on capital facilities needs assessment, capital improvement plans and long range facility planning for both the Arlington County Government and Arlington Public Schools. This was a recommendation within the 2015 Community Facilities Study.

K

Kindergarten Phonemic Awareness Literacy Screening (K-PALS) — Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.



Glossary

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

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

Operating Fund — The general fund for the school division. It is used to account for all financial resources except those to be accounted for in other funds.

Opt-Out — A term used to describe the option not to take a certain course or portions of a course. For LEP students, parents have the option to decline ESOL/HILT services for their child. If a student opts out of the program, they must participate in the annual state English language proficiency assessment and the program must keep a record of their state English language proficiency level.

P

Parent Resource Center (PRC) — A resource center to help parents and other family members become active partners with the school in meeting the unique needs of their children in special education programs. This center is located at the Syphax Education Center.

Partners in Education (PIE) — A program based in the Community Services Department which matches schools with business, government agency or civic organizations as educational partners; also an acronym for Parents in Education, an African-American parent group.

Pay-As-You-Go (PAY-GO) — Capital improvements that are paid for out of the current year's budget.

Phonemic Awareness Literacy Screening (PALS) — Measures children's knowledge of phonological awareness (especially beginning sounds and awareness of rhyme), alphabet knowledge, knowledge of letter sounds, concept of word, and word recognition in isolation.

Policy Implementation Procedure (PIP) — Documents that outline procedures for implementing School Board Policies.



Glossary

Planning Factors — Building blocks for the APS budget, specifying the level of most resources needed to run the schools. Planning factors often, but not always, are expressed as ratios of resources to students (for example, student/teacher ratio, textbook funds per student, student/counselor ratio).

Preliminary SAT (PSAT) — Tests taken by sophomores and juniors; determines National Merit Scholarships for college.

Professional Development Plan (PDP) — An evaluation tool used to demonstrate enhanced professional practices through self-directed exploration, implementation and assessment of innovative strategies designed to improve student achievement.

Professional Library — A library of education-oriented books and other materials for the use of APS staff; located in the Syphax Education Center.

Program of Studies (POS) — The course catalogs for Arlington middle and high schools. The POS lists all the courses offered by Arlington middle schools and high schools. If too few students register for a particular course in a particular school, that course will not be taught in that school.

Project Go — This is an accelerated learning program aimed at addressing the academic achievement of targeted third and fourth graders in language arts and mathematics; GO stands for Greater Opportunities.

Project Manager (PM) — Plans and manages school design and construction.

Proposed Budget — A plan of financial operations submitted by the Superintendent to the School Board detailing proposed revenues, appropriations, expenditures and transfers for the coming fiscal year.

Purchase Order (PO) — A document submitted to a vendor which requests materials or services at a specified price. The issuance of a PO establishes an encumbrance in the accounting system.

R

REEP (Arlington Education and Employment Program) — An English as a second language program for adult immigrants and refugees who live and work in Arlington; housed at the Syphax Education Center and offered at several other sites.

Relocatable — A temporary building structure put on school property usually used as classroom space or storage space when there is not enough space available inside the school building; also known as a trailer.

Renewal — A complete overhaul of a school building that includes upgrading systems such as heating, air conditioning, lighting and plumbing; upgrading laboratories, multi-purpose rooms and gymnasiums; installing technology cabling for computers; refurbishing classrooms; upgrading library facilities; installing new windows; and installing new floors.

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.



Glossary

S

School Board Liaison — The School Board member who has agreed to be the contact person for an individual school but does not represent any school. Each School Board member serves as liaison for several schools; they rotate assignments every few years.

School Board Policies (SBP) — A framework for governance provided by the Arlington School Board and implemented by the Superintendent. SBP's require School Board approval for initial adoption and any subsequent revision.

Secondary School — Grades six through twelve.

Six-Year Plan — See Strategic Plan.

SOL Tests (SOLs) — Assessments based on the Standards of Learning administered to students in Virginia; used for determining school accreditation and Adequate Yearly Progress.

Special Education — Specially-designed instruction to meet the unique needs of a child with a disability.

Special Projects — Projects funded by state or federal grants or by foundations and other sources beyond the school operating fund.

Specific Learning Disability (SLD) — A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

Staff Liaison — A staff member who works with an advisory committee/council and serves as an information and administrative resource for that committee.

Standards of Accreditation (SOA) – State standards that provide an essential foundation of educational programs of high quality in all schools for all students.

Standards of Learning (SOL) — Standards that describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

Standards of Quality (SOQ) — Virginia state standards for minimum program requirements for which the state provides partial funding. The General Assembly and the Board of Education determine the SOQ for public schools in Virginia, as prescribed by the Code of Virginia. These standards are periodically revised and specify that each school division shall maintain schools that meet those requirements for accreditation prescribed by the Board of Education.

Stanford Achievement Test — The Stanford Achievement Tests replaced the Iowa Test of Basic Skills in 1997 as a standardized test that evaluates student achievement. Test scores are released each summer.

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.



Glossary

Students with Disabilities (SWD) — Students who are determined to have any of the following disabilities: autism; deaf-blindness; developmental delay; emotional disturbance; hearing impairment including deafness; cognitive disability; multiple disability, orthopedic disability, other health impairment; specific learning disability; speech or language impairment; traumatic brain injury; or visual impairment, including blindness.

Supplemental Educational Services (SES) — Free tutoring services for which all disadvantaged students in a school that does not make AYP for three consecutive years in the same subject may apply to receive.

Syphax Education Center — Building located at 2110 Washington Boulevard that houses several APS offices such as the Department of Instruction, REEP, Extended Day Program, Food and Nutrition Services, and Print Shop.

T

Teachers' Council on Instruction (TCI) — An advisory group made up of teachers that advise the administration and School Board on instructional issues.

Technology Standards for Instructional Personnel (TSIP) — The standard that requires all persons seeking initial licensure or license renewal as teachers to demonstrate proficiency in the use of educational technology for instruction.

Teenage Parenting Program (TPP) — A program that provides instructional services to pregnant students and teenaged mothers.

Test of Achievement and Proficiency (TAP) — Part of the Virginia State Assessment Program.

Thomas Jefferson High School for Science and Technology (TJHSST) — Regional Governor's school operated through Fairfax County Public Schools. Students participate in a selection process for admission.

Thurgood Marshall Building — Building located at 2847 Wilson Boulevard that houses several APS offices such as the New Directions high school program and the Employee Assistance Program (EAP).

Title I — A federal grant that provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. APS uses Title I funding for assistance in language arts and math for low-achieving elementary students.

Title II, Part A — A federal grant that provides funding to increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically-based professional development interventions and holds schools accountable for improvements in student academic performance.

Title II, Part D — A federal grant that provides funding to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designated to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development.

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



Glossary

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 filled by lower-paid employees.

U

Understanding by Design (UBD) — A framework for instructional design that begins by identifying learning goals, identifying what assessments will be used to measure attainment of those goals, and then selecting what learning activities will be used.

V

Vacancy — Savings generated in the employee compensation accounts due to positions being unfilled for some period of time.

Virginia Grade Level Alternative (VGLA) — A portfolio assessment originally designed for use with special education students in grades 3 through 8 who are learning on grade level, but whose nature and level of disability prevent them from participating in the regular Standards of Learning (SOL) tests. The VGLA is also an option as an alternative to the Reading SOL for LEP students at beginning levels of proficiency.

Virginia Preschool Initiative (VPI) Program — A PreK program that is available to a limited number of children who qualify for the Federal Free and Reduced-Price Lunch Program in designated elementary schools.

W

Washington Area Boards of Education (WABE) Guide — A statistical report comparing area school districts' salaries, budget, cost per pupil, and class sizes.

ADOPTED BUDGET
PLANNING FACTORS

ARLINGTON
PUBLIC SCHOOLS
www.apsva.us



DEPARTMENT OF

**FINANCE AND
MANAGEMENT
SERVICES**



**INFORMATIONAL:
PLANNING
FACTORS**

ELEMENTARY SCHOOL STAFFING

STAFFING		CRITERIA				ACCOUNT
Administration ¹	1.0 Principal	Per school				212000-41231
	1.0 Assistant Principal	Per school				212000-41232
Counseling	Minimum of 1.0 counselor at each elementary school and an additional 0.2 per 90 students, or major portion thereof, over 450, based on K-5 students				213000-41219	
Library	1.0 Librarian + 1.0 Assistant	1 – 749 students				214000-41288
	1.0 Librarian + 1.5 Assistant	750 – 999 student				214000-41375
Clerical	PRINCIPAL'S ASST. 212000-41364	EDUCATIONAL 212000-41324	INSTRUCTIONAL 212000-41337	TOTAL	PER ENROLLMENT	
	0.5	1.5	0.5	2.5	1-299	
	0.5	1.5	1.0	3.0	300-399	
	0.5	1.5	1.0	3.0	400-499	
	1.0	1.5	1.0	3.5	500-599	
	1.0	1.5	1.5	4.0	600-699	
	1.0	1.5	2.0	4.5	700-799	
	1.5	1.5	2.0	5.0	800-899	
	1.5	1.5	2.5	5.5	900-999	
Instruction ^{2,3}	A		B			201000-41254
	FORMULA	# of students divided by planning factor		# of students divided by recommended maximum class size		
	GRADE 1	# of students divided by 20		# of students divided by 24		
	GRADE 2	# of students divided by 22		# of students divided by 26		
	GRADE 3	# of students divided by 22		# of students divided by 26		
	GRADE 4	# of students divided by 24		# of students divided by 28		
	GRADE 5	# of students divided by 24		# of students divided by 28		
	FORMULA:					
	1. Calculate each grade according to above planning factor in COLUMN A to result in a raw number for each grade level. 2. Sum the raw number for each grade level from COLUMN A. 3. Round up the total to the nearest whole number. 4. Calculate each grade according to the recommended maximum class size in COLUMN B and round up each raw number at each grade level to the nearest whole number. 5. Sum the rounded number for each grade level from COLUMN B to get the total. If the total in COLUMN B is less than the total in COLUMN A, the final classroom teacher allocation is COLUMN B. Otherwise, the final classroom teacher allocation is the total from COLUMN A.					
	ELEMENTARY MONTESSORI:					
<ul style="list-style-type: none"> Staffing for the program is calculated separately from the graded program. Grades 1-3 (Lower Elementary Montessori) Sum the students in Grades 1-3, level the classes, provide a 1.0 teacher per the recommended maximum class size of 25 students. Grades 4-5 (Upper Elementary Montessori) Sum the students in Grades 4-5, level the classes, provide a 1.0 teacher per the recommended maximum class size of 28 students. Grades 1-5 9.0 Assistants (Eliminate 1.5 FLES teacher positions and permanently reduce 2.0 art/music/P.E. teacher positions to create a fixed allocation of 7.0 assistant positions. For FY 2020, two assistant positions are added using one-time funds and will be part of the baseline budget in FY 2021.) 						
ARLINGTON TRADITIONAL SCHOOL:						
<ul style="list-style-type: none"> Grade 1-3 1.0 Teacher/24 students and Grade 4-5 1.0 Teacher/25 students 						

1. Based on total school enrollment including K-5, Montessori 3-, 4- and 5-year old students, PreK and full-time special education students.
2. The number of students used for the classroom teacher allocation at the elementary level includes special education self-contained students.
3. The FY 2020 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12.



ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
PreK Program (Funded by Operating and Grant Funds)	1.0 Teacher + 1.0 Assistant	1 – 16 students	207200-41254
Kindergarten Full-day Program	1.0 Teacher	1 – 23 students	206000-41254
	2.0 Teachers	24 – 46 students	
	3.0 Teachers	47 – 69 students	
	4.0 Teachers	70 – 92 students	
	5.0 Teachers	93 – 115 students	
	6.0 Teachers	116 – 138 students	
	ASSISTANT The kindergarten assistant staffing is allocated by leveling out the classes with no classes greater than 23 students. An assistant is allocated for any class with 16 students or more. Maximum class size of 24 (to include special education self-contained students) ⁴ Arlington Traditional School kindergarten is staffed at 24 students per class.		206000-41375
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) ⁵	0.5 Teacher	1 – 100 K-5 students	201070-41254
	1.0 Teacher	101 – 215 K-5 students	
	1.5 Teacher	216 – 340 K-5 students	
	2.0 Teacher	341 – 470 K-5 students	
	2.5 Teacher	471 – 610 K-5 students	
	3.0 Teacher	611 – 770 K-5 students	
	3.5 Teacher	771 – 930 K-5 students	
Art and Music	1.0 Teacher	1 – 350 PreK-5 students	201011-41222 (Art) 201012-41222 (Music)
	1.4 Teachers	351 – 450 PreK-5 students	
	1.6 Teachers	451 – 500 PreK-5 students	
	2.0 Teachers	501 – 600 PreK-5 students	
	2.4 Teachers	601 – 700 PreK-5 students	
	2.6 Teachers	701 – 750 PreK-5 students	
	3.0 Teachers	751 – 850 PreK-5 students	
	3.4 Teachers	851 – 950 PreK-5 students	
	3.6 Teachers	951 – 1000 PreK-5 students	
	ADDITIONAL: 0.2 Teacher for schools with 4 – 7.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners) 0.4 art/music for schools with 8 – 11.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners) 0.6 art/music for schools with 12 – 15.99 teachers (VPI, PreK Special Ed, Montessori 3 – 4 year old, English Learners)		
	12.40 Instrumental Music Teachers	Systemwide	801010-41222

4. 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 G-3.9 for additional information.

5. In FY 2020, a 1.0 FLES teacher position is eliminated at Key elementary school. The Montessori Public School of Arlington eliminates 1.5 FLES teacher positions and permanently reduces 2.0 art/music/PE teacher positions to create a fixed allocation of 7.0 assistant positions.



INFORMATIONAL:
**PLANNING
FACTORS**

ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
Physical Education	1.0 Teacher	1 – 350 students	201092-41222
	1.4 Teachers	351 – 450 students	
	1.6 Teachers	451 – 500 students	
	2.0 Teachers	501 – 600 students	
	2.4 Teachers	601 – 700 students	
	2.6 Teachers	701 – 750 students	
	3.0 Teachers	751 – 850 students	
	3.4 Teachers	851 – 950 students	
	3.6 Teachers	951 – 1000 students	
	0.2 Teacher	Per school w/PreK special education program	
Math Coach	0.5 Math Coach at each elementary school		201041-41254
Reading Skills	1.0 Teacher	1 – 499 students	201020-41254
	1.5 Teachers	500 – 999 students	
	An additional 0.5 reading skills teacher is given for those schools that have free and reduced lunch percentage greater than 60%.		
English Learners 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 Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	201000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
Testing Coordinators	5.5 Coordinators	Provide a 0.5 coordinator to 11 elementary schools with the highest free and reduced lunch percentage.	201110-41244
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.		201000-41288



ELEMENTARY SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
English Learners	Itinerant Teacher*	1 – 15 EL 4 students	202000-41254
	0.5 Teacher	16 – 47 EL 4 students	
	1.0 Teacher	48 – 79 EL 4 students	
	1.5 Teachers	80 – 111 EL 4 students	
	2.0 Teachers	112 – 143 EL 4 students	
	2.5 Teachers	144 – 175 EL 4 students	
	3.0 Teachers	176 – 207 EL 4 students	
	3.5 Teachers	208 – 239 EL 4 students	
	4.0 Teachers	240 – 271 EL 4 students	
	* A school will not receive an itinerant teacher allocation when the total number of EL 1-4 students is fewer than 10.		
English Learners	0.5 Teacher	1 – 15 EL 1, 2, 3 students	202000-41375
	0.5 Teacher + 0.5 Assistant	16 – 24 EL 1, 2, 3 students	
	1.0 Teacher + 0.5 Assistant	25 – 40 EL 1, 2, 3 students	
	1.0 Teacher + 1.0 Assistant	41 – 49 EL 1, 2, 3 students	
	1.5 Teachers + 1.0 Assistant	50 – 64 EL 1, 2, 3 students	
	1.5 Teachers + 1.5 Assistants	65 – 73 EL 1, 2, 3 students	
	2.0 Teachers + 1.5 Assistants	74 – 88 EL 1, 2, 3 students	
	2.0 Teachers + 2.0 Assistants	89 – 97 EL 1, 2, 3 students	
	2.5 Teachers + 2.0 Assistants	98 – 102 EL 1, 2, 3 students	
	2.5 Teachers + 2.5 Assistants	103 – 111 EL 1, 2, 3 students	
	3.0 Teachers + 2.5 Assistants	112 – 126 EL 1, 2, 3 students	
	3.0 Teachers + 3.0 Assistants	127 – 135 EL 1, 2, 3 students	
	3.5 Teachers + 3.0 Assistants	136 – 150 EL 1, 2, 3 students	
	Teachers' Assistants	2.0 Teachers' Assistants	
Resource Teacher for the Gifted	1.0 Teacher	Per school	204000-41222
Lunchroom Attendants	\$9,249	1 – 300 students (3.5 hrs per day)	201000-41348
	\$11,892	301 – 600 students (4.5 hrs per day)	
	\$14,535	601 – 900 students (5.5 hrs per day)	
	\$17,177	901 – 1000 students (6.5 hrs per day)	
	\$2,643	Additional amount for each school with a breakfast program (1 hr per day)	



INFORMATIONAL:
**PLANNING
FACTORS**

ELEMENTARY SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per elementary student, including all PreK students	201000-46516 207200-46516 208100-46506 208200-46506
Laundry and Cleaning	\$98.90	Per elementary school for laundry and cleaning	201000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	201000-46534
Art Supplies	\$9.10	Per elementary student, including all PreK students	201011-46516
Maps and Globes	\$1.95	Per elementary student, including all PreK students	201000-46509
Gifted Supplies	\$1.00	Per elementary K-5 student	204000-46506
Textbooks	\$25.75	Per elementary general education, PreK Montessori and special education student	201000-46533 208100-46533
Instructional Technology Hardware/Software	\$22.80	Per elementary student, including all PreK students	216000-48835
Computer Supplies	\$2.30	Per elementary student, including all PreK students	216000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$159.35	Per elementary school	201092-48840
	\$1.35	Per elementary student, including all PreK students	201092-48840
Science Equipment	\$3.15	Per elementary student, including all PreK students	201030-48840
Library Books/Materials	\$22.70	Per elementary student, including all PreK students	214000-46507
Staff Development	\$10.05	Per elementary student, including all PreK students	201000-41230 201000-45474
Audio-Visual Equipment	\$8.20	Per elementary student, including all PreK students- additional and/or replacement equipment	216000-48842
Postage	\$2.60	Per elementary student, including all PreK students	212000-45585
Furniture and Equipment	\$7.55	Per elementary student, including all PreK students	201000-48814 208100-48814 208200-48814



MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Administration	1.0 Principal	Per school	312000-41231
	1.0 Assistant Principal	For 500-699 students, 2.0 assistant principals for 700-999 students, and 3.0 assistant principals for 1,000 students or more	312000-41232
	1.0 Assistant Principal	H-B 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 H-B Woodlawn	313000-41318
	0.2 Counselor	Per 50 students (6-8) or major portion thereof (26 or more round up)	313000-41219
Instruction ⁶	1.0 General Education Classroom Teacher	Per 24.15 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. ((Gen ed students/24.15)/5*7)+((Spec ed students/24.15)/5*1)=teachers	301000-41254 501000-41254
	1.0 Reading Teacher	Per 6th grade team at each middle school	301000-41254
	0.5 Reading Teacher	For middle school at H-B Woodlawn Program	501000-41254
	1.0 EL 1-4 Teacher	Per 24.15 EL 1-4 students with an adjustment to extrapolate 5 teacher periods to 7 student periods. ((EL 1-4 students/24.15)/5*7)= teachers	302000-41254 502000-41254
EL 1-4 Supplement	0.5 Teacher	1 – 49 EL 1,2 students	301000-41254
	1.0 Teacher	50 – 99 EL 1,2 students	
	1.5 Teachers	100 – 149 EL 1,2 students	
	2.0 Teachers	150 – 199 EL 1,2 students	
	0.5 Teacher	25 – 99 EL 3, 4 students	301000-41254
	1.0 Teacher	100 – 199 EL 3, 4 students	
1.5 Teachers	200 – 299 EL 3, 4 students		
Bilingual Family Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	302000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
EL Resource Teachers for Dually-Identified Students (EL 1-4 students with IEPs)	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 H-B Woodlawn Program	501000-41208
Gifted	1.0 Resource Teacher for the Gifted	Per middle school	304000-41222
Math	1.0 Math Teacher	Per middle school	301040-41254

6. EL supplement teachers at middle and high schools and EL transition teachers at high schools are budgeted in the regular classroom teacher account. The FY 2020 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12.



INFORMATIONAL:
**PLANNING
FACTORS**

MIDDLE SCHOOL STAFFING

STAFFING		CRITERIA						ACCOUNT
Equity and Excellence	0.5 Teacher	Per middle school						305000-41254
ACT II	1.0 Teacher	Per middle school						301000-41223
Basic Skills	Basic Skills Improvement Program Teacher						301080-41254	
	1.0 Teacher	1 – 374 students						
	2.0 Teachers	375 + students						
	An additional 0.4 teacher position is given for those schools that have 25-40% Free and Reduced Lunch An additional 0.8 teacher position is given for those schools that have 41% or more Free and Reduced Lunch							
Clerical	ATTENDANCE 312000-41324	GUIDANCE 313000-41324	INSTRUCTIONAL 312000-41337	ENROLLMENT FOR ATTENDANCE, GUIDANCE, AND INSTRUCTIONAL CLERICAL	LIBRARY 314000-41324	ENROLLMENT FOR LIBRARY CLERICAL	EDUCATIONAL 312000-41324	ENROLLMENT FOR EDUCATIONAL CLERICAL
	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 (512000-41324). 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 H-B Woodlawn Program			501091-41254	
Testing Coordinators/ Specialists	0.5 Testing Coordinator/Specialist per middle school						301000-41244	
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.						301000-41288	
Lunchroom Attendants	\$3,987	Funds per middle school (1.5 hours per day)					301000-41348	
	\$2,658	Additional amount for each school with a breakfast program (1 hour per day)						



MIDDLE SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$52.90	Per middle school general education student	301000-46516
Laundry and Cleaning	\$238.25	Per middle school for laundry and cleaning	301000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	301000-46534
Textbooks	\$27.05	Per middle school general education student	301000-46533
Instructional Technology Hardware/Software	\$22.80	Per middle school student	316000-48835
Computer Supplies	\$2.30	Per middle school student	316000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$321.60	Per middle school	301092-48840
	\$1.80	Per middle school student	
Science Equipment	\$6.40	Per middle school student	301030-48840
Skills Materials	\$452.85	Per middle school skills teacher	301080-46506
Hand Tools – Industrial Arts	\$4.25	Per technical education student in enrollment the prior September	310000-46505
Library Books/Materials	\$22.70	Per middle school student	314000-46507
Staff Development	\$10.05	Per middle school student	301000-41230
Audio Visual Equipment	\$8.20	Per middle school student - for additional and/or replacement Equipment	316000-48842
Furniture and Equipment	\$7.55	Per middle school student	301000-48814
Library Supplies	\$1.40	Per middle school student	314000-46522
Maps and Globes	\$1.95	Per middle school student	301000-46509
Gifted Supplies	\$1.00	Per middle school student	304000-46506
Postage	\$5.25	Per middle school student	312000-45585
Athletic Uniforms	\$1.90	Per middle school student	315000-46678
Athletic Equipment	\$0.90	Per middle school student	315000-48800



INFORMATIONAL:
**PLANNING
FACTORS**

HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT
Administration	1.0 Principal	Per senior high school	412000/ 512000-41231
	1.0 Assistant Principal	Per 450 students or major portion thereof, up to 1,499 (225 or more, round up). An additional 0.50 Assistant Principal is provided at 1,500 students and again at 2,000 students.	412000-41232
	1.0 Assistant Principal	H-B 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/ Coordinator	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 Career College Counselor	Per senior high school, excluding H-B Woodlawn	401000-41332
	1.0 Director of Counseling 1.0 Counselor 1.0 Senior Project Coordinator	For Arlington Tech	612000-41318 601000-41219 612000-41208
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



INFORMATIONAL:
**PLANNING
FACTORS**

HIGH SCHOOL STAFFING

STAFFING		CRITERIA	ACCOUNT	
Instruction ⁷	1.0 General Education Classroom Teacher	Per 25.9 general education students with an adjustment to extrapolate 5 teacher periods to 7 student periods, and an added factor for mainstreaming special education students. $((\text{Gen ed. students}/25.9)/5*7)+((\text{Spec ed. students}/25.9)/5*1) = \text{teachers}$	401000-41254	
	1.0 EL 1-4 Teacher	Per 25.9 EL 1-4 students with an adjustment to extrapolate 5 teacher periods to 7 student periods.	402000-41254 502000-41254	
		$(\text{EL 1-4 students}/25.9)/5*7 = \text{teachers}$		
	0.2 EL 1-4 Teacher	Per 100 students or major portion thereof for coordination time.	402000-41254	
	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-Liberty, 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 19.3 full time equivalent Career Center students	601000-41260	
	29.0 Classroom Teachers (classroom teachers for Arlington Tech are phased in based on projected enrollment each year)	Arlington Tech at the Career Center	601000-41254	
	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	

7. The FY 2020 Adopted budget increased the classroom teacher planning factor and recommended maximum by 1 at grade levels 4-5, by 0.75 at grade levels 6-8 and by 0.5 at grades 9-12. EL supplement teachers at middle and high schools and EL transition teachers at high schools are budgeted in the regular classroom teacher account.



INFORMATIONAL:
**PLANNING
FACTORS**

HIGH SCHOOL STAFFING

STAFFING	CRITERIA		ACCOUNT
EL 1-4 Supplement	0.5 Teacher	1 - 149 EL 1, 2 students	401000-41254
	1.0 Teacher	150 - 299 EL 1, 2 students	
	0.5 Teacher	25 - 199 EL 3, 4 students	
	1.0 Teacher	200 - 374 EL 3, 4 students	
EL 1, 2 Transition	1.0 Teacher at Wakefield High School		401000-41254
	0.8 Teacher at Washington-Liberty High School		
	0.2 Teacher at Yorktown High School		
Bilingual Family Liaisons (Funded by Operating and Grant Funds)	0.2 Assistant	50 – 99 English Learners	402000-41237
	0.5 Assistant	100 – 200 English Learners	
	1.0 Assistant	201 – 400 English Learners	
	1.5 Assistants	401 – 600 English Learners	
	2.0 Assistants	601 – 800 English Learners	
	2.5 Assistants	801 – 1000 English Learners	
EL 1-4 Resource Teachers for Dually-Identified Students (EL 1-4 students with IEPs)	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
Equity and Excellence	1.0 Teacher at Wakefield High School		405000-41254
	1.0 Teacher at Washington-Liberty High School		
	0.5 Teacher at Yorktown High School		
	0.2 Teacher at H-B Woodlawn Program		
	0.5 Coordinator at Arlington Tech		
Department Chair	0.2 Department Chair (1 period)	Per high school class for coordination in senior high school for English, Math, Science, Social Studies, Foreign Language	401000-41254
	\$416 High School Dept. Chairs	1 – 2.9 FTE*	401000-41206 501000-41206
	\$832 High School Dept. Chairs	3 – 4.9 FTE	
	\$1,040 High School Dept. Chairs	5 – 8.9 FTE	
	\$1,248 High School Dept. Chairs	9 – 12.9 FTE	
	\$1,458 High School Dept. Chairs	13+ FTE	
	*Number of full time equivalent staff in departments of senior high schools and senior high school staff at H-B Woodlawn		



HIGH SCHOOL STAFFING

STAFFING	CRITERIA							ACCOUNT	
SOL Core Supplement	1.0 Teacher		1 - 100 FRL students					401000-41254 501000-41254	
	1.5 Teachers		101 - 200 FRL students						
	2.0 Teachers		201 - 300 FRL students						
	2.5 Teachers		301 - 400 FRL students						
	3.0 Teachers		401 - 500 FRL students						
	3.5 Teachers		501 - 600 FRL students						
	4.0 Teachers		601 - 700 FRL students						
	Additional teacher positions are given to those schools that have the following Free and Reduced Lunch percentages:								
	0.5 Teachers		40% - 49% FRL						
	1.0 Teachers		50% - 59% FRL						
	1.5 Teachers		60% - 69% FRL						
	2.0 Teachers		70% - 79% FRL						
	2.5 Teachers		80% - 89% FRL						
	3.0 Teachers		90% - 99% FRL						
	3.5 Teachers		100% FRL						
Clerical	ATTENDANCE 412000-41324	ENROLLMENT FOR ATTENDANCE CLERICAL	GUIDANCE 413000-41324	ENROLLMENT FOR GUIDANCE CLERICAL	EDUCATIONAL 412000-41324	INSTRUCTIONAL 412000-41337	LIBRARY 414000-41324	ALLOCATION FOR EDUCATIONAL, INSTRUCTIONAL, AND LIBRARY CLERICAL	
	1.0	1 – 999	2.5	1 – 999	3.5	4.0	1.0	Per school	
	1.0	1000 – 1124	3.0	1000 – 1299					
	1.0	1254 – 1249	3.5	1300 – 1599					
	1.0	1250 – 1374	4.0	1600 – 1899					
	1.5	1375 – 1499	4.5	1900 – 2199					
	1.5	1500 – 1624	5.0	2200 – 2499					
	1.5	1625 – 1749	5.5	2500 – 2799					
	2.0	1750 – 1874							
	2.0	1875 – 1999							
2.0	2000 – 2124								
<ul style="list-style-type: none"> The H-B Woodlawn high school program is allocated clerical staff as follows: 1.0 library (514000-41324), 1.0 instructional (501000-41337), 1.0 counseling services (513000-41324) and 2.15 educational (512000-41324). The Career Center program is allocated 1.75 clerical staff (612000-41324). Education clerical for senior high to include treasurer, principal's clerical, and general clerical. The Arlington Tech program is allocated 1.0 registrar, 1.0 attendance, and 1.0 educational (612000-41324). Trade-off of teachers for instructional clerical is not permitted. 									
Testing Coordinators/ Specialists	1.0 Testing Coordinator/Specialist per high school							401000-41244	
	0.5 Testing Coordinator/Specialist at H-B Woodlawn Program							501000-41244	
Instructional Technology Coordinators	Allocations are reviewed by the Department of Information Services and allocated to schools based on enrollment and staffing.							401000-41288 501000-41288 601000-41288 616000-41288	
Lunchroom Attendant	\$10,342	Funds per each senior high school (4 hours per day)						401000-41348	
	\$3,943	Funds for H-B Woodlawn and the Career Center (1.5 hours per day)						501000-41348	
	\$29,260	Funds per senior high school supervisor of senior lunch privilege, excluding H-B Woodlawn						601000-41348	
	\$2,585	Additional amount for each school with a breakfast program. (1 hour per day)						601000-41348	



**INFORMATIONAL:
PLANNING
FACTORS**

HIGH SCHOOL MATERIALS

MATERIALS / RESOURCES	CRITERIA		ACCOUNT
Instructional Supplies	\$41.10	Per general education senior high student	401000/501000/ 601000-46516
Laundry and Cleaning	\$238.25	Per senior high school for laundry and cleaning	401000/501000/ 601000-46516
Laundry and Cleaning	\$762.25	For Career Center for laundry and cleaning	601000-46516
Supplemental Supplies	\$43.20	Per FTE teacher	401000/501000/ 601000-46534
Work and Family Studies Supplies	\$23.85	Per work and family studies student in enrollment the prior September at the high schools and in the Teenage Parenting Program	410100-46520
Technical Education Supplies	\$12.90	Per technical education student in enrollment the prior September	410000-46521
Hand Tools – Industrial Arts	\$4.95	Per technical education student in enrollment the prior September	410000-46505
Textbooks	\$34.25	Per senior high general education student	401000/501000-46533
Instructional Technology Hardware/Software	\$27.35	Per senior high student	416000/516000-48835
Computer Supplies	\$2.30	Per senior high student	416000/516000-46537
Physical Education Equipment (35% additional and 65% replacement)	\$478.80	Per senior high school	401092/501092-48840
	\$1.80	Per senior high student	
		\$212.15 For H-B Woodlawn	
		\$1.80 For H-B Woodlawn student	
Science Equipment	\$8.20	Per senior high student enrolled in science	401030/501000/ 601000-48840
Library Books/Materials	\$22.70	Per senior high student	414000/514000-46507
Staff Development	\$10.05	Per senior high student	401000/501000- 41230, 45474
Audio-Visual Equipment	\$8.20	Per senior high student - for additional and/or replacement equipment	416000/516000-48842
Furniture and Equipment	\$7.55	Per high school student	401000/501000-48814
Library Supplies	\$2.30	Per high school student	414000/514000-46522
Maps and Globes	\$1.95	Per high school student	401000/501000/ 601000-46509
Gifted Supplies	\$1.00	Per high school student	404000/504000-46506
Postage	\$8.65	Per high school student	412000/512000/ 612000-45585
Student Publications	\$10.45	Per high school student	401000/501000-43587
Clerical Hourly	\$15.19	Per high school student and \$15.19 per free and reduced lunch student	401000-41311 501000-41311
Athletic Uniforms	\$11.40	Per high school student	415000-46678
Athletic Equipment	\$18.25	Per high school student	415000-48800



INFORMATIONAL:
**PLANNING
FACTORS**

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA		ACCOUNT
Elementary and Secondary Resource Program Staffing	0.5 Teacher	1 – 12 identified students with IEPs	203400/303400/ 403400/503400-41289
	1.0 Teacher	13 – 24 identified students with IEPs	
	1.5 Teachers	25 – 36 identified students with IEPs	
	2.0 Teachers	37 – 48 identified students with IEPs	
	2.5 Teachers	49 – 60 identified students with IEPs	
	3.0 Teachers	61 – 72 identified students with IEPs	
	3.5 Teachers	73 – 84 identified students with IEPs	
	4.0 Teachers	85 – 96 identified students with IEPs	
	4.5 Teachers	97 – 108 identified students with IEPs	
	5.0 Teachers	109 – 120 identified students with IEPs	
	5.5 Teachers	121 – 132 identified students with IEPs	
	6.0 Teachers	133 – 144 identified students with IEPs	
Elementary and Secondary Self-Contained Program Staffing	CATEGORY I For these areas of disability: Hearing Impairment/Deaf, Learning Disabled, Emotionally Disturbed, Speech and Language Impairment, Orthopedically Impaired, Developmental Delay, Intellectual Disability 1-2, and Other Health Impairment. Programs are staffed collectively within category.		203000/303000/403000/503000/603000-41254 203000/303000/403000/503000/603000-41375
	Elementary		
	1.0 Teacher	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	Secondary		
	1.0 Teacher + 0.5 Assistant	1 – 8 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	9 – 10 identified students with IEPs	
	CATEGORY II For these areas of disability: Intellectual Disability 3, Autism, Traumatic Brain Injury, Blind/Visual Impairment, Multi-disabled. Programs are staffed collectively within category.		
	1.0 Teacher	1 – 4 identified students with IEPs	
	1.0 Teacher + 1.0 Assistant	5 – 6 identified students with IEPs	



INFORMATIONAL:
**PLANNING
FACTORS**

STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA	ACCOUNT	
Countywide Programs	Elementary Functional Life Skills (FLS): The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	203110-41254 203110-41375	
	Multi-Intervention Program for Students with Autism (MIP-A): The MIP-A Program is designed to meet the needs of certain students with autism. The goal of the program is to address communication, on-task behavior, adaptive functions and social-emotional needs. The program uses a variety of strategies within a highly structured setting to prepare students to transition to less restrictive settings. The MIP-A program uses evidence-based practices shown to be effective with students with autism. Mini MIP-A serves PreK, and MIP-A serves K-12.	203120-41254 303120-41254 403120-41254 203120-41375 303120-41375 403120-41375	
	Deaf and Hard of Hearing (DHH): The Deaf and Hard of Hearing Program is designed for students of all ages who are deaf or hard-of-hearing, including students with a cochlear implant or other assistive devices. All students in this program require a language rich experience that provides them with the support and instruction to become independent in the typical hearing environment.	203130-41254 303130-41254 403130-41254 203130-41375 303130-41375 403130-41375	
	Communications: The Communications Program is an intensive program for students whose language deficits significantly interfere with academic achievement and social interactions. The program uses a total communication approach with access to assistive technology. Students in this program are taught by a special educator with support from a speech pathologist and teacher assistant. Services are provided primarily in a self-contained setting with opportunities for integration based on individual student needs.	203140-41254 303140-41254 203140-41375 303140-41375	
	1.0 Teacher + 1.0 Assistant	1 – 4 identified students with IEPs	
	1.0 Teacher + 2.0 Assistants	5 – 6 identified students with IEPs	
	Secondary Functional Life Skills (FLS): The Functional Life Skills program serves students with severe disabilities who require intensive, direct instruction in communication, self-help skills, and functional academics.	303110-41254 403110-41254 303110-41375 403110-41375	
	1.0 Teacher + 1.0 Assistant	1 – 7 identified students with IEPs	
	1.0 Teacher + 2.0 Assistants	8 – 10 identified students with IEPs	
	Secondary School Program for Students with Autism: This program is designed to provide specialized instruction to middle and high school students who have a special education eligibility classification to Autism and requires a program that focuses on the development of social skills, executive functioning, and a challenging academic experience. Students integrate into general education classes per services on the IEP and are instructed on grade-level SOL curriculum. Students receive assistant support in designated classes as needed with a goal of fostering independence.	303160-41254 303160-41254 403160-41254 403160-41375 503160-41254 503160-41375	
	1.0 Teacher + 1.0 Assistant	1 – 10 identified students with IEPs	
	Interlude: Interlude is a therapeutic special education program for students whose emotional problems and behaviors interfere with academic achievement and interpersonal relationships and who need therapy to be academically successful.	203200-41254 203200-41327 303200-41254 303200-41327	
	Elementary: 1.0 Teacher + 2.0 Assistants	1 – 10 identified students with IEPs	403200-41254
	Secondary: 1.0 Teacher + 1.0 Assistants	1 – 10 identified students with IEPs	403200-41327
	Psychologist	0.50 Psychologist per each Interlude class	105310-41235



STUDENT SERVICES AND SPECIAL EDUCATION STAFFING

STAFFING	CRITERIA		ACCOUNT
For these areas of disability: PreK, Non-Categorical K-2 (Transition)	1.0 Teacher + 1.0 Assistant	1 - 8 identified students with IEPs	203300-41375
PreK Special Education Assistants	13.5 PreK Special Education Assistants	Systemwide	203300-41375
Community-Based PreK Program	*1.0 Teacher	1-12 identified students with IEPs	203300-41254
School Social Workers and School Psychologists ⁸	1.0 School Social Worker	Per 775 students systemwide (K-12)	105200-41267
	1.0 School Psychologist	Per 775 students systemwide (K-12) plus 2.6 for PreK screenings	105210-41235
Special Education Coordinators and Itinerant Staff	11.0 Coordinators	Systemwide	105100-41208
	1.0 Speech Pathologist	Per 55 speech/language students with IEPs	105110-41222
	1.0 Vision Specialist	Per 13 visually impaired and/or legally blind students	105120-41222
	2.0 Vision Assistants	Systemwide	105120-41375
	1.0 Hearing Specialist	Per 24 hearing impaired students	105130-41222
	1.0 Occupational Therapists	Per 40 students assigned OT through IEPs	105150-41281
	3.0 Autism Specialists (funded by Operating Funds and Grant Funds)	Systemwide	105100-41254
	*1.0 Preschool Coordinator	Systemwide	105140-41282
	* Both positions may be held by one person		
Secondary School Special Education Department	0.2 Teacher (1 period) per school. To be assigned for coordination activities directly impacting mainstreaming and regular class placement of identified disabled students.		303400-41289 403400-41289 503400-41289

8. In FY 2020, the planning factor ratio for school psychologists and social workers is fully funded at 1.0 FTE per 775 K-12 students.



INFORMATIONAL:
**PLANNING
FACTORS**

STUDENT SERVICES AND SPECIAL EDUCATION MATERIALS

MATERIALS	CRITERIA		ACCOUNT
Instructional Supplies	\$11.85	Per part time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$56.05	Per full time middle and high school special education student	303000-46516 403000-46516 503000-46516
	\$10.80	Per part time and full time elementary special education student	203000-46516
Textbooks	\$8.60	Per part time middle and high school special education student	403000-46533 503000-46533
	\$27.65	Per full time middle and high school special education student	303000-46533 403000-46533 503000-46533 303200-46533 403200-46533
Interlude Supplies	\$56.05	Per full time middle and high school special education student	303200-46516 403200-46516

CENTRALLY BUDGETED PLANNING FACTORS MATERIALS/OTHER RESOURCES

RESOURCE	CRITERIA		ACCOUNT
Classroom Furniture Equipment	\$2.75	Per student	107110-48848
Music Equipment	\$1.80	Per student - for additional and/or replacement	801010-48840

ENGLISH LEARNERS-COUNSELORS⁹

STAFFING	CRITERIA		ACCOUNT
Counselors	6.5 systemwide		802000-41219

CUSTODIAL ALLOCATION FORMULA

STAFFING	CRITERIA		ACCOUNT
Custodians	FORMULA: <ul style="list-style-type: none"> ▪ + Gross building square footage ▪ + Relocatable square footage ▪ + Community-use-of-building factor (in form of sq. ft.) ▪ Sum of above divided by 21,000 sq.ft. per custodian ▪ Round to nearest 0.5 position 		108220-41316

9. The planning factor for EL counselors is a fixed allocation of 6.5 positions for systemwide support for English Learners.