

# Overview

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## **The Overview provides summary information of the key points of the Funding Request**

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# Message from the Superintendent

## Sustaining a Future of Excellence: Investing in Our Competitive Edge



The 2013 National Citizen Survey™ conducted by Albemarle County local government found that 95 percent of respondents believe providing a quality education to children and devoting county resources to quality education is essential or very important. No other service provided by local government was ranked higher by the public.

While that level of approval on any public survey question is rare, the logic behind such a value judgment is not difficult to understand. Public education is the force that binds communities together and makes them better.

We are at a significant decision point regarding our county's future. Two paths are before us: One positions our children to excel from opportunity; the other limits the best we can do for children. The consequences of our decision are evident in a U.S. Census Bureau study. It found that a college graduate earns \$2.7 million over a lifetime, while a high school graduate can expect to earn more than a \$1 million less. We need to be developing more college graduates and technical professionals, and we need them to contribute to Albemarle County's prosperity. This funding request moves us closer to that goal.

There are nearly 80 different languages spoken in the homes of our students; our families reside in urban, suburban and rural communities; income levels range from the almost 30 percent of our students who qualify for free or reduced lunch to those students who transfer from private schools for greater educational opportunities. Yet all of these families come together around one central truth: Public education is the one sure path to the betterment of one's life, family and community. The widely held belief that more advanced creativity, critical thinking, collaboration and communication skills will improve one's future explains the 95 percent community support for public education.

So does the performance of our students. Whether the metric is our on-time graduation rate, Standards of Learning and SAT scores, the percentage of students who earn Advanced Studies Diplomas, or the number of our nationally and internationally recognized academic and college and career readiness programs, the quality of education in Albemarle County Public Schools continues to meet the highest expectations of our citizens.

**When educators, business leaders and public officials ask the secret of this success, my answer is unequivocal. While many school divisions have access to the same infrastructure, technology or supplies, what separates great school divisions from average ones are the people who use these tools to make uncommon excellence very common.**

As directed by state code, my responsibility each year is to submit a needs-based funding request, a plan that represents the minimum investment necessary to meet our responsibilities to deliver a quality education to all students.

### **Maintain Market Competitiveness**

Today, our greatest need is retaining, recruiting and developing the professionals who empower the academic performances that distinguish our community as one of the best places to live in America. It is these remarkable and dedicated public servants who enable every student to realize their full potential for lifelong success.

**Since 2010, county employees have had their real wages reduced by 6.3 percent. It is not unusual for teachers to take home less pay than they did several years ago. In a recent survey of our instructional staff, over 60 percent of respondents said it is economically necessary for them to supplement their income. Yet many of our professionals hesitate not a minute to use their own funds to pay for classroom supplies or to support a student in need.**

This funding request takes a modest step toward protecting the value our employees add to our families and our county. It sets aside \$1.3 million, less than one percent of its total, for employee pay increases that would not take effect until six months into the new fiscal year. For the first six months next year, employees will take home less pay than they now earn due to increases in their medical insurance premiums.

### **The Impact of Reduced State Funding**

More than 1,200 members of our community recently responded to a survey asking their opinion of budget priorities. Over 85 percent of all responses identified employee compensation, class size, and fully funding student enrollment growth as their top priorities. This funding request is consistent with all three.

**Expenditures are projected to increase from \$160.44 million this year to \$166.93 million in 2015-16. The largest portion of this increase, \$2.7 million, will allow us to meet the new demands created by student enrollment growth and demographic changes. This will ensure that students next year will receive the same level of services that students now receive. Another \$2.2 million is for higher health insurance costs. Changes in the Comprehensive Services Act, which mandates residential and private day services for special needs students, will require additional spending of \$500,000. With the proposed half-year increase in employee compensation, these items exceed the overall expenditure increase. With the assistance of additional targeted reductions, including not filling the current vacancy for an Assistant Superintendent, we have been able to reduce the deficit in this funding request from \$4.4 million forecast last month to \$3.1 million. That is less than two percent of the overall request.**

Recently, Virginia's Governor issued an economic report that said Virginia's economic growth has fallen behind the rest of the country and now has trailed the national average for three consecutive years. This year, the report predicts Virginia will lose another 22,000 public and private sector jobs.

### **Positioning Students for the Future**

Among the industries that hold the most promise for turning the Commonwealth's economic fortunes from red to black, the governor's economic report said, are biosciences, cyber security, advanced manufacturing, renewable energy, and technology start-ups. All of these industries are a near perfect fit with our academies in math, engineering and science; health and medical sciences; environmental studies; and our summer computer coding academy. There is a near exact fit, too, with a multi-million dollar federal grant we recently were awarded to broaden our advanced manufacturing program to all of our middle schools in partnership with the University of Virginia, the Smithsonian Museum, and neighboring school divisions in Charlottesville City and Fluvanna County.

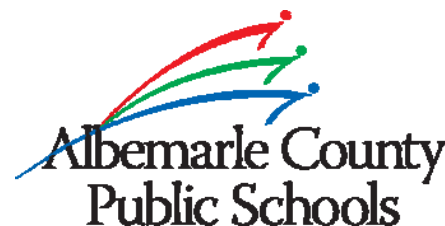
I am extraordinarily grateful for the leadership and the support for quality education that has been so consistently provided by our School Board, local government, taxpayers, community partners, teachers, staff, parents, advisory groups, and volunteers. In the midst of some of the most difficult financial challenges I have seen in my professional career, your efforts have been nothing short of heroic.

Respectfully,



Dr. Pamela R. Moran  
Superintendent of Schools

# About Our School Division



Albemarle County Public Schools (ACPS) serves 13,677 students in preschool through grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural but also suburban and urban settings.

ACPS is proud to maintain community-based elementary schools and state-of-the-art secondary schools. We also offer opportunities for students through two charter schools, three STEM/STEM-H academies operating at our comprehensive high schools, and the Charlottesville Albemarle Technical Education Center (CATEC). Regional services are available for students who require a non-traditional learning environment or additional specialized services.

For more information about the division's budget development process, visit: [www.k12albemarle.org/budget](http://www.k12albemarle.org/budget)

## School Facilities

26 schools

- 16 elementary schools (PK-5)
- 5 middle schools (6-8)
- 1 charter middle school (6-8)
- 3 comprehensive high schools (9-12)
- 1 charter high school (9-12)

1 Alternative Education Center

1 Engineering Lab School, an ACPS/Charlottesville City Public Schools/University of Virginia partnership (6-8)

1 Vocational-Technical Center

3 STEM/STEM-H Academies (9-12)

- Environmental Studies Academy (ESA)
- Health and Medical Sciences Academy (HMSA)
- Math, Engineering & Science Academy (MESA)

## Employees

1,232 Teachers

*Includes classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians.*

- 64% hold advanced degrees
- Average years of teaching experience: 15
- 3.4% (42) are National Board Certified

1,230 Classified Employees

*Includes school and department leadership, teaching assistants, bus drivers, custodians, maintenance, food service staff, technology support staff, office associates, human resources, and other support staff.*

## Student Demographics

As of September 30, 2014:

- Total Enrollment (PK-12): 13,677
- Male: 50.9%
- Female: 49.1%
- Black: 11.0%
- Hispanic: 10.7%
- White: 67.7%
- Limited English Proficiency: 8.7%
- Disadvantaged: 28.4%
- Students with Disabilities: 10.2%
- Gifted: 9.5%

*"Disadvantaged" students are those who receive free and reduced price meals under the federal program.*

*"Students with Disabilities" are those identified for special education services, from speech pathology and learning disabilities to severe and profound disabilities.*

## Other Statistics

- 82% of our 2014 graduates received acceptances at more than 248 colleges and universities, including 21 of the top 25 private and 20 of the top 25 public national universities, according to rankings by *U.S. News & World Report*.
- Our students were born in about 60 countries and speak around 80 languages.
- 2:1 student-to-computer ratio
- Over 9,000 meals served daily
- 14,005 school bus miles traveled daily
- The Families in Crisis Program served 290 homeless ACPS students in 2013-14.

## How Do We Compare?

2014	ACPS	Virginia	U.S.
<b>On-time Graduation Rate</b>	94.8%	89.9%	N/A
<b>Drop-out Rate</b>	2.3%	5.4%	N/A
<b>Graduates Who Earned an Advanced Studies Diploma</b>	65.8%	55.5%	N/A
<b>Average SAT Scores</b>	<b>Verbal</b>	563	497
	<b>Math</b>	566	515
	<b>Writing</b>	539	487
<b>Students Earning a Passing Score (3, 4 or 5) on AP Exams</b>	76.7%	61.2%	59.1%

## Emphasis on Lifelong Learning

In support of our instructional philosophy, ACPS teachers design lessons based on our curriculum framework, known as the “Framework for Quality Learning.” They create concept-centered lessons that meet the standards and skills set by the state and extend learning through opportunities to create, solve problems, and develop projects and portfolios. All lessons target one or more of the division’s 12 Lifelong-Learner Competencies, broad-based essential skills that prepare students to succeed as 21st century learners, workers and citizens.

Lifelong learning places emphasis on results. To develop the skills and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and implications of what they learn; retain what they learn; and be able to apply what they learn in new contexts.

Our Lifelong-Learner Competencies:

Plan and conduct research.	Gather, organize and analyze data; evaluate processes and products; and draw conclusions.	Think analytically, critically and creatively to pursue new ideas, acquire new knowledge, and make decisions.	Understand and apply principals of logic and reasoning; develop, evaluate and defend arguments.
Seek, recognize and understand systems, patterns, themes and interactions.	Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.	Acquire and use precise language to clearly communicate ideas, knowledge and processes.	Explore and express ideas and opinions using multiple media, the arts, and technology.
Demonstrate ethical behavior and respect for diversity through daily actions and decision making.	Participate fully in civic life and act on democratic ideals within the context of community and global interdependence.	Understand and follow a physically active lifestyle that promotes good health and wellness.	Apply habits of mind and metacognitive strategies to plan, monitor and evaluate one’s own work.

# Horizon 2020: Unleashing Each Student's Potential



## Our Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

## Our Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

## Our Core Values

### Excellence

We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

### Young People

We believe young people deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

### Community

We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high-quality learning community, and listening to the community.

### Respect

We believe in treating all individuals with honor and dignity.

## Our Student-Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

## Our Objectives & Priorities

### We will engage every student.

Priority 1.1 | Define, develop, and implement effective teaching practices that maximize rigor and meaningful engagement for all students.

Priority 1.2 | Develop a division-wide master framework for contemporary professional development and training that optimizes our workforce and addresses the essential competencies needed by teachers, administrators, and classified staff.

Priority 1.3 | Integrate the use of contemporary learning spaces and supportive technologies into the instructional program delivery.

### We will implement balanced assessments.

Priority 2.1 | Define and communicate the Division's specific measures for mastery of lifelong-learning competencies and student success.

Priority 2.2 | Implement performance-based assessments/tasks and grading practices to create a balanced learning system that measures ACPS outcomes for student success.

### We will improve opportunity and achievement.

Priority 3.1 | Prepare all students for successful transition to the next grade in their PK-12 experience.

Priority 3.2 | Implement a robust, Division-wide PK-12 World Languages Program.

### We will create and expand partnerships.

Priority 4.1 | Implement a comprehensive mentorship and internship program and expand field trip opportunities to provide real-world learning experiences for all students' success.

Priority 4.2 | Invest the full community in supporting student achievement and outcomes for all students' success.

### We will optimize resources.

Priority 5.1 | Ensure the health and safety of the school community.

Priority 5.2 | Optimize the use of fiscal resources in support of the Division's strategic plan and operations.

# Revenues, Expenditures & Assumptions

## Total Funding Request

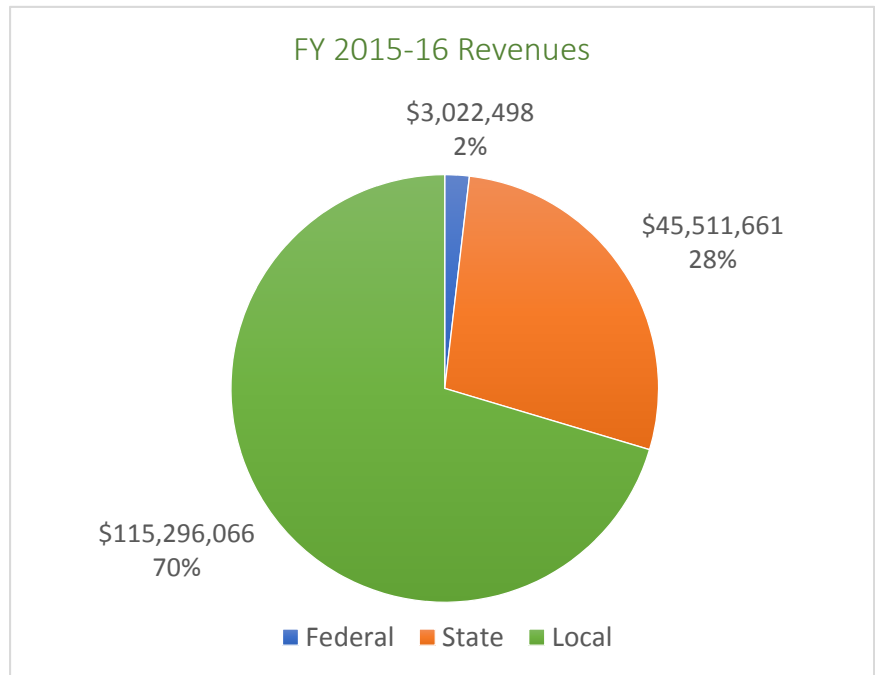
Anticipated Revenue	\$163,830,225
Proposed Expenses	\$166,932,987
<b>Funding Gap</b>	<b>(\$3,102,762)</b>

Unlike a for-profit business or a taxing authority, Albemarle County Public Schools generates a very small percentage of our budget. We depend on others to provide the revenue needed to fulfill our mission and deliver value to our stakeholders. The distribution of our revenues is depicted in the chart to the right.

## Assumptions

Our budget process is aligned with the division’s strategic plan. The information presented in this funding request is based on the following assumptions for FY 2015-16:

- Salaries are based upon guidance from the Joint Boards; Teachers scale is based upon market and School Board direction.
- Federal revenues will remain the same.
- State revenues are expected to increase by approximately 2%.
- Local Government Transfers are projected to increase by approximately 2%.



## Market Compensation Findings

WorldatWork FY 2015-16 projected compensation increase for Eastern Region (including Virginia): 2%

Classified:

- As an organization, overall salaries are currently statistically 1% below market
- Certain positions may be below defined market
- Highly skilled and certain administrative positions are more competitive regionally

Teacher:

- Achieved competitive position within the top quartile
- Ability to hire teachers is improving, maintain competitive position
- Highly competitive at 10 and 15 years of experience
- Retention and competitive position within the top quartile need to be future focus

## Market Compensation Recommendations/Actions

Classified Staff: 2.3% market increase, plus merit, for half a year

Teachers:

- Average increase, adjusted for identified market, of 2% for half a year
- Maintain anchor point on scale at 0, 10, 20, and 30 years of experience

## Benefits Summary

<b>Each full-time participating employee will receive:</b>	<b>2014-15</b>	<b>2015-16</b>
Average contribution toward health insurance	\$7,794	\$8,542
Contribution toward dental insurance	\$271	\$257
<b>In addition, the following benefit rates apply:</b>	<b>2014-15</b>	<b>2015-16</b>
Social Security (FICA)	7.65%	7.65%
Virginia Retirement System (VRS) Professional Rate	15.68%	15.21%
VRS Non-Professional Rate	9.40%	9.40%
VRS Group Life Insurance	1.32%	1.32%

Additional detail regarding revenues, expenditures, benefits and compensation can be found in the Appendix.



# Budget Development Process

## Process Overview

Phase I – Inform the Superintendent’s Funding Request

Phase II – Inform the School Board’s Funding Request

The development cycle for the 2015-16 budget began in August 2014 and typically ends in April 2015. The process includes gathering input from numerous stakeholder groups in the school system and community.

The Superintendent, taking into consideration stakeholder feedback, forms a Funding Request that is presented to the School Board. The School Board reviews the Superintendent's Funding Request during a series of work sessions and a public hearing, and makes its own adjustments to the spending plan.

Finally, a School Board Funding Request is presented to the Albemarle County Board of Supervisors, who make the final decision regarding the amount of revenue to be allocated to the school system.

## Our Contributors

Stakeholder feedback is an essential part of the budget process. In addition to community feedback received through town hall meetings and online surveys, the following advisory groups provide budget input:

The **Albemarle Education Association (AEA) Exchange Committee** is a subset of representatives from the AEA, a local chapter of the Virginia Education Association. The committee works with the Superintendent and key leaders on issues of concern and importance to AEA members.

The **Athletic Advisory Council** serves as a forum for parents, students, and school officials to share ideas and exchange information in order to further advance the quality of the athletic student experience within ACPS.

The **Classified Employee Advisory Committee** was founded to provide a two-way forum for classified employees to have input regarding potential employee policy creation and/or changes and to bring forward employee issues that could not be successfully addressed through existing channels.

The **County Student Advisory Council** represents the opinions of students in an advisory capacity to the Albemarle County School Board. Council members aim to better share and exchange ideas and solutions to common problems across schools and work to better the school system and the surrounding community.

The **Department of Accountability, Research & Technology (DART) Advisory Committee** exists to discuss the role of accountability, research and technology in teaching and learning; develop a shared vision of how accountability, research and technology will support division objectives; review and recommend revisions to the division's Comprehensive Plan for Technology; and provide support for budget initiatives related to plan implementation.

The **Division Leadership Team** is composed of central, school and department leadership, minimally including the Executive Cabinet, principals, associate and assistant principals, and department directors and assistant directors.

The **Gifted Advisory Committee** oversees the implementation of the Local Plan for the Education of the Gifted, participating in the biennial review and revision of the Local Plan, and reporting to the School Board through the Superintendent about the needs of gifted learners in our county.

The **Long-Range Planning Advisory Committee** informs and advises the Superintendent and School Board in the development of comprehensive, long-term plans for facility needs in the most effective way and in support of the school division’s strategic plan.

**Parent Council** serves as a forum for parents, educators, and school officials to share ideas and exchange information in order to further advance the quality of the public education system within Albemarle County.

The **School Finance Advisory Council** was established to examine school budgeting practices from a business perspective. The Council is composed of business professionals with significant budgeting experience. The Council analyzes, evaluates and advises the Superintendent and division staff regarding budgeting practices and priorities.

The **School Health Advisory Board** assists with the development of health policy in the division and the evaluation of the status of school health, health education, the school environment, and health services.

The **Special Education Parent Advisory Committee** is comprised of parents of students who require special education services, other interested persons from the community, and educators in the field who have an interest in special education. This committee provides advice concerning the needs of children with disabilities receiving special education services and assists the in the formulation and development of long-range plans for these children.

The **Superintendent's Budget Advisory Committee** is composed of a cross-functional team of ACPS employees who review all budget requests, align budget requests to the division's strategic plan, and prioritize requests as part of its recommendation to the Superintendent.

The **Teacher Advisory Committee** is a group of teachers, including a representative from each school, who meet with the Assistant Superintendent and other central staff every month to discuss items of interest to teachers and give feedback on county initiatives and programs.

# Proposed Changes to Address Our Needs

Teaching and learning, one student at a time, drive all that we do. Investment is required to maintain the level of educational excellence that Albemarle County residents expect and need. Following is a summary of new resources, distributed amongst four categories: increases that are directed/mandated, those in response to growth, system improvements, and restorations.

<b>Directed/Mandated</b>	<b>\$3,585,500</b>
<b>Teacher Salary Increase (Half-Year)</b>	<b>\$718,437</b>
Proposed half-year increase to reflect market adjustment of approximately 2%.	
<b>Classified Salary Increase (Half-Year)</b>	<b>\$562,383</b>
Proposed increase of 2.30% plus merit for half of the year.	
<b>Decrease Cost of the Virginia Retirement System</b>	<b>(\$375,292)</b>
Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS). Once Divisions have joined VRS, by law they may not withdraw. This decrease is proposed by the Governor and is based upon a rate of (Professional Rate) 15.21% which is a 0.47% decreased compared to the current rate.	
<b>Health Insurance Increase (Includes UVA Policy Shift and Other New Enrollees)</b>	<b>\$2,191,902</b>
The Board contribution to health insurance is expected to increase by 9.6% over current year rates. The increase assumes a variety of plan changes which include increased deductibles, as well as eliminating spousal coverage for employees who have a spouse that is offered affordable health insurance through their employer.	
In addition, \$828,229 is included due to the UVA health policy shift as well as additional employees who added health insurance in the current fiscal year.	
<b>Dental Savings</b>	<b>(\$24,332)</b>
Expected savings of 5% per FTE over FY2014-2015 rates.	
<b>Salary Savings Due to Staff Turnover</b>	<b>(\$266,067)</b>
Salary savings due to staff turnover from FY2014-15 budgeted to current staffing.	
<b>Voluntary Early Retirement Incentive Plan (VERIP)</b>	<b>\$267,450</b>
Voluntary Early Retirement Incentive Program (VERIP) is a benefit paid monthly for a period of five years or until age 65, whichever comes first. In addition to the monthly stipend, the County pays an amount equivalent to the Board's annual contribution toward medical insurance. Participants may accept it as a cash payment, or apply it toward the cost of the continuation of their County medical/dental benefits. The Boards adopted changes to VERIP in 2009 which include phasing out the cash stipend benefit over several years.	
The program is currently on a phase-out schedule and will be eliminated in FY2016-2017. The current increase is based upon current recipients and a projected 52 new recipients.	
<b>Lapse Factor Savings</b>	<b>(\$125,514)</b>
Lapse factor represents budgeted savings during the operating year from staff retirement and replacement, the lag between staff leaving and the new staff being hired and savings from deferred compensation benefits. The total amount budgeted of -\$925,514 is 1% of all baseline salaries. This practice is consistent with local government.	

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<b>Transfer to Comprehensive Services Act (CSA)</b>	<b>\$457,410</b>
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Increase due to significant number of students requiring private day or residential services. These costs are for students with significant disabilities placed by the Department of Social Services or Albemarle Schools.

This increase brings the total obligation for the Division to \$1,890,806.

<b>Charlottesville-Albemarle Technical Education Center (CATEC)</b>	<b>(\$48,685)</b>
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Projected decrease based on projections provided by CATEC.

<b>Piedmont Regional Education Program (PREP)</b>	<b>\$92,146</b>
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Funds are requested to address an increase in compensation and program and tuition costs related to providing services to students with emotional disturbances, autism, and multiple or severe disabilities through PREP.

<b>Anticipated Utility Costs</b>	<b>\$110,662</b>
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Assuming a 5% annual increase in electricity and fuel oil/gas pricing for FY2015/16, this initiative will provide adequate funding for those line items.

<b>Interpretation &amp; Translation Funding</b>	<b>\$25,000</b>
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Interpretation and translation funding supports multilingual communication in schools to meet and exceed standards of access to education set by the Civil Rights Act and the Office of Civil Rights (OCR).

<b>Growth</b>	<b>\$2,720,870</b>
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<b>Growth Due to Enrollment (25.45 Teacher Full-Time Equivalent (FTE), 2.00 Clerical Staffing FTE, 5.00 Bus Driver FTE and 1.00 Transit Aid FTE)</b>	<b>\$2,213,188</b>
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Increase due to a projected 311 students from budgeted 14/15 to 15/16. Based upon the current staffing standards an additional 25.45 teacher FTE are required as well as 2.00 Clerical FTE (1.00 at Greer, 0.50 Hollymead and 0.50 at Sutherland).

The additional students projected in 15/16 will require one extra driver. In addition, students with an IEP that need transportation grew by 23% in 14/15 versus 13/14 due to an increase in available programs. This trend is not expected to continue and additional buses were not added in 14/15. However, resources have been stretched and there will be some growth next year. Consequently, another driver and assistant will be needed. Activity trips have increased dramatically and the department is having a difficult time keeping up with the increased demand. Many of the trips require that the driver be paid overtime. An additional 10-month activity driver is required. Lastly, two additional relief drivers will be required to keep up with the overall increase in demand.

In total, six additional 10-month employees are needed. It is anticipated each will work total of 7,040 base hours. The cost of labor and benefits are included in this request. Operational costs include fuel, maintenance, and insurance for the added buses. One time costs reflect the cost of training the new employees..

Based on the projected enrollment approximately 9 additional classrooms will be added. It is estimated to cost about \$15,000 to furnish a room and provide adequate consumable products (toilet paper, paper towels, etc.) for that number of students.

<b>Growth: Agnor-Hurt Elementary School Addition/Renovation (0.50 FTE)</b>	<b>\$45,993</b>
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This will provide the necessary utilities, services and consumable materials needed for the new spaces, as well as a half-time (0.50 FTE) custodial position for the additional instructional spaces that are created by the addition/renovation to Agnor Hurt Elementary School.

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**School-Based Technical Support (1.00 FTE and includes \$1,000 in one-time money) \$74,209**

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This technical support position addresses problems that affect student access to core learning resources and tools. This support, while technical in duties, supports the overall mission of the division by enabling students to quickly return to the learning process. The current Virginia SOQ does not adequately provide for the technical support that our modern learning work and expanding student growth demands. Instead of a 1 to 1000 technical staff member per 1000 students. This request originally included two additional FTE's which have been deferred.

**Special Educational Staffing Growth (3.50 FTE) \$246,575**

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It is expected that an additional 3.50 FTE in staffing will be required to meet the needs of children with disabilities. This staffing would be utilized for teachers and teaching assistants to meet Federal and State requirements outlined in the Individuals with Disabilities Education Act (IDEA). The services provided are required as part of staffing parameters outlined in the Virginia regulations or outlined in students' individualized education plans (IEP's).

**Occupational Therapist (1.00 FTE) \$70,449**

The demographic of special education is changing in that the severity of need is growing faster than the actual number of children requiring special education overall. This position will meet the requirements of this increased service.

**English as a Second or Other Language (ESOL) Growth (1.00 FTE) \$70,456**

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ESOL staffing supports Albemarle County's Limited English Proficient (LEP) students to engage in rigorous learning experiences that prepare students to collaborate across language differences to think critically; create innovative solutions to problems; and succeed as civic, social, and economic participants in their multilingual communities.

Albemarle County's ESOL population grew by 45 students last year with an increasing number of students arriving in secondary schools with very little or no English. This rapid increase in a small number of schools (MOHS, JJMS, BMS, AHS) has created significant staffing needs to ensure students have support in newcomer language classes as well as in content courses that prepare them for graduation.

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**Restoration \$58,806**

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**Professional Development (Partially Funded by Freezing Assistant Superintendent Position) \$58,806**

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The demands on our current professional development budget have increased significantly as the state has implemented additional requirements (e.g., CPR/AED/First Aid training) and other budgets have been decreased or eliminated (e.g., Instruction previously funded AVID professional development and the Safe Schools/Healthy Student grant previously funded Responsive Classroom training). As tuition rates have increased for college and university coursework, even more costs have been transferred to teachers with respect to their continuous professional learning. In addition, professional development programming must be a leading indicator of the learning work expected throughout the division. These funds are requested in order to pay for required professional development as well as professional development that is deemed to meet division and individual needs.

The total cost of this new resource is \$225,000, however, by freezing the currently vacant Assistant Superintendent of Instruction position, \$166,194 is being used to offset a majority of this cost. The remaining \$58,806 is a restoration.

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**System Improvements \$130,501**

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**Full Time Elementary School Nurses for schools with over 500 Students (0.85 FTE) \$82,500**

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Elementary school nurses are staffed at 6 hours/day. This does not cover the entire time that students are in school (6.5 hours), nor does it cover the arrival and departure times. These transition times in particular are periods when accidents and injuries are more likely to occur (getting on/off buses, etc.). Elementary nurses at the larger schools see upwards of 50 students per day. For many of these students, the school nurse is their primary medical caregiver.

Because the volume of school clinic traffic increases with larger enrollment, increasing the hours of the nurses at the biggest schools would have the most impact per capita. The schools affected are Greer, Agnor-hurt, Brownsville, Baker-Butler and Cale.

**Behavior Management Coordinator (Discipline and Truancy) (0.50 FTE and includes \$2,500 in one-time money) \$48,001**

The Intervention / Prevention Coordinator specializes in overseeing tier three support services for students and oversees the student behavior management and attendance program for ACPS. The total costs represent a decrease in operational funds (wage account) that will be decreased to offset some of the costs of the FTE.

# New Resources by Key Area

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## Directed/Mandated

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### Compensation and Benefits

Teacher Salary Increase (Half-Year)	\$718,437
Classified Salary Increase (Half-Year)	\$562,383
Decrease Cost of the Virginia Retirement System	(\$375,292)
Health Insurance Increase (Includes UVA Policy Shift and Other New Enrollees)	\$2,191,902
Dental Savings	(\$24,332)
Salary Savings Due to Staff Turnover	(\$266,067)
Voluntary Early Retirement Incentive Plan (VERIP)	\$267,450
Lapse Factor Savings	(\$125,514)

### Joint Programs

Transfer to Comprehensive Services Act (CSA)	\$457,410
Charlottesville-Albemarle Technical Education Center (CATEC)	(\$48,685)
Piedmont Regional Education Program (PREP)	\$92,146

### Other Increases

Anticipated Utility Costs	\$110,662
Interpretation & Translation Funding	\$25,000

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**Directed/Mandated Total** **\$3,585,500**

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## Growth

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Growth Due to Enrollment (25.45 Teacher Full-Time Equivalent (FTE), 2.00 Clerical Staffing FTE, 5.00 Bus Driver FTE and 1.00 Transit Aid FTE)	\$2,213,188
Growth: Agnor-Hurt Elementary School Addition/Renovation (0.50 FTE)	\$45,993
School-Based Technical Support (1.00 FTE and includes \$1,000 in one-time money)	\$74,209
Special Educational Staffing Growth (3.50 FTE)	\$246,575
Occupational Therapist (1.00 FTE)	\$70,449
English as a Second or Other Language (ESOL) Growth (1.00 FTE)	\$70,456

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**Growth Total** **\$2,720,870**

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## New Resources by Key Area (continued)

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### Restoration

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Professional Development (Partially Funded by Freezing Assistant Superintendent Position)	\$58,806
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<b>Restoration Total</b>	<b>\$58,806</b>
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### System Improvements

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#### **Health and Student Safety**

Full Time Elementary School Nurses for schools with over 500 Students (0.85 FTE)	\$82,500
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Behavior Management Coordinator (Discipline and Truancy) (0.50 FTE and includes \$2,500 in one-time money)	\$48,001
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<b>System Improvements Total</b>	<b>\$130,501</b>
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<b>Directed/Mandated Total</b>	<b>\$3,585,500</b>
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<b>Growth Total</b>	<b>\$2,720,870</b>
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<b>Restoration Total</b>	<b>\$58,806</b>
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<b>System Improvements Total</b>	<b>\$130,501</b>
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<b>Total Increase Over FY2014/15 Adopted</b>	<b>\$6,495,677</b>
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# Staffing Changes from FY2014/15 to Proposed 2015/16

<b>Growth</b>		
<b>State Category</b>	<b>Name</b>	<b>FTE</b>
<b>Building Services</b>	Agnor Hurt Addition	0.50
<b>Instruction</b>	Enrollment Growth (Teacher)	25.45
<b>Instruction</b>	Special Education Growth	3.50
<b>Instruction</b>	Enrollment Growth (Clerical)	2.00
<b>Instruction</b>	ESOL Growth	1.00
<b>Instruction</b>	Occupational Therapist	1.00
<b>Technology</b>	School-Based Technology Support	1.00
<b>Transportation</b>	<b>Transportation Growth</b>	<b>6.00</b>
<b>Growth Total</b>		<b>40.45</b>
<b>New Resource</b>		
<b>Admin, Attend and Health</b>	Nurse Initiative	0.85
<b>Instruction</b>	Behavior Management Coordinator	0.50
<b>New Resource Total</b>		<b>1.35</b>
<b>Frozen Position</b>		
<b>Instruction</b>	Freeze Assistant Superintendent of Instruction	-1.00
<b>Frozen Position</b>		<b>-1.00</b>
<b>Internal Transfer</b>		
<b>Admin, Attend and Health</b>	Planning and Project Manager	1.00
<b>Admin, Attend and Health</b>	Program Review Coordinator	0.50
<b>Building Services</b>	Planning and Project Manager	-1.00
<b>Instruction</b>	Transfer Virtual Schools Coordinator to Office of Instruction	0.00
<b>Transportation</b>	Program Review Coordinator	-0.50
<b>Internal Transfer Total</b>		<b>0.00</b>

# Deferred Services (Not included in the funding request)

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## Deferred Needs and Reductions

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### Compensation and Benefits

Teacher Salary Increase (Half-Year) \$718,437

Classified Salary Increase (Half-Year) \$562,383

### Health and Student Safety

Additional 0.50 FTE Resource Officer Funded to Match Albemarle County Police Department (ACPD) Initiative \$28,377

### Joint Programs

Adapted Physical Education Grant - UVA \$11,800

### Technology/Records Management

School-Based Technical Support (2.00 FTE and includes \$2,000 in one-time money) \$148,418

Educational Technology Support (2.00 FTE \$1,500 in one-time money) \$147,918

### Other Increases

Elementary World Languages \$1,558,980

Freezing Assistant Superintendent of Instruction \$166,194

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**Deferred Needs and Reductions Total** **\$3,342,507**

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## Potential Use of One-Time Monies

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### Compensation and Benefits

Health Insurance Hold Harmless \$170,757

### Technology/Records Management

Electronic Conversion and Maintenance of Student Records (\$60,000 in one-time money) \$60,000

Library Management System Replacement (\$120,000 in one-time money) \$120,000

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**Potential Use of One-Time Monies Total** **\$350,757**

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# Additional Deferred Needs

Real and substantive compensation increases

Providing transportation to the academies (ensures access)

10 instructional coaches (never fully funded)

School Resource Officer at each middle school

Safe Schools/Healthy Students Grant – Regional 10 and psychological services

Full-time nurses in all schools

Compensation increase for Teaching Assistants

5% reduction in operating budgets

# The 2015-16 Superintendent's Budget Request

Instruction	<u>Actual 14</u>	<u>Adopted 15</u>	<u>Req. 16</u>	<u>Increase</u>	<u>% lcr</u>
Staffing	\$108,007,614	\$111,262,721	\$115,724,595	\$4,461,874	4.01%
Operating	\$10,033,259	\$10,466,558	\$10,934,955	\$468,397	4.48%
Capital	\$444,464	\$583,090	\$528,810	(\$54,280)	-9.31%
SB Reserve	\$0	\$57,862	\$57,862	\$0	0.00%
<b>Total</b>	<b>\$118,485,337</b>	<b>\$122,370,231</b>	<b>\$127,246,222</b>	<b>\$4,875,991</b>	<b>3.98%</b>
<b>Admin, Attend &amp; Health</b>					
Staffing	\$5,992,915	\$6,265,279	\$6,543,868	\$278,589	4.45%
Operating	\$571,986	\$777,018	\$788,919	\$11,901	1.53%
Capital	\$24,245	\$18,431	\$26,445	\$8,014	43.48%
<b>Total</b>	<b>\$6,589,146</b>	<b>\$7,060,728</b>	<b>\$7,359,232</b>	<b>\$298,504</b>	<b>4.23%</b>
<b>Technology</b>					
Staffing	\$2,238,008	\$2,377,622	\$2,329,279	(\$48,343)	-2.03%
Operating	\$342,434	\$315,038	\$326,217	\$11,179	3.55%
Capital	\$25,155	\$7,500	\$21,000	\$13,500	180.00%
<b>Total</b>	<b>\$2,605,597</b>	<b>\$2,700,160</b>	<b>\$2,676,496</b>	<b>(\$23,664)</b>	<b>-0.88%</b>
<b>Building Services</b>					
Staffing	\$8,539,704	\$9,126,294	\$9,315,814	\$189,520	2.08%
Operating	\$5,721,492	\$5,944,904	\$6,050,670	\$105,766	1.78%
Capital	\$96,936	\$123,400	\$122,200	(\$1,200)	-0.97%
<b>Total</b>	<b>\$14,358,132</b>	<b>\$15,194,598</b>	<b>\$15,488,684</b>	<b>\$294,086</b>	<b>1.94%</b>
<b>Facilities</b>					
Staffing	\$0	\$37,649	\$37,649	\$0	0.00%
Operating	\$0	\$0	\$6,265	\$6,265	N/A
Capital	\$122,815	\$122,351	\$277,035	\$154,684	126.43%
<b>Total</b>	<b>\$122,815</b>	<b>\$160,000</b>	<b>\$320,949</b>	<b>\$160,949</b>	<b>100.59%</b>
<b>Transportation</b>					
Staffing	\$7,332,706	\$7,771,827	\$8,150,514	\$378,687	4.87%
Operating	\$1,804,373	\$1,866,923	\$1,921,137	\$54,214	2.90%
Capital	\$5,746	\$0	\$0	\$0	N/A
<b>Total</b>	<b>\$9,142,825</b>	<b>\$9,638,750</b>	<b>\$10,071,651</b>	<b>\$432,901</b>	<b>4.49%</b>
<b>Transfers</b>					
Transfers	\$3,378,030	\$3,312,843	\$3,769,753	\$456,910	13.79%
<b>Grand Total</b>	<b>\$154,681,882</b>	<b>\$160,437,310</b>	<b>\$166,932,987</b>	<b>\$6,495,677</b>	<b>4.05%</b>
<b>Revenues</b>					
	<u>Actual 14</u>	<u>Adopted 15</u>	<u>Req. 16</u>	<u>Increase</u>	<u>% lcr.</u>
Local School Revenue	\$2,544,453	\$2,110,107	\$2,164,583	\$54,476	2.52%
State Revenue	\$42,547,871	\$44,429,342	\$45,511,661	\$1,082,319	2.38%
Federal Revenue	\$2,979,715	\$3,004,498	\$3,022,498	\$18,000	0.60%
Local Governemnt X-Fer	\$103,599,064	\$109,807,126	\$112,306,735	\$2,499,609	2.23%
Use of Fund Balance	\$2,915,611	\$211,237	\$424,748	\$213,511	50.27%
CIP & Other Transfers	\$1,622,029	\$875,000	\$400,000	(\$475,000)	-118.75%
<b>Total Revenues:</b>	<b>\$156,208,743</b>	<b>\$160,437,310</b>	<b>\$163,830,225</b>	<b>\$3,392,915</b>	<b>2.07%</b>
<b>Balance of Revs vs Expenses</b>	<b>\$1,526,861</b>	<b>\$0</b>	<b>(\$3,102,762)</b>	<b>(\$3,102,762)</b>	

# FY 15/16 Budget Preparation Calendar

## January 2014

Thursday, Jan. 15	Special School Board Meeting -Superintendent's Request Presentation
Thursday, Jan. 22	School Board Work Session - Budget
Tuesday, Jan. 27	Special Budget Work Session
Thursday, January 29	Public Hearing on School Budget special Budget Work Session

## February

Tuesday, Feb. 3	Special Budget Work Session
Thursday, Feb. 5	Special Budget Work Session
Thursday, Feb. 12	School Board Business Meeting (Finalize School Board's Request)
Thursday, Feb. 19	BOS - County Executive's Presentation to the BOS
Friday, Feb. 20	BOS – Community Stakeholder's Meeting on Recommended Budget
Monday, Feb. 23	BOS - Public Hearing on County Executive's Recommended Budget
Tuesday, Feb. 24	BOS Budget Work Session #1
Thursday, Feb. 26	School Board Work Session (Possible School Board Presentation to BOS) BOS Budget Work Session #2

## March

Tuesday, Mar. 3	BOS Budget Work Session #3 Finalize Tax Rate for Advertisement (Possible School Board Presentation to BOS)
Wednesday, Mar. 11	BOS Budget Work Session #4 (if needed)

## April

Wednesday, Apr. 1	BOS - Public Hearing on the FY 15/16 Proposed Operating and Capital Budgets
Thursday, April 2	School Board Business Meeting / Budget Discussion
Mon., Apr. 6 to Apr. 10	School Spring Break
Wednesday, April 8	BOS Public Hearing on the 15 calendar year tax rate (BOS can set tax rate and Adopt budget after public hearing)
Tuesday, April 14	BOS adopts the 15 calendar year tax rate BOS adopts the FY 15/16 budget and FY16-20 CIP Amendment (If not approved on the 8 <sup>th</sup> )
Thursday, April 16	Tentative Special Budget Work Session (if necessary to finalize)
Thursday, April 23	School Board Work Session – Adopt Budget

**Highlighted items are BOS meetings that may be of interest to the School Board**